

Hanford Elementary School District

REGULAR BOARD MEETING AGENDA

Wednesday, June 22, 2016

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

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

Administrative Panel Recommendations

Case# 15-14 – Kennedy

Case# 15-17 – Kennedy

Case# 16-02 – Wilson

Case# 16-08 – King

Case# 16-11 - Monroe

Case# 16-13 – Wilson

Case# 16-37 – Monroe

Case# 16-55 - Hamilton

Case# 16-56 – Community Day School

OPEN SESSION

- Take action on closed session items

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 total time for public input on each item to 20 minutes.)

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

2. CONSENT ITEMS

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

- a) Accept warrant listings dated June 1, 2016, June 3, 2016 and June 10, 2016
- b) Approve minutes of Regular Board Meeting June 8, 2016
- c) Approve donation of \$642.46 from JFK Parent Teacher Club to JFK
- d) Approve donation of \$1,000.00 from Wonderful Giving and \$25.62 from Target Take Charge of Education to Lee Richmond
- e) Approve donation of \$1,500.00 from Kohl's to Monroe

3. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of consultant contract with TCOE Consultant, Carole Wiley (Rubalcava)
- b) Consider approval of consultant contract with Mathematics Professional Developer, Dr. Karen Karp (Rubalcava)
- c) Consider approval of donation of 35 Kenwood TK5310GK2-LKP Analog/Digital Portable Radios/Batteries/Chargers and Belt Clips (Terry)
- d) Consider approval of the SELPA Local Plan (Terry)
- e) Consider approval of consultant agreement with SADA Systems to provide Office 365 migration consulting services (Goldsmith)
- f) Consider approval of renewal contract with Blackboard, Inc. for parent notification services (Goldsmith)
- g) Consider approval of the Jefferson Charter Academy 2016-2017 to 2018-2019 Local Control Accountability Plan (Carlton)
- h) Consider approval of the 2016-2017 HESD Local Education Agency Plan (LEAP) Addendum and Title III Action Plan for English Learners (Carlton)
- i) Hear and consider approval of School Site Title I Evaluations (Carlton)
- j) Hear and consider approval of 2016-2017 Single Plans for Student Achievement (School Plans) (Carlton)
- k) Consider approval of the following revised Board Policy and Administrative Regulations: (Terry)
 - BP/AR 1312.3 – Uniform Complaint Procedures
- l) Consider approval of the following revised Administrative Regulations and Exhibit: (Terry)
 - AR/E 1312.4 – Williams Uniform Complaint Procedures

4. PERSONNEL (Martinez)

- a) Employment
 - Certificated, effective 8/9/16
 - Osvaldo Garcia, Teacher, Probationary 1 (rescind)
 - Cynthia Medina, Teacher, Probationary 1
 - Carin Ray, Teacher, Probationary 1
 - Classified
 - Carolina Garcia, Bilingual Clerk Typist II – 5.0 hrs., Monroe, effective 7/29/16

b) Short-term Employment

CLASSIFIED STAFF – Extended Learning Opportunities

Migrant Summer School

- Sandy Perez, Bus Driver – 6.0 hrs., Transportation, effective 6/13/16 to 6/30/16

Seamless Summer Meal Program. Effective 6/6/16 to 7/29/16

- Jenny Delgado, Yard Supervisor – 1.75 hrs., Kennedy, effective 6/6/16 to 7/29/16
- Daniela Meza, Yard Supervisor – 1.75 hrs., Jefferson, effective 6/20/16 to 7/29/16
- Teresita Ramirez, Yard Supervisor – 1.75 hrs., Lincoln, effective 6/6/16 to 7/29/16

HESD Summer Academic and Enrichment Programs

- Danna Bailey, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 7/8/16
- Maria Jones, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 7/8/16

HESD Enrichment and Community Leadership

- John Arnett, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 6/24/16
- Linda Arnett, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 6/24/16

c) Resignations

- Gabriella Gomez, Substitute READY Program Tutor, effective 6/5/16
- Virginia Silva, Educational Tutor K-6 – 3.5 hrs., Monroe, effective 5/12/16

d) Promotion

- Rachelle Vasquez, from Special Education Aide – 5.0 hrs., to Student Specialist – 8.0 hrs., Washington, effective 7/29/16

e) Temporary Out of Class Assignment/More Hours/Transfer

- Katie Luis, from Lead READY Program Tutor – 5.0 hrs., Lincoln to Administrative Secretary I – 8.0 hrs., Special Services/READY, effective 6/6/16 to 6/10/16

f) Administrative Transfer

- Benito Avila, READY Program Tutor – 4.5 hrs., from Richmond to Jefferson, effective 8/9/16
- Demi Balbina, READY Program Tutor – 4.5 hrs., from King to Hamilton, effective 8/9/16
- Miranda Banuelos, READY Program Tutor – 4.5 hrs., from Jefferson to Richmond, effective 8/9/16
- Denise Hurt, Special Circumstance Aide, - 5.75 hrs., from Simas to Wilson, effective 8/15/16
- Lauree Mallard, READY Program Tutor – 4.5 hrs., from Jefferson to Richmond, effective 8/9/16
- Jacqueline Medrano, READY Program Tutor – 4.5 hrs., from Richmond to King, effective 8/9/16
- Zachary Westover, READY Program Tutor – 4.5 hrs., from Jefferson to Lincoln, effective 8/9/16

g) Voluntary Transfer

- Sarai Rivera, READY Program Tutor – 4.5 hrs., from Hamilton to Jefferson

h) Voluntary Transfer/Decrease in Hours

- Chantel Andresen, Yard Supervisor, from 3.25 hrs., Simas to 2.5 hrs., Monroe, effective 8/15/16

- i) Salary/Wage Schedules for 2016-2017
 - Management/Professional Specialist/Confidential Salary Schedule (Interim) - Revised
- j) Job Description
 - Chief Technology Officer (revised and retitled)
 - Administrative Assistant for Human Resources (revised)
 - Administrative Assistant to Superintendent (new)

5. FINANCIAL (Endo)

- a) Consider adoption Resolution #20-16: Budget Revisions-Certificated Bargaining Agreement
- b) Consider adoption of the 2016-2017 Jefferson Charter School Budget
- c) Consider approval of legal contracts for the 2016-2017 fiscal year
- d) Consider adoption of Resolution #21-16: Resolution of the Board of Trustees of the Hanford Elementary School District Ordering an Election, and Establishing Specifications of the Election Order
- e) Consider approval to purchase a school bus utilizing a piggyback bid issued by the Waterford Unified School District
- f) Consider approval of declaration of surplus items

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Liz Simas
DATE: June 1, 2016

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

Date you wish to have your item considered: June 22, 2016

ITEM: Administrative Panel Recommendations and Readmissions

PURPOSE:

Case# 15-14 – Kennedy
Case# 15-17 – Kennedy
Case# 16-02 – Wilson
Case# 16-08 – King
Case# 16-11 - Monroe
Case# 16-13 – Wilson
Case# 16-37 – Monroe
Case# 16-55 - Hamilton
Case# 16-56 – Community Day School

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider approval of warrants.

PURPOSE:

The administration is requesting the approval of the warrants listed on the registers dated: 06/01/2016, 06/03/2016 and 06/10/2016.

FISCAL IMPACT:

See attached.

RECOMMENDATIONS:

Approve the warrants.

**Warrant Register For Warrants
Dated 06/01/2016**

Warrant Number	Vendor Number	Vendor Name	Amount
12521293	6684	DALE DREW Other Services	\$500.00
12521294	1623	DIANE WILLIAMS Other Services	\$500.00
Total Amount of All Warrants:			\$1,000.00

Credit Card Register For Payments
Dated 06/03/2016

Document Number	Vendor Number	Vendor Name	Amount
14015981	91	AUTOMATED OFFICE SYSTEMS Leases	\$6,259.68
14015982	176	BSN SPORTS Inst'l Matl's	\$100.39
14015983	4271	GOLDEN EAGLE CHARTER INC. Other Services	\$2,540.00
14015984	5280	J&E RESTAURANT SUPPLY INC Equipment	\$41,894.15
14015985	806	KINGS COUNTY TROPHY Inst'l Matl's	\$3,408.29
14015986	994	MOBILE MODULAR MGMT. CORP. Rentals/Leases	\$886.00
14015987	3018	QUINN RENTAL SERVICES Rentals, Leases & Repairs	\$1,810.02
Total Amount of All Credit Card Payments:			\$56,898.53

Warrant Register For Warrants

Dated 06/03/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12521338	6271	MARIBEL AGUILERA Inst'l Matl's	\$145.74
12521339	4236	ALTERNATIVE BILLING CONSULTANT Other Services	\$66.00
12521340	59	AMERIPRIDE UNIFORM SERVICES Mop/Mat/Laundry	\$261.80
12521341	6685	GABRIELLA E. ARROYO All Other Local Revenues	\$90.40
12521342	6253	AT&T Telephone	\$1,674.26
12521343	6663	BEST WESTERN HERITAGE INN Travel & Conf	\$285.57
12521344	5526	BETWEEN YOUR EARS ENTERTAINMEN Inst'l Consultant	\$950.00
12521345	153	BOOKSOURCE Books	\$998.56
12521346	236	STATE OF CALIFORNIA Other Services	\$519.00
12521347	355	CDT INC. Other Services	\$233.00
12521348	4452	CENTRAL VALLEY SUPPORT SERVICE Other Services	\$180.00
12521349	331	CLASSIC CHARTER Other Services	\$5,565.00
12521350	4178	COOK'S COMMUNICATION Transportation Supplies	\$2,290.02
12521351	6486	CARA CUMMINGS Mileage	\$49.95
12521352	405	DASSEL'S PETROLEUM INC. Fuel	\$447.20
12521353	6419	JAMIE DIAL Other Supplies	\$142.49
12521354	5360	EDUPOINT EDUCATIONAL SYSTEMS Other Services	\$6,000.00
12521355	6680	FEDERAL LICENSING INC. Other Services	\$119.00
12521356	523	FIRST STRING SPORTS Warehouse	\$704.12
12521357	6453	FLOWERS BAKING COMPANY Food	\$889.36
12521358	1769	FRESNO PRODUCE Food	\$16,655.75
12521359	2749	GARDA CL WEST INC. Other Services	\$44.84
12521360	1393	GAS COMPANY Gas	\$499.57
12521361	3305	GILBERT ELECTRIC COMPANY Repairs	\$500.00
12521362	591	GOLD STAR FOODS Food	\$8,388.80
12521363	6003	ERIK GONZALEZ Inst'l Consultant	\$1,800.00
12521364	5631	GREAT AMERICAN PRODUCTS Books	\$120.95
12521365	6038	VERONICA GREVER Mileage	\$83.17
12521366	3338	HANFORD AUTO DISMANTLING Other Supplies	\$26.88
12521367	6689	KEN HAZLEWOOD Prepaid Meals	\$34.60
12521368	744	ISTE REGISTRATION OFFICE Travel & Conf	\$434.00
12521369	4117	JANA JASSO All Other Local Revenues	\$61.10
12521370	5290	KEENAN & ASSOCIATES Insurance	\$423.34
12521371	1829	KENNEDY STUDENT BODY Inst'l Matl's/Other Supplies	\$1,205.00
12521372	796	KINGS COUNTY OFFICE OF ED Other Services/Other Supplies	\$7,946.58
12521373	827	LA TAPATIA TORTILLERIA INC. Food	\$1,451.88
12521374	4796	LEMOORE CINEMAS Inst'l Matl's	\$1,200.00
12521375	3048	CINDY LEWIS Mileage	\$8.21
12521376	6527	LISSETTE LEYVA Mileage	\$49.63
12521377	2243	MATSON ALARM Rentals, Leases & Repairs	\$261.96
12521378	2243	MATSON ALARM Maint Supplies	\$72.00
12521379	2243	MATSON ALARM Other Services	\$562.00
12521380	6686	RAMONA A MENDOZA All Other Local Revenues	\$28.79
12521381	5055	METRO 4 CINEMA Inst'l Matl's	\$669.75
12521382	5055	METRO 4 CINEMA Inst'l Matl's	\$840.00
12521383	976	MICHAEL'S PLUMBING SUPPLIES Maint Supp	\$31.80
12521384	6687	LUZ S NAJAR All Other Local Revenues	\$12.31
12521385	5510	NEWEGG.COM Maint Supp	\$203.73

Warrant Register For Warrants

Dated 06/03/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12521386	1058	OFFICE DEPOT Warehouse	\$152.88
12521387	1058	OFFICE DEPOT Inst'l Matl's/Office Supp	\$187.39
12521388	3986	AMADITA (AMY) OLIVEIRA Mileage	\$60.13
12521389	1071	ORIENTAL TRADING CO. INC. Inst'l Matl's	\$87.48
12521390	5111	P & R PAPER SUPPLY COMPANY INC Other Supp	\$4,132.50
12521391	1168	PRODUCERS DAIRY PRODUCTS Food	\$12,767.32
12521392	1184	PURE FORCE Custodian Supplies	\$280.01
12521393	3569	WENDI SANTIMORE Mileage	\$102.79
12521394	5923	SASSER SPECIALTIES Printing Supplies	\$14,305.62
12521395	1303	SAVE MART SUPERMARKETS Food	\$455.12
12521396	3743	SHRED-IT USA – FRESNO Shredding	\$197.51
12521397	1374	SMART & FINAL STORES (HFD/DO) Inst'l Matl's	\$1,051.08
12521398	1801	SMART & FINAL STORES (HFD/KIT) Food	\$581.46
12521399	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$29,131.73
12521400	2031	SOUTHWEST SCH & OFFICE SUPPLY Warehouse	\$4,215.62
12521401	1404	STANISLAUS FOUNDATION – ADMIN Other Services	\$2,593.75
12521402	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$5,590.00
12521403	1435	SUPERIOR DAIRY Inst'l Matl's	\$139.50
12521404	2188	SUPPLYWORKS Warehouse	\$14,536.74
12521405	1444	SYSCO FOODSERVICES OF MODESTO Food	\$34,941.79
12521406	2585	T.S. WOO DISTRIBUTING Food	\$168.80
12521407	1466	TERMINIX INTERNATIONAL Other Services	\$25.00
12521408	2043	TULARE COUNTY OFFICE OF ED Travel & Conf	\$150.00
12521409	4064	TULARE COUNTY OFFICE OF ED Inst'l Matl's	\$605.00
12521410	6671	TULARE COUNTY OFFICE OF EDUCAT Inst'l Matl's	\$50.00
12521411	4547	U S SCHOOL SUPPLY Inst'l Matl's	\$30.90
12521412	6106	BRITTANY WILLARD Mileage	\$15.12
Total Amount of All Warrants:			\$191,783.35

Warrant Register For Warrants

Dated 06/10/2016

Warrant Number	Vendor Number	Vendor Name	Amount
12521866	21	ADVENTURE PARK Inst'l Matl's	\$6,634.72
12521867	6666	ADVENTURE TO FITNESS Inst'l Matl's	\$99.00
12521868	6271	MARIBEL AGUILERA Inst'l Matl's	\$51.47
12521869	5545	CASSANDRA ARCEO Mileage	\$17.28
12521870	6253	AT&T Telephone	\$39.19
12521871	113	BARNES AND NOBLE-5886056 Inst'l Matl's	\$321.86
12521872	6581	JENNIFER BROUSSARD Mileage	\$273.59
12521873	1891	DEBRA CAWLEY Mileage	\$31.05
12521874	331	CLASSIC CHARTER Other Services	\$5,714.00
12521875	6595	D & D SECURITY Equipment	\$1,496.43
12521876	5427	MARY DETLEFSEN Travel & Conf	\$258.00
12521877	4512	DIV. OF STATE ARCHITECT Buildings & Improvements	\$2,310.70
12521878	4242	ANTHONY ECK Inst'l Matl's	\$165.34
12521879	2155	JAVIER ESPINDOLA Inst'l Matl's	\$51.95
12521880	528	FOCUS PACKAGING & SUPPLY CO Warehouse	\$1,530.53
12521881	5960	LAUREN FRANCO Mileage	\$22.63
12521882	3400	FRESNO COUNTY OFFICE OF ED Travel & Conf	\$200.00
12521883	1393	GAS COMPANY Gas	\$200.04
12521884	3305	GILBERT ELECTRIC COMPANY Repairs	\$1,036.28
12521885	592	DAVID GOLDSMITH Travel & Conf	\$378.00
12521886	620	GRISWOLD LASALLE COBB DOWD Legal	\$1,692.85
12521887	3107	ELEANOR GUERRERO Inst'l Matl's	\$64.29
12521888	622	CHERYL GUILBEAU Mileage	\$49.90
12521889	649	HANFORD POLICE DEPARTMENT Other Services	\$184,000.00
12521890	632	CITY OF HANFORD Water/Sewer	\$14,410.57
12521891	2472	MARIA G. HERNANDEZ Mileage	\$26.89
12521892	6683	HYATT REGENCY DENVER CONV CTR Travel & Conf	\$1,463.10
12521893	779	KEENAN & ASSOC./CPIC Health & Welfare	\$5,400.00
12521894	778	KEENAN & ASSOC./MED. EYE SERV. Health & Welfare	\$10,297.04
12521895	5632	KNOX COMPANY Other Supplies	\$330.03
12521896	4796	LEMOORE CINEMAS Inst'l Matl's	\$2,268.00
12521897	912	MANGINI ASSOCIATES INC. Buildings & Improvements/Land Improvements	\$24,701.00
12521898	6690	LISA MCCLURG Mileage	\$56.38
12521899	6077	ALLISON MINICK Inst'l Matl's	\$188.77
12521900	1058	OFFICE DEPOT Warehouse	\$872.76
12521901	5111	P & R PAPER SUPPLY COMPANY INC Warehouse	\$578.83
12521902	4088	ESTHER PHELPS Inst'l Matl's	\$447.54
12521903	4118	KERRY PIEROTTE Mileage	\$26.73
12521904	2646	JILL RUBALCAVA Mileage	\$37.64
12521905	5923	SASSER SPECIALTIES Printing Supplies	\$189.95
12521906	2013	MICHELLE SCHOFIELD Mileage	\$131.53
12521907	1367	SISC III Health & Welfare	\$541,259.00
12521908	1389	PATRICIA SOPER Mileage	\$110.75
12521909	1392	SOUTHERN CALIFORNIA EDISON CO. Electricity	\$5,900.05
12521910	1403	STANISLAUS FOUNDATION – DENTAL Other Services	\$18,383.35
12521911	2188	SUPPLYWORKS Warehouse	\$4,233.89
12521912	2188	SUPPLYWORKS Warehouse	\$11,422.86
12521913	5946	THE HARTFORD Health & Welfare	\$1,115.68

**Warrant Register For Warrants
Dated 06/10/2016**

Warrant Number	Vendor Number	Vendor Name	Amount
12521914	1554	SONIA VELO Mileage	\$42.71
12521915	3863	WILLIAM WILKINSON Mileage	\$97.52
Total Amount of All Warrants:			\$850,631.67

Credit Card Register For Payments
Dated 06/10/2016

Document Number	Vendor Number	Vendor Name	Amount
14016046	179	BUDDY'S TROPHY SUPPLY Inst'l Matl's	\$982.63
14016047	5428	CONSERV FLAG COMPANY Inst'l Matl's	\$114.39
14016048	2103	EDGEWOOD PRESS Inst'l Matl's	\$909.63
14016049	529	FOLLETT SCHOOL SOLUTIONS Books	\$296.42
14016050	4271	GOLDEN EAGLE CHARTER INC. Other Services	\$870.00
14016051	806	KINGS COUNTY TROPHY Inst'l Matl's	\$959.44
14016052	994	MOBILE MODULAR MGMT. CORP. Leases	\$3,900.00
Total Amount of All Credit Card Payments:			\$8,032.51

Hanford Elementary School District
Minutes of the Regular Board Meeting
June 8, 2016

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on June 8, 2016 at the District Office Board Room, 714 N. White Street, Hanford, CA.

Call to Order President Revious called the meeting to order at 5:30 p.m. Trustees Garcia, Hernandez and Robinson were present. Trustee Garner was absent.

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

- Student Discipline pursuant to Education Code section 48918

Open Session Trustees returned to open session at 6:13 p.m.

HESD Managers Present Dr. Paul J. Terry, Superintendent, and the following administrators were present: Doug Carlton, David Endo, Joy Gabler, Lucy Gomez, Jaime Martinez, Karen McConnell, Gerry Mulligan, Julie Pulis, Jill Rubalcava, and Liz Simas.

Expel Case #16-43 Trustee Garcia moved to accept the Findings of Fact and expel case #16-43 for the remainder of the 2015-16 school year and the first semester of the 2016-17 for violation of Education Code 48900 as determined by the Administrative Panel at a Hearing held May 23, 2016. Parents may apply for Readmission on or after December 16, 2016. Trustee Hernandez seconded; motion carried 4-0:

- Garcia – Yes
- Hernandez – Yes
- Revious – Yes
- Robinson – Yes

Expel Case #16-45, #16-46, #16-47, #16-48, #16-49, and #16-50 Trustee Garcia moved to accept the Findings of Fact and expel case #16-45, #16-46, #16-47, #16-48, #16-49, and #16-50 for the remainder of the 2015-16 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at Hearings held June 6, 2016. Parents may apply for Readmission on or after June 3, 2016. Trustee Robinson seconded; motion carried 4-0:

- Garcia – Yes
- Hernandez – Yes
- Revious – Yes
- Robinson – Yes

Expel Case #16-52 Trustee Garcia moved to accept the Findings of Fact and expel Case #16-52 for one year for violation of Education Code 48900 and 48915 as determined by the Administrative Panel at a Hearing held June 6, 2016. Parents may apply for Readmission on or after June 7, 2017. Trustee Hernandez seconded; motion carried 4-0:

- Garcia – Yes
- Hernandez – Yes
- Revious – Yes
- Robinson – Yes

Expel Case #16-53 Trustee Garcia moved to accept the Findings of Fact and expel case #16-53 for the remainder of the 2015-16 school year and the first semester of the 2016-17 for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at a

Hearing held June 6, 2016. Parents may apply for Readmission on or after December 16, 2016. Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Expel Case #16-54 Trustee Garcia moved to accept the Findings of Fact and expel case #16-54 for the remainder of the 2015-16 school year and the first semester of the 2016-17 for violation of Education Code 48915 as determined by the Administrative Panel at a Hearing held June 6, 2016. However, Trustee Hernandez furthered move that the parents may apply for readmission on or after June 3, 2016. If readmission is granted, the expulsion order shall be suspended and student may attend regular school in probationary status on a Behavior Conditions Plan through December 16, 2016. Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Public Comments None

Board and Staff Comments None

Requests to Address the Board None

Dates to Remember President Revious reviewed dates to remember: Regular Board Meeting – June 22 at 5:30 p.m.

CONSENT ITEMS

Trustee Garcia made a motion to take consent items “a” through “k” together. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Trustee Garcia then made a motion to approve consent items “a” through “k”. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

The items approved are as follows:

- a) Warrant listings dated 5/20/16 and 5/27/16.
- b) Minutes of Regular Board Meeting May 25, 2016.
- c) Donation of \$50.00 from Take Charge of Education to Lincoln.

- d) Donation of \$50.00 from Take Charge of Education to Hamilton.
- e) Donation of \$2,700.00 from Washington PTC to Washington.
- f) Donation of \$13.14 from Take Charge of Education to Hamilton.
- g) Donation of \$750.00 from Silicon Valley Community Foundation Edison International to MLK.
- h) Donation \$4,392.38 from Jefferson PTC to Jefferson.
- i) Donation of \$100.00 from Target to Roosevelt.
- j) Donation of \$30.52 from Target to Roosevelt.
- k) Donation of \$900.00 from Roosevelt Parent Teacher Club.

INFORMATION ITEMS

DELAC

Lucy Gomez, Director of Curriculum and Instruction, presented for information a report from District English Learner Advisory Committee (DELAC) April 20, 2016 meeting. The DELAC reviewed data and topics pertaining to DELAC. The recommendations from DELAC are to continue providing services, to provide a copy of the Title I Evaluation to the Board and post a copy on the District's webpage.

PAC

Doug Carlton, Director of Categorical Programs, presented for information a report from the Hanford Elementary LCAP Parent Advisory Committee (PAC). The PAC received for information the District's standards, attendance rate, absenteeism rate, dropout rate, suspension rate, and expulsion rate. The recommendations from PAC are to continue services for students that have good attendance and good citizenship, provide alternative education, post a draft of the LCAP on the District's public website and submit a copy to Kings County Office of Education.

BP/AR 1312.3

Superintendent Paul J. Terry presented for information the following revised Board Policy and Administrative Regulation:

- BP/AR 1312.3 – Uniform Compliant Procedures

AR/E 1312.4

Superintendent Paul J. Terry presented for information the following revised Administrative Regulation and Exhibit:

- AR/E 1312.4 – Williams Uniform Complaint Procedures

BOARD POLICIES AND ADMINISTRATION

TCOE/Migrant Region VIII Agreement

Trustee Garcia made a motion to approve the Agency Agreement for Migrant Summer School programs operated by Tulare County Office of Education/Migrant Region VIII. The Migrant Summer School will be housed at Jefferson Charter School and it will provide transportation, snacks and health care assistance. Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Funding Categorical Aid Programs

The consolidated application is the document that is used to apply and report on several federal and state categorical aid program that include Title I, Title II, and Title III. The purpose of Title I is to improve achievement of low income students, Title II is for teacher training, and Title III is to improve achievement of English learners. The estimated cost of Title I is \$2,063,995, Title II is \$287,894, and Title III is \$130.888. With a grand total of \$2,482,777.

Trustee Hernandez made a motion to approve the consolidated application for Funding Categorical Aid Programs (Spring Release). Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

**Edupoint
Synergy
Contract**

Edupoint Synergy will provide the District, school site administration, and classroom teachers the ability to create, administer, score and analyze data from computer based assessments. It is an add-on to the Synergy student information system that will cost about \$14,000; Title I will cover cost.

Trustee Garcia made a motion to approve the contract with Edupoint Synergy for assessment data analysis software. Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

2015-2016 Title I Evaluation Trustee Robinson made a motion to approve the Hanford Elementary School District 2015-2016 Evaluation of Consolidated Programs/Comprehensive Needs Assessment (Title I Evaluation). Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

2016-2017 LCAP Trustee Robinson made a motion to approve of the Hanford Elementary School District 2016-2017 to 2018-2019 Local Control Accountability Plan. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

PERSONNEL

Trustee Garcia made a motion to take Personnel items "a" through "k" together. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Trustee Garcia then made a motion to approve Personnel items "a" through "k". Trustee Hernandez seconded; the motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Item "a" –
Employment

The following items were approved:
Classified

- Lorene Silva, Account Technician II – 8.0 hrs., Fiscal Services, effective 6/6/16

Temporary Employees/Substitutes/Yard Supervisors

- Larry Faucett, Substitute Maintenance Worker II, effective 5/17/16
- Amy Garcia, Substitute Yard Supervisor, effective 5/20/16
- John Garcia, Substitute Yard Supervisor, effective 5/20/16
- Jorge Valtierra, Substitute Groundskeeper I, effective 5/23/16

Item "b" –
Short-term
Employment

CLASSIFIED STAFF – Extended Learning Opportunities
Migrant Summer School

- Cassandra Arceo, Bilingual Health Care Assistant – 5.5 hrs., Jefferson, effective 6/10/16 to 6/30/16
- Joshua Kuenning, Short-term Custodian II – 5.5 hrs., Jefferson, effective 6/13/16 to 6/30/16

Seamless Summer Meal Program. Effective 6/6/16 to 7/29/16

- Corina Carrera, Cook/Baker – 5.5 hrs., Food Services, effective 7/1/16 to 7/29/16
- Lucila Cervantes, Food Service Worker I – 2.5 hrs., Lincoln, effective 6/6/16 to 7/29/16
- Veronica Grever, Food Service Worker I – 2.5 hrs., Lincoln, effective 6/6/16 to 7/29/16
- Udocia Littlejohn, Food Service Worker I – 2.5 hrs., Jefferson, effective 6/6/16 to 7/29/16
- Alicia Martinez, Food Service Worker I – 2.5 hrs., Kennedy, effective 6/6/16 to 7/29/16
- Daisy Maya Gaona, Food Service Worker I – 2.5 hrs., Jefferson, effective 6/6/16 to 7/29/16
- Lucy Rose, Food Service Worker I – 2.5 hrs., Kennedy, effective 6/6/16 to 7/29/16
- Wendi Santimore, Cook/Baker – 5.5 hrs., Food Services, effective 6/6/16 to 7/1/16

Special Education Summer School

- Rachelle Vasquez, Special Education Aide – 5.75 hrs., Lincoln, effective 6/13/16 to 6/30/16

HESD Summer Academic and Enrichment Programs

- Carrie Boles, Short-term Custodian II – 8.0 hrs., Lincoln, effective 6/9/16 to 7/8/16
- Aristeo Calvillo, Bilingual Clerk Typist II – 5.5 hrs., Lincoln, effective 6/9/16 to 7/8/16
- Frank "Roman" Gonzales, Student Specialist – 5.5 hrs., Lincoln, effective 6/9/16 to 7/8/16
- Yadira Castrejon Granados, Bilingual Clerk Typist II – 5.5 hrs., Kennedy, effective 6/9/16 to 6/24/16
- Robert Leon, Bilingual Student Specialist – 5.5 hrs., Kennedy, effective 6/9/16 to 6/24/16
- Ugochi Ndoh, Health Care Assistant – 5.5 hrs., Kennedy, effective 6/9/16 to 6/24/16
- Derek Silveira, Short-term Custodian II – 6.0 hrs., Kennedy, effective 6/9/16 to 6/24/16

Item "c" –
Resignations

- Nicholas Carrillo Jr., Substitute Custodian II, effective 1/12/16
- Cristina Ceja, Substitute Bilingual Clerk Typist I, Clerk Typist I and Translator: Oral Interpreter, effective 6/3/14
- Tenisha Clifton, Teacher, King, effective 6/3/16
- Alicia Cuoto, Substitute Yard Supervisor, effective 11/17/15
- Taylor Furtado, READY Program Tutor – 4.5 hrs., Simas, effective 9/30/15
- Jennifer Sparhawk, School Counselor, Wilson, effective 6/10/16
- Joshua Washburn, Substitute Custodian I, effective 8/12/15

**Item “d” –
Promotion**

- Yolanda Vidal, from Bilingual Clerk Typist II – 8.0 hrs., Simas to School Operations Officer – 8.0 hrs., Simas, effective 7/29/16

**Item “e” –
Promotion/
Transfer**

- Shereese Rose, from Student Specialist – 8.0 hrs., Washington to School Operations Officer – 8.0 hrs., King, effective 7/29/16
- Breanna Young, from READY Program Tutor – 4.5 hrs., Simas to Special Education Aide – 5.0 hrs., Roosevelt, effective 8/15/16

**Item “f” – More
Hours/Transfer**

- Carolina Ortega de Garcia, Bilingual Clerk Typist II, from 5.0 hrs., Monroe to 8.0 hrs., Simas, effective 7/29/16

**Item “g” – Need
for Fully
Qualified
Educators**

- Adopt Declaration of Need for Fully Qualified Educators for 2016-2017 School Year (Title 5, 80026)

**Item “h” – 30-
day Substitute
Teaching
Permits**

- Annual Statement of Need for 30-Day Substitute Teaching Permits
 - The Governing Board of the Hanford Elementary School District declares that a sufficient number of credentialed teachers are not available to fill vacancies for substitute teaching during the 2016-2017 school year. Therefore, the District is filing an annual statement of need with the Kings County Office of Education to allow Emergency 30-Day Substitute Permit holders to fill day-to-day substitute needs.

**Item “i” –
Assistant
Superintendents
/CBO Contracts
for 2016-17**

- Ratify Assistant Superintendents/CBO Employment Contracts for 2016-17 (Gov. Code Section 53262)
 - Jaime Martinez, Human Resources
 - Karen McConnell, Special Services
 - David Endo, Chief Business Official, Fiscal Services

**Item “j” –
Salary/Wage
Schedules for
2016-2017**

- Management/Professional Specialist/Confidential Salary Schedule (Interim)
- Classified Salary Schedule (Interim)
- Non-Represented Part-Time Employee Wage Schedule (Interim)

**Item “k” –
Volunteers**

<u>Name</u>	<u>School</u>
Lindsey Calvillo (HESD Employee)	Jefferson
Rick Calvillo (HESD Employee)	Jefferson
David Fryar	Kennedy

FINANCIAL

**2016-2017
HESD Budget**

Trustee Garcia made a motion to approve the 2016-2017 Hanford Elementary School District Budget. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

**Resolution #17-
16**

Trustee Garcia made a motion to adopt Resolution #17-16: Budget Revisions-Budget Adoption for 2016-17 year. Trustee Robinson seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes

Revious – Yes
Robinson – Yes

Resolution #19-16 Trustee Garcia made a motion to adopt Resolution #19-16: Board Delegation of Powers. The resolution allows the CBO to adjust budgets, make transfers, and other financial transactions necessary to close the 2015-16 fiscal year. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Resolution #18-16 Trustee Robinson made a motion to adopt Resolution #18-16: Education Protection Account Spending Determination. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

School Services for 2016-17 Trustee Garcia made a motion to approve the contract with School Services of California for the 2016-2017 fiscal year. School Service of California will provide updates on state activities related to school districts. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Certification of Signatures Trustee Robinson made a motion to approve the certification of signatures which authorizes the listed individuals that can sign on the District's behalf. Trustee Hernandez seconded; motion carried 4-0:

Garcia – Yes
Hernandez – Yes
Revious – Yes
Robinson – Yes

Adjournment There being no further business, President Revious adjourned the meeting at 6:48 p.m.

Respectfully submitted,

Paul J. Terry,
Secretary to the Board of Trustees

Approved:

Timothy Revious, President

Lupe Hernandez, Clerk

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jason Strickland

DATE: 6/7/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered:

ITEM: Donation of \$642.46 from JFK PTC to JFK General Budget.

PURPOSE: PTC is now closed and this was the amount left in the account.

FISCAL IMPACT: This donation will be used to pay the PTC Insurance costs for 2015-2016 and 2014-2015.

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Lindsey Calvillo

DATE: June 7, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Consider acceptance of donation of \$1,000 from Wonderful Giving to Lee Richmond Elementary School.

ITEM: Consider acceptance of donation of \$25.62 from Target Take Charge of Education to Lee Richmond Elementary School.

PURPOSE: To be used for purchase of instructional supplies or study trip expenses for the 2016-2017 School Year.

FISCAL IMPACT: 0100-1100-0-1110-1000-430000-025-0000

RECOMMENDATION: Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICTAGENDA REQUEST FORM

TO: Paul Terry

FROM: Julie Pulis



DATE: June 6, 2016

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

Date you wish to have your item considered: June 22, 2016

ITEM: Donation of \$1,500.00 from Kohl'sPURPOSE: Accept donation of \$1,500.00 from Kohl's to the Monroe READY program.READY Program Incentives \$1,500.00
0100-0000-0-1110-4000-430001-024-0077FISCAL IMPACT (if any): \$1,500.00RECOMMENDATION (if any): Action.



KOHL'S DEPARTMENT STORES, INC.
COMMUNITY RELATIONS - AIA
N56W17000 RIDGEWOOD DR.
MENOMONEE FALLS WI 53051-5660

PAYMENT INFORMATION

DATE: May 24, 2016
CHECK NUMBER: 10151280
AMOUNT PAID: \$1,500.00
ACCOUNT NUMBER: 581949653

TRACE NUMBER: 0000000013834873
VENDOR ID: 636166
VENDOR NAME: HANFORD ELEMENTARY
SCHOOL DISTRICT



0000006508-1 CPLD 2A 14516-2 VN - A0087495

HANFORD ELEMENTARY SCHOOL DISTRICT
PARENTS CLUBS MONROE READY
ATTN CAROLYN HUDGINS
511 W MALONE ST
HANFORD CA 93230-2827



Date Approved	Reference ID Number	Event Date / Name	Gross Amount	Discount	Net Amount
5/23/2016	568375	05/11/16 Go Green!	\$1,500.00	\$0.00	\$1,500.00
		Totals	\$1,500.00	\$0.00	\$1,500.00

PLEASE DETACH BEFORE DEPOSITING CHECK



KOHL'S DEPARTMENT STORES, INC.
COMMUNITY RELATIONS - AIA
N56W17000 RIDGEWOOD DR.
MENOMONEE FALLS WI 53051-5660

PAY TO THE
ORDER OF: HANFORD ELEMENTARY SCHOOL DISTRICT
PARENTS CLUBS MONROE READY
ATTN CAROLYN HUDGINS
511 W MALONE ST
HANFORD CA 93230-2827

CHECK
NUMBER: 10151280

May 24, 2016

*** VOID AFTER 90 DAYS ***

12-1
750

AMOUNT
\$1,500.00



Security features
Included.
Details on back.


One Thousand Five Hundred And 00/100 Dollars

Authorized Signatures

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jill Rubalcava 

DATE: June 10, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Consultant Contract with TCOE Consultant, Carole Wiley**PURPOSE:** To provide Professional Development in English Language Arts, Grammar and Mechanics, for Grades 6-8 Teachers for October 21st, District-Wide PD Day.**FISCAL IMPACT:** \$2,200**RECOMMENDATIONS:** I recommend approval.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jill Rubalcava 

DATE: June 10, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Consultant Contract with Mathematics Professional Developer, Dr. Karen Karp**PURPOSE:** To provide Professional Development in Mathematics October 20, 2016 (Special Education Teachers) and October 21, 2016 (TK-5 Teachers) in order to support student learning in Mathematics.**FISCAL IMPACT:** \$9,400 and expenses**RECOMMENDATIONS:** I recommend approval.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell

DATE: May 23, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Approve donation of 35 Kenwood TK5310GK2-LKP Analog/Digital Portable Radios/Batteries/Chargers and Belt Clips

PURPOSE: In cooperation with the County of Kings Office of Emergency Management (OME) through a current grant (held by the County of Kings), the Hanford Elementary School District has proposed to partner with OME and identified the need to support the afterschool program to ensure communication between the school office and staff to ensure the safety of students by purchasing 35 analog/digital portable radios to be used by afterschool staff. County of Kings Office of Emergency Management grant is fully funding the cost of the portable radios, batteries, chargers and belt clips at a cost of \$39, 506.25.

FISCAL IMPACT: None

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell

DATE: June 10, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Request approval of the SELPA Local Plan

PURPOSE: The 2016 Kings County SELPA Local Plan consists of state and federal policies that align with Federal and State requirements. The SELPA Local Plan has been reviewed and revised through the SELPA Advisory and Superintendent's Governance Council. The Governing Board of each District that participates in the Kings County SELPA, joins with the Kings County Office of Education to submit a SELPA Local Plan to the State Superintendent as per Education Code 56195.1(c).

FISCAL IMPACT: None

RECOMMENDATIONS: Approve

Kings County SELPA

Local Plan

2016



Kings County Local Plan

Prepared by:

Nancy Damm, SELPA Director

Local Plan Committee:

Advisory Council

- Barbara Zanio
- Carmen Barnhart
- Cathlene Anderson
- Courtney Coelho
- Cynthia Marshall
- Delinda Chubbuck
- Donna Wood
- Faith Jones
- Janice Ede
- John Raven
- Karen McConnell
- Kary Herrera
- Kathy Fagundes
- Lisa Horn
- Micky Yocum
- Rebecca Strong
- Scott Chennault
- Tammy Johnson
- Valarie Botelho

Finance Committee

- Andrea Affrunti
 - Charles Price
 - Cheryl Newton
 - David Endo
 - Diane Augusto
 - Ivo Denham
 - Jamie Dial
 - Jule Fagundes
-
- Julie Semas
 - Mark Howard
 - Michelle Cutillo
 - Pamela Dihel
 - Renee Wilhite
 - Sarah Smigiera
 - Shelly Leal
 - Steve Corl
 - Susan Fagundes

- Trish Singh

Governance Council

- Cathlene Anderson
- Charlotte Hines
- Cynthia Marshall
- David East
- Debbie Muro
- Paul Terry
- Paul van Loon
- Richard Merlo
- Rick Rayburn
- Tim Bowers
- Todd Barlow
- Tom Addinton
- William Fishbough
- Xavier Pina

Community Advisory Committee

Damien Phillips

Denise Peters

Desiree Secor

Helen Copeland

Janet Chennault

Jessica Pena

Judy Rhodes

Valerie Botelho

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Hanford Elementary School District

714 N. White Street
P.O. Box 1067
Hanford, CA 93232

(559) 585-3600

In accordance with federal and state laws and regulations, the Kings County SELPA/Hanford Elementary School District certifies that this plan has been adopted by the appropriate local board (s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq, and implementing regulations under 34 CFR, Parts 300 and 303, 29 U.S.C. 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code Part 30 and Chapter 3, Division 1 of the Title V of the California Code of Regulations.

Superintendent
Dr. Paul J. Terry

Be it further resolve, the LEA Superintendent shall administer the local implementation of procedures in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Governing Board
Robert "Bobby" Garcia
Jeff Garner
Lupe Hernandez
Dennis Hill
Timothy L. Revious

Furthermore, the LEA Superintendent ensures that policies and procedures covered by this assurance are on file at the LEA and the SELPA offices.

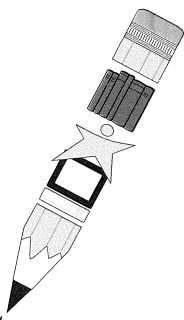
Adopted this _____ day of _____, 2016.

Yeas: _____ Nays: _____

Signed: _____

Superintendent

*In Relentless
Pursuit
of Knowledge*



Certification of Participation, Compatibility, and Compliance Assurances

1. Designate the Special Education Local Plan Area (SELPA) Option:			
<input type="checkbox"/> Single District		<input checked="" type="checkbox"/> Multiple District	
<input type="checkbox"/> District/County			
SELPA Code 1600	SELPA Name Kings County	Application Date 5/2/16	
SELPA Address 1144 W. Lacey Boulevard		SELPA City Hanford	SELPA Zip Code 93230
SELPA Director Name (Print) Nancy J. Damm		Director Telephone Number (559)589-2504	Director E-mail nancy.damm@kings.k12.ca.us

2. Certification of Assurances by the Designated Administrative and Fiscal Agency for this Program (Responsible Local Agency/Administrative Unit [RLA/AU])

Designated RLA/AU Name Kings County Office of Education		
RLA/AU Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip Code 93230
Name of RLA/AU Superintendent Tim Bowers	Superintendent Phone Number (559)584-1441	Superintendent E-mail tbowers@kings.k12.ca.us
Date of Governing Board Approval 5/2/16		

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code* (U.S.C.) 1400 et seq., and implementing regulations under 34 *Code of Federal Regulations* Parts 300 and 303, 29 U.S.C. 705 (20) and 794–794b, the Federal Rehabilitation Act of 1973 as amended, the provisions of the *California Education Code* (EC) Part 30, and Chapter 3 Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA/AU Superintendent	Date
------------------------------------	------

3. Certification of Compatibility by the County Superintendent of Schools

Name of County Office of Education (COE) Kings County Office of Education		
COE Address 1144 W. Lacey Boulevard	COE City Hanford	COE Zip Code 93230
Name of COE Superintendent Tim Bowers	Superintendent Phone Number (559)584-1441	Superintendent E-mail tbowers@kings.k12.ca.us

Pursuant to *EC* Section 56140, I certify that this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

Signature of County Superintendent or Authorized Representative	Date
---	------

4. Certification of the Community Advisory Committee

(Complete Form SED-LP-2)

For Department of Education Use Only		
Recommended for Approval by the Superintendent of Public Instruction:		
Date:	By:	Approval Date:

**Certification of Participation, Compatibility,
and Compliance Assurances**

Community Advisory Committee Certification		
CAC Compliance Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	X	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	X	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the Local Plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).	X	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	X	
Certifying Signature		
Name of Chairperson (print)	Phone	
Judy A. Rhoades	() 559. 381. 1421	
Signature of CAC Chairperson	Date	
JRhoades	04-25-2016	

If you checked [☒] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC 1412 (a) (1))**

It shall be the policy of the LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

Individuals with Disabilities Act (IDEA) is a federal law that requires school districts to provide a “free appropriate public education” (referred to as a FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (known as an IEP) to your child at no cost to you.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****2. FULL EDUCATIONAL OPPORTUNITY (20 USC 1412 (a) (2))**

It shall be the policy of this LEA that all children with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

Kings County SELPA believes that all children, regardless of their family background, their residence, and/or their identified disability, are entitled to a meaningful opportunity to graduate or complete high school prepared for college success and/or competitive employment. We promote a comprehensive approach to educational opportunity that ensures all students have the full spectrum of resources, services, and supports most critical for school success. Each IEP team considers the services and settings and chooses those services that are required for the student's full educational opportunity.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****3. CHILD FIND (20 USC 1412 (a) (3))**

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

Each public school system is responsible for finding children with disabilities in its areas.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE (IFSP)
(20 USC 1412 (a)(4))**

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make revisions.

The IEP guides the delivery of special education supports and services for the student with a disability. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel and students (when appropriate) to work together to improve educational results for children with disabilities. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability and is the cornerstone of the educational benefit for each student with a disability.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****5. LEAST RESTRICTIVE ENVIRONMENT (20 USC1412 (a) (5))**

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

By federal law, special education students have a right to be educated with their same-age, general education peers to the maximum extent possible according to the regulations on least restrictive environment (LRE).

Each IEP team addresses the student's least restrictive environment with decisions focused on this objective throughout the IEP meeting. The IEP contains the statement that the services and placement decisions for the student with disabilities are based on the premise that the student should be educated and participate with his/her non-disabled peers in general education classrooms(s) and activities. The team then explains the extent, if any, to which the student will not participate in the general education classroom/environment. The IEP team also addresses the supplementary aids and services needed by the student in order to achieve IEP goals and participate within the general education setting. These services are determined with input from all member of the IEP team needed to support and implement such services. Collaboration between the general education teacher(s), the special education personnel and the family enables close cooperation of all involved in the consistent use of supplemental aids and services to support both instruction, social interaction of the student and participation within the school district. Participation in general education programs is also document on the IEP in the areas of service options considered, services options recommended and participation in general education programs or activities.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****6. PROCEDURAL SAFEGUARDS (20 USC 1412 (a) (6))**

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

Parents of children with disabilities from ages three through twenty-one have specific educational rights under the Individuals with Disabilities Education Act (IDEA). These rights are called procedural safeguards. Individuals serving as surrogate parents and students aged eighteen receiving special education services, are entitled to these rights.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES.****7. EVALUATION (20 USC 1412 (a) (9))**

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

Assessment for every identified special education student occurs at least every three years. Preparation for the assessment follows the same process as an initial evaluation, which includes an assessment plan with written parental approval. All of the assessment data is completed and developed into a written educational report within the 60 calendar day timeline.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****8. CONFIDENTIALITY (20 USC 1412 (a) (8))**

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and record maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

It shall be the policy of the Kings County SELPA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****9. PART C, TRANSITION (20 USC 1412 (a) (9))**

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

These programs serve eligible infants/toddlers (0-3) and their families. Kings County SELPA provides early intervention services to a specified minimum number of infants/toddlers in compliance with State mandates. Kings County SELPA offers a continuum of special education placement options and related services to preschool aged children moving from Part C to an IEP (Part B).

The part C of IDEA services are provided in the child's natural environment such as the community and home. Parents accompany their children. The Early Start services are provided by a multidisciplinary team, to the infants and their families, in accordance with the infants Individualized Family Service Plan (IFSP). An IFSP is held within 45 calendar days from the time of referral. The IFSP shall be reviewed every six months or earlier if needed or requested by the parent.

Interagency Collaborations: Kings County SELPA works with Central Valley Regional Center (CVRC), the Family Resource Center (FRC) and Parent and Me to locate toddlers who may be eligible for early intervention services. Other referral sources include parents, physicians, Department of Health, school personnel, Children's Hospital of Central California and day-care providers.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****10. PRIVATE SCHOOL (20 USC 1412 (a) (10))**

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

In accordance with IDEA 2004 Kings County SELPA member districts consult with private schools, including religiously affiliated schools and provide limited services to eligible special education pupils.

All pupils with disabilities who are attending private schools and in need of special education services must be located, identified and evaluated. Child Find and evaluation activities are comparable to those undertaken for students in public school settings. It is the intent of Kings County SELPA member districts to offer all necessary special education programs and services to all eligible pupils. If the pupil is eligible for special education services and require specially designed instruction, an IEP is developed. The student and the family are offered a free, appropriate public school setting. The family may accept the placement or decline the placement options and select enrollment in a private school for their child. For private school children who are parentally placed, there is no individual right to receive some or all the special education and related services that the child would receive if enrolled in public school.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****11. LOCAL COMPLIANCE ASSURANCES (20 USC 1412 (a) (11))**

It shall be the policy of this LEAS that the local plan shall be adopted by the appropriate local board(s) (district/county) and is basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****12. INTERAGENCY (20 USC 1412 (a) (12))**

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for a FAPE are provided, including the continuation of services during an interagency dispute resolution process.

FEDERAL REQUIREMENTS**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****13. Governance (20 USC 1412 (A) (13))**

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA reasonable notice and an opportunity for a hearing through the State Educational Agency.

The Governing Boards provide a free appropriate public education (FAPE) to all individuals with disabilities, aged three through twenty one years, who reside the Kings County SELPA including children who have been suspended or expelled or place by the district in a nonpublic, nonsectarian school. Furthermore, the Kings County SELPA shall be responsible for administering services and programs for infants with solely visual, hearing, and severe orthopedic impairments and any combination thereof, who meet the criteria of Education Code 56026 and 56025.5

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****14. PERSONNEL QUALIFICATIONS (20 USC 1412 (a) (14))**

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a state complaint with CDE about staff Qualifications.

It shall be the policy of this LEA that it will support and assist the state's effort and activities to ensure an adequate supply of highly qualified special education, general education, and related services personnel.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****15. PERFORMANCE GOALS & INDICATORS (20 USC 1412 (a) (15))**

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by CDE and provide data as required by the CDE.

Kings County SELPA complies with state monitoring as directed by California Department of Education and communicates the annual progress of the Special Education Department to the community and the Boards of Education.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****16. PARTICIPATION IN ASSESSMENTS (20 USC 1412 (a) (16)**

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

All students with in IEP in the Kings County SELPA shall participate in the state and district-wide assessments. Each special education student's IEP team determines the student's participation in the State and District assessments. The IEP team determines whether the student require accommodations/modifications during the assessment and documents which are appropriate. The accommodations do not alter what the test measures, but modifications fundamentally alter what the test measures. The selection of an accommodation/modification for a particular student is made to reduce the effect of the disability in the testing situation. These accommodations provide students with disabilities an equal opportunity to demonstrate their knowledge and achievement. A student whose IEP goals and objectives reflect a functional rather than academic curriculum, participate in the State's Alternate Assessment. This participation is indicated on the IEP and is an option that will lead a student toward earning a certificate of completion rather than a diploma.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC 1412 (a) (17))**

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other federal funds.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****18. MAINTENANCE OF EFFORT (20 USC 1412 (a) (18))**

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

The term "Maintenance of Effort," often shortened to "MOE" refers to the requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEA) demonstrate that the level of state and local funding remains relatively constant from year to year. Failure to meet MOE requirements may result in the LEA losing eligibility to receive IDEA entitlement funding and requiring an LEA to repay funds, using a non-federal source, to the SDQ, who is required to send funds to the US Department of Education.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****19. PUBLIC PARTICIPATION (20 USC 1412 (a) (19))**

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Kings County SELPA is dedicated to the belief that all students can learn and that special needs students must be guaranteed equal opportunity to become contributing members of society. Kings County SELPA facilitates high quality educational programs and services for special needs student and training for parents and education.

FEDERAL REQUIREMENTS:

SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES

20. RULE OF CONSTRUCTION (20 USC 1412 (a) (20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC 1412 (a) (21))

(Federal requirement for State Education Agency only)

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****22. SUSPENSION/EXPULSION (20 USC 1412 (A)(22))**

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC 1412 (a) (23))**

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

Federal law requires public schools to provide an equal opportunity to students with disabilities to participate in, and receive the benefits of, the educational program. When applied to instructional materials, this requirement means that any materials used for instruction must be accessible to students with disabilities. In instances when that is not possible, accommodations or modifications must be provided.

California stipulates that in order to meet its responsibility under paragraphs 34 CFR 300.172 (b) (2), (b) (3), and (c) to ensure that children with disabilities who need instructional materials in accessible formats are provided those materials in a timely manner, the SEA must ensure that all public agencies take all reasonable steps to provide instruction materials in accessible formats to children with disabilities, who need those instructional materials at the same time as other children receive instructional materials.

In Kings County SELPA the IEP team determines if a student needs to receive the same content as other children in one or more specialized formats (Braille, large print, audio and digital text). The IEP team determines how a student will access information contained in printed materials, which format helps the student work as independently as possible, which format will help the student develop literacy skills, and which format will let them successfully participate and make progress in general education curriculum and IEP goals.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC 1412 (a) (24))**

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Under the 2004 reauthorization of the Individuals with Disabilities Education Improvement Act (IDEIA 2004), the U.S. Department of Education placed an increased emphasis on addressing the challenge of disproportionate representation of students from culturally and linguistically diverse background in special education.

The Federal Office of Special Education Programs (OSEP) requires each state education agency (SEA) to determine if disproportionality based on race and ethnicity and resulting from inappropriate identification is occurring in the state and within local school districts. Further, if such disproportionality due to inappropriate identification is found, the SEA must notify the affected school districts and support them in carrying out improvement activities.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****25. PROHIBITION ON MANDATORY MEDICINE (20 USC 1412 (a) (24))**

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC 1411 (e), (f) (1-3)

(Federal requirement for State Education Agency only)

27. Data (20 USC 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

FEDERAL REQUIREMENTS:**SELPA LOCAL EDUCATION AGENCY (LEA) ASSURANCES****28. CHARTER SCHOOLS (E.C. 56207.5 (a-c))**

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a district.

Special Education and related services shall be provided to all eligible individuals within the jurisdiction of this Local Plan. No governing board shall grant a charter to a district school unless the charter includes assurances that special education instruction and/or services shall be provided to all eligible students, enrolled in the charter school, in accordance with the SELPA Local Plan. If a charter school requests to be chartered as a Local Education Agency, the charter must apply to a multi-district SELPA.

State Requirements

GOVERNANCE

GOVERNANCE STRUCTURE

The Kings County Special Education Local Plan Area (SELPA) is composed of all thirteen school districts and the County Office of Education. Each participating school district may operate its own special education programs and services using its own employees, facilities, and equipment as specified in and pursuant to the provisions contained in the contract between SELPA members. The special education programs and services operated directly by the Kings County Office of Education shall be considered a district for purposes of this administration. The Kings County Office of Education shall be designated as the administrative unit (AU) and shall function as the administrative and fiscal agent for the SELPA in order to insure maximum utilization of all available resources in providing a full range of services to all children and youth ages 0-21 years.

GOVERNANCE PROCEDURES

The Local Plan is composed of the following organizational system with specifically designed roles and relationships:

SPECIAL EDUCATION GOVERNANCE COUNCIL

The fourteen members Special Education Governance Council shall be composed of the thirteen District Superintendents and the County Office of Education. Each of these permanent members may appoint an alternate to represent his/her district in his/her absence. Non-voting members include the SELPA Director, Special Education Advisory Council Chairperson, and SELPA Finance Committee Chairperson. The Special Education Governance Council will serve to coordinate the administration of the Local Plan and will have the prime responsibility of implementing special education policies of local boards of trustees and the county board of education within the guidelines of the Local Plan through the SELPA Director.

The Governance Council shall adopt all policy matters for the SELPA including, but not limited to, the following:

- * Eligibility Guidelines
- * Suspension/Expulsion
- * Records
- * Identification, Assessment, Placement
- * Due Process
- * Complaints
- * Program/Service Responsibility
- * Allocation of Financial Resources

State Requirements

GOVERNANCE

Furthermore, the Governance Council shall:

- * Receive reports from, and be advised by, the SELPA Director
- * Provide guidance to the SELPA Director
- * Be advised by the Special Education Advisory Council
- * Be advised by the SELPA Finance Committee
- * Be advised by the Community Advisory Committee (CAC)

The Governance Council shall be advised by the SELPA Director concerning, but not limited to, the following matters:

- * The annual allocation of fiscal resources;
- * The development of operational procedures and regulations;
- * Legislation;
- * The establishment of priorities for the provision of services;
- * A review of special education programs and services with respect to both planned and actual efforts, progress and results; and
- * Local Plan changes recommendations

SPECIAL EDUCATION ADVISORY COUNCIL

The Special Education Advisory Council is composed of fourteen voting members, one member from each participating district and the County Office of Education. SELPA staff are non-voting members. Members shall be appointed by their respective Superintendents. The Special Education Advisory Council shall assist and support the Special Education Governance Council and the SELPA Director to achieve the best possible program to meet the individual requirements of all children with exceptional needs residing in Kings County. The Council shall propose operational procedures and shall act as a committee for proposing policies for consideration by the Governance Council.

The Advisory Council shall articulate the needs of the districts to the SELPA Director for consideration by the Governance Council.

The primary responsibility of the Advisory Council is to provide coordination for operation of programs throughout the Local Plan Area. The Special Education Advisory Council operates under by-laws developed and approved by it and the Governance Council. The Special Education Advisory Council shall:

- * Advise the SELPA Director and the Special Education Governance Council regarding the current status of special education in their respective districts;
- * Recommend changes in the Local Plan;
- * Participate in the development of the annual plan for staff development;

State Requirements

GOVERNANCE

- * Participate in the development of the annual Special Education Evaluation Plan;
- * Monitor each district's adherence to operational procedures established through the governance structure, including ongoing review of programs;
- * Participate in problem resolutions related to operational procedures;
- * Plan and manage the day-to-day operations within their district programs and services in accordance with the provisions of the Local Plan.

SELPA FINANCE COMMITTEE

The SELPA Finance Committee shall consist of the thirteen district Chief Business Officers (CBOs) and the Kings County Office of Education CBO. Non-voting members include the SELPA Director, Special Education Advisory Council Chairperson, and the Governance Council Chairperson.

The SELPA Finance Committee advises the Special Education Governance Council on matters related to recommended changes in base program services requiring funding model changes, or other recommendations made by the Special Education Advisory Council that affect the allocation of resources.

Roles and responsibilities included but are not limited to the following:

- * Annually elect a committee Chairperson
- * Provide fiscal support, including data collection and analysis, to Special Education Advisory Council and to the Governance Council
- * Review Special Education Advisory Council recommendations
- * Advise Governance Council on fiscal matters related to implementation of the annual budget and recommendations made by the Special Education Advisory Council
- * Assists in monitoring the appropriate use of federal, state and local funds allocated for special education programs.

ADMINISTRATIVE UNIT - RESPONSIBLE LOCAL AGENCY

The Kings County Office of Education is designated as the Administrative Unit (AU) for the Kings County Special Education Local Plan Area (SELPA). The responsibilities of the Administrative Unit shall include, but not be limited to the following, and as referenced in Education Code Section 56780(a)(1-16) and 56780 (b):

- * Responsibility for the SELPA approved Funding Model
- * Calculation of the AB602 funding
- * Allocation of the apportionment based on the funding model
- * Maintain and recommend model changes as needed
- * Coordination of the Special Education Local Plan Area.

State Requirements

GOVERNANCE

- * Coordinated system of identification and assessment.
- * Coordinated system of personnel development.
- * Coordinated system of procedural safeguards.
- * Coordinated system of curriculum development.
- * Coordinated system of internal program review.
- * Coordinated system of data collection and management.
- * Monitoring Maintenance of Effort (MOE) for the SELPA.
- * Coordinated system of evaluation of the effectiveness of the Local Plan.
- * Coordination of interagency agreements.
- * Coordination of services to medical facilities.
- * Coordination of services to licensed children's institutions and foster homes.
- * Preparation of Special Education Local Plan Area reports, including but not limited to annual service and budget plans required of the SELPA by the State Department of Education.
- * Coordination of career and vocational education.
- * Assurance of full educational opportunity.

In addition, the AU shall be responsible for the following:

- * Selects, employs and provides supervision of SELPA staff of the Administrative Unit.
- * Provides consultation and coordination related to procedural safeguards including issues of equal access, free/low cost legal services, and uniform complaint procedures and due process procedures

District Governing Board/Kings County Office of Education

Each of the District Boards of Education and the County Office of Education have authority over programs operated by their respective agencies. The responsibilities of the governing boards shall include, but not be limited to, the following:

- * Entering contractual or joint powers agreements with the County Office of Education, other districts participating in the plan, and the Governance Council.
- * Reviewing and approving the Kings County Special Education Local Plan.
- * Making recommendations to the Governance Council regarding policies and procedures.
- * Establishing and keeping communication with the Governance Council.
- * District and County Office approved budgets are submitted and reviewed by their respective boards along with interim reports throughout the year.

State Requirements

GOVERNANCE

- * Revised budget resolutions must be approved by local boards and submitted to Kings County Office of Education
- * Warrants are all processed by Kings County Office of Education and audited on a sample basis
- * Each district is fiscally audited by an independent auditor and any findings require a written response to the Kings County Office of Education to be submitted to CDE
- * Providing for resources in Due Process Hearings

The description of due process procedures in Education Code Sections 56500-56507, for purposes of Code of Federal Regulation, 34 CFR. 300.237, 300.240, and 300.500 - 514, are hereby included in the Local Plan by reference.

Due process procedures are recommended by the SELPA staff and Governance Council for implementation by the district providing special education and related services. When there is early evidence of a possible due process hearing, the responsible district shall notify SELPA staff who will offer assistance. Due process hearings are the responsibility of the district of residence except as described:

- a. Whenever a due process hearing includes a placement decision, the district of residence will be the responsible party. For purposes of residency, pupils placed in foster family homes (FFH) are considered residents of the district in which the FFH is located. If a pupil's placement is in a program not operated by the district of residence, the district/county providing the program participates as needed.
- b. The pupil involved in an administrative or judicial hearing shall remain in his/her present educational placement during the pendency of the proceeding.
- c. The district of residence is the responsible party for complaints and due process hearings related to transportation.
- d. When a district receives AB602 funding for program implementation and the provision of designated instructional services (DIS) and is currently delivering those services; and if these services are an issue, then the program provider will be the responsible party in a Due Process Hearing.

Each governing board shall be made aware of complaints and due process hearings as needed. Each shall be fiscally responsible for the costs of such hearings.

RESOLUTION OF DISAGREEMENTS

In the event that a disagreement occurs between districts or between a district and the Kings County Office of Education then:

- * The SELPA Director will mediate, if the parties involved are unable to solve the problems themselves.
- * If the SELPA Director is unsuccessful at mediation, the Governance Council will hear the case and render a decision.

State Requirements

GOVERNANCE

- * In disputes due to interpretation of the Plan, the Governance Council has sole responsibility of clarifying or interpreting the Plan.
- * Changes in the governance activities pursuant to E.C. 56205(b)5 shall be submitted for review by the Governance Council with subsequent recommendation(s) subject to approval by the County Office of Education prior to final approval of revision of the Local Plan.

DIRECTOR OF THE SELPA

Within the selection and guidance of the Superintendent's Governance Subcommittee, but under the direct supervision of the Superintendent, the Director of the SELPA plans, coordinates and implements policies governing all special education programs and services within the Kings County Special Education Local Plan Area and contracted programs or services outside the Special Education Local Plan Area. The Director supervises and manages all regionalized services and Program Specialist Services staff of the Local Plan.

MAJOR DUTIES AND RESPONSIBILITIES

- * Prepares the Local Plan for Special Education in accordance with State and Federal specifications, district and SELPA procedural manuals and other written materials as needed;
- * Serves as Executive Secretary to the Governance Council;
- * Implements policies as established by the Governance Council;
- * Provides administrative leadership for SELPA, Special Services and contracted services;
- * Ensures that all programs operate within existing statutes and guidelines;
- * Provides for supervision of instruction including program development and evaluation;
- * Provides for an effective program of staff evaluation of both certificated and classified personnel for the purposes of improving staff effectiveness, reassigning staff or recommending dismissal of persons deemed to be less than effective in the conduct of their assigned responsibilities;
- * Communicate and confer with administrators, staff, client school district personnel and outside agencies to ascertain needs, coordinate activities and programs, resolve issues, exchange information, and provide training and assistance;
- * Develops and implements a schedule of assignments for SELPA staff;
- * Supervises the development and preparation of all SELPA and Special Services budgets, documents, and reports;
- * Control and authorize expenditures in accordance with established limitations, prepare cost estimates on activities and project control, as required;
- * Ensure compliance with federal, state and local standards, procedures, policies, laws, regulations and requirements applicable to the assigned area(s) of responsibility;

State Requirements

GOVERNANCE

- * Stay current with legislative and policy changes related to the area(s) of assignment, serve as a primary resource to answer inquiries, furnish information and provide assistance, as required;
- * Represents KCOE on regional and state committees, including professional organizations, attends workshops, staff development activities and other meetings as required;
- * Hires, supervises and evaluates subordinate staff;
- * Maintains current knowledge of KCOE contracts, policies and procedures;
- * Operates a personal computer and standard office equipment;
- * Operates a motor vehicle;
- * Performs other related essential functions as assigned;
- * Liaison between finance, advisory and governance council;
- * Keep open lines of communications regarding potential issues; litigation, changes in law, practices, finances, etc;
- * Must have deep understanding of finance and fiscal implications;
- * Act as lead to SELPA self-review;
- * Understand the IEP and Self-Review processes;
- * Have a deep understanding of the due process and/or complaint process regarding special education;
- * Intercedes in disputes or disagreements and assists in reconciling them;
- * Connect and/or provide quality professional development to paraprofessionals, teachers, management, etc;
- * Provide direction to SELPA members regarding NPS (Non-Public School);
- * Act as liaison to connect social services to districts (i.e., Kings Behavioral Health, Kings View, etc.).

THE COMMUNITY ADVISORY COMMITTEE

The SELPA Community Advisory Committee is composed of 1) parents of individuals with exceptional needs enrolled in public schools participating in the Local Plan, 2) parents of pupils enrolled in public or private schools, 3) disabled pupils and adults, 4) regular and special education teachers, 5) other school personnel, 6) representatives of other public and private agencies, 7) persons concerned with individuals with exceptional needs. At least a majority of the members are parents of pupils enrolled in schools participating in the Local Plan, and at least a majority of these parents are parents of individuals with exceptional needs. Members of the Community Advisory Committee are appointed by, and are responsible to, their respective governing boards. Appointments are in accordance with the selection procedures as described in the by-laws of the Community Advisory Committee. The term of the appointments are for at least two years and are staggered.

State Requirements

GOVERNANCE

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

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

INTERAGENCY AGREEMENTS DATE AGENCY LIAISON

California Children's Services *Current Dept. of Health, Deputy
(559)582-3211 Ext.2586

- * In effect unless and until it is amended or repealed by a later enacted agreement.

ANNUAL EVALUATION

The SELPA Director is responsible for coordination of annual evaluation activities between districts within the SELPA and the California Department of Education

(CDE). Evaluation activities and data collection are the responsibility of each district as appropriate. Requirements are disseminated by the SELPA Director to members of the Special Education Advisory Council for action. Summarization and submission of data to the CDE is a regionalized service function of a Program Specialist supervised by the SELPA Director.

Annual evaluation activities are coordinated with requirements by the CDE as part of the State's Four Year Special Education Self Review.

SPECIAL EDUCATION GOVERNANCE COUNCIL BY-LAWS

ARTICLE I - NAME OF COUNCIL

The name of this organization shall be the Kings County Special Education Governance Council.

ARTICLE II - OBJECTIVES

The Special Education Governance Council shall govern the Kings County Special Education Local Plan in meeting the requirements and intents of state and federal laws for Special Education.

The Council shall develop policy to further the purpose of educating children with exceptional needs in the Kings County Special Education Local Plan. The Council shall adopt policies by a majority endorsement of a quorum of the Council.

State Requirements

GOVERNANCE

ARTICLE III - MEMBERSHIP

Each of the thirteen school districts and the County Office of Education, which comprise the Kings County Special Education Local Plan, shall be represented by each respective Superintendent. Each member, including the Chairperson, shall have one vote. Non-voting members include the SELPA Director, the SELPA Finance Committee Chairperson, and the Special Education Advisory Council Chairperson.

ARTICLE IV - MEETINGS

1. The Council shall meet during the school year on a regular monthly schedule, which will be adopted by the majority of a quorum of the Council. Meetings generally will occur at the Kings County Office of Education.

2. Special meetings may be called by the Chairperson.

3. A quorum consists of nine members.

ARTICLE V - CHAIRPERSON

1. A Chairperson and a Vice Chairperson for the Governance Council will be elected at the first meeting in September each year for a one year term by the members of the Council.

ARTICLE VI - OFFICERS AND DUTIES

1. The Chairperson shall:

- a. Preside at regular and special meetings.
- b. Ensure that items of concern to members are agendized.
- c. Ensure that all necessary committees are appointed, and meetings for the committees are scheduled as needed.

2. The Vice Chairperson shall preside at the meetings in the absence of the Chairperson.

ARTICLE VII - ADOPTION OF CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a majority vote of a quorum of the Council.

ARTICLE VIII - POLICY ADOPTION/APPEAL

1. Policies are recommended by the Special Education Advisory Council, reviewed by the SELPA Finance Committee, adopted by a majority of a quorum of the Governance Council, and implemented by the Advisory Council.

2. Any council member may appeal a decision made by the Council by requesting that the Chairperson place the issue on the agenda for the next meeting for additional consideration.

State Requirements

GOVERNANCE

SPECIAL EDUCATION ADVISORY COUNCIL BY-LAWS

ARTICLE I - NAME OF COUNCIL

The name of this organization shall be the Kings County Special Education Advisory Council.

ARTICLE II - OBJECTIVES

The objectives of the Special Education Advisory Council shall be to assist the Kings County Special Education Local Plan in meeting the requirements and intent of state and federal laws for Special Education and to recommend adoption of policies by the Special Education Governance Council, to implement such policies, and to adopt and implement procedures relative to the operation of the Kings County Special Education Local Plan.

The Council shall be an advising, recommending and implementing board to further the purpose of educating children with exceptional needs in the Kings County Special Education Local Plan Area. The Council shall develop recommendations for policy and adopt procedures by majority of a quorum of the Council.

ARTICLE III - MEMBERSHIP

1. Appointments to the Special Education Advisory Council shall be for a one year term beginning September 1 of each year.
2. Each of the thirteen school districts and the Kings County Office of Education, which comprise the Kings County Special Education Local Plan Area, shall be represented by one Special Education member. Each member shall have one vote.
3. Appointments of the members shall be by each respective Superintendent.

ARTICLE IV – MEETINGS

1. The Council shall meet during the school year on a regular monthly schedule, adopted by the majority of a quorum of the Council as to date and time. Meetings generally will occur at the Kings County Office of Education.
2. Special meetings may be called by the Chairperson.
3. A quorum shall consist of nine members.

ARTICLE V – OFFICERS AND DUTIES

1. The Chairperson shall:
 - a. Preside at regular and special meetings
 - b. Ensure that items of concern to members are agendaized
 - c. Ensure that all necessary committees are appointed, and meetings for the committees are scheduled as needed.
2. The Vice Chairperson shall preside in the absence of the Chairperson.

State Requirements

GOVERNANCE

ARTICLE VI – CHAIRPERSON

1. A Chairperson and Vice Chairperson of the Special Education Advisory Council will be elected at the first meeting in September each year for a one year term by the members of the committee.
2. In the absence of the Chairperson the Vice Chairperson will lead the Special Education Advisory Council.

ARTICLE VII – ADOPTION OF CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a majority vote of a quorum of the Committee.

ARTICLE VIII – POLICY RECOMMENDATIONS

1. Policies are recommended by the Special Education Advisory Council, reviewed by the SELPA Finance Committee and, adopted by a majority of a quorum of the Governance Council, and implemented by the Advisory Council.

SELPA FINANCE COMMITTEE BY-LAW

ARTICLE I – NAME OF COMMITTEE

The name of this organization shall be the Kings County Special Education Local Plan (SELPA) Finance Committee.

ARTICLE II – OBJECTIVES

The objectives of the SELPA Finance Committee shall be to advise the Kings County SELPA in meeting the requirements and intent of state and federal laws for Special Education and to recommend to the Governance Council the adoption of policies and procedures relative to fiscal issues in the operation of the Kings County SELPA.

The Committee shall recommend these policies and procedures by majority of a quorum of the committee.

ARTICLE III – MEMBERSHIP

Each of the thirteen school districts and the Kings County Office of Education which comprise the Kings County SELPA shall be represented by the Chief Business Officer (CBO) or designee from each LEA. Each member shall have one vote. The SELPA Director, the Governance Council Chairperson and the Special Education Advisory Chairperson shall be non-voting members of the committee.

ARTICLE IV – MEETINGS

1. The Committee shall meet during the school year on a regular monthly schedule in conjunction with the Kings County CBO meeting.
2. Attendance at the meeting shall consist of members of the Committee, the SELPA Director, the Governance Council Chairperson, the Special Education Advisory Council Chairperson and other county and/or district staff as appropriate.
3. Special meetings may be called by the Chairperson.

State Requirements

GOVERNANCE

4. A quorum shall consist of nine members.

ARTICLE V - OFFICERS AND DUTIES

1. Officers shall be elected at the first meeting in September.

2. The Chairperson shall:

- a) Preside at regular and special meetings.
- b) Ensure that items of concern to members are placed on the agenda.
- c) Ensure that officers are elected, all necessary committees are appointed, and meetings for the committee are scheduled as necessary.
- d) Attend SELPA Governance meetings to 1) report recommendations and actions of the Finance Committee and 2) take advisement and direction from Governance for future study or discussion for the Committee.

3. The Vice-Chairperson shall preside over a meeting in the absence of the Chairperson.

ARTICLE VI- ADOPTION OR CHANGE OF BY-LAWS

These by-laws shall be adopted by a majority vote of a quorum of the Committee.

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION BY-LAWS

BY-LAW I. MEMBERSHIP

SECTION I APPOINTMENTS

- a. Membership will consist of one appointee of each school district, one appointee of the Kings County Office of Education, the Special Education Local Plan Area (SELPA) Director, and/or one appointee of the SELPA Director.
- b. Appointments to the Community Advisory Committee will be for a two year term, ending with the second complete school year, with one half of the committee being appointed each year. Upon the decision of the local school district, a member may be reappointed for second and third consecutive terms resulting in an appointment of up to six years. Any member shall not serve more than six consecutive years on the CAC.
- c. Local school districts are responsible for appointing members from their districts. If any vacancies are not filled by October 15 of each school year, the Community Advisory Committee may fill these vacancies with volunteers. In the event of a vacancy, the Committee will ask that an appointment be made within thirty (30) days or the CAC may fill that vacancy. In the event of a midterm vacancy, the committee will notify the district and ask that an appointment be made within 30 days or the CAC may fill the vacancy.
- d. Nomination of potential members of the committee will follow the criteria:

1. A majority of the committee will be composed of parents of pupils enrolled in schools in the SELPA.

State Requirements

GOVERNANCE

2. A majority of the parents will be parents of individuals with special needs.

3. Within the above restrictions, members will be selected from parents, teachers (both special and regular classes), individuals enrolled in special education programs, representatives from public and private agencies and persons concerned with the needs of individuals with exceptional needs.

BY-LAW II. MEETINGS

SECTION I

- a. This committee shall meet monthly from September through May, voted by the committee as to date, time and place.
- b. Special meetings may be called by the Chairperson.
- c. A quorum shall consist of those members present.

BY-LAW III. COMMITTEES

Any necessary committees shall be appointed by the Chairperson.

BY-LAW IV. DUTIES OF OFFICERS

The Offices of Chairperson and Vice Chairperson shall be elected yearly with no term to exceed two consecutive terms in the same position. The position of Secretary shall be filled by the appointee of the SELPA Director. The Public Information Officer shall be appointed by the Chairperson.

SECTION I The Chairperson shall:

- a. Preside at regular meetings.
- b. Submit reports as required.

SECTION II The Vice Chairperson shall:

- a. Preside at regular meetings in the absence of the Chairperson.
- b. Succeed to the office of Chairperson at the expiration of his/her term.

SECTION III The Secretary shall:

- a. Keep a written record of all business transacted at the meetings.
- b. Attend to correspondence at the direction of the Chairperson.

SECTION IV The Public Information Officer shall:

- a. Inform the local media of meeting dates, time, and location:

State Requirements

GOVERNANCE

- b. Inform the local media of events, projects, and/or issues as directed by the Committee.

BY-LAW V. ADOPTION OR CHANGE OF BY-LAWS

These by-laws may be adopted or changed by a simple majority vote of a quorum at any scheduled meeting.

AGREEMENT FOR PARTICIPATION IN THE KINGS COUNTY SCHOOLS SPECIAL EDUCATION LOCAL PLAN

The intent of this agreement is to provide for an integrated system of comprehensive special education programs and services designed to meet the needs of individuals with exceptional needs residing within the geographical area of Kings County school districts, hereinafter referred to as "Local Plan Area." All programs and services are conducted in accordance with the provisions of Public Law 108-446 and applicable state laws, policies, rules and regulations.

The Kings County Office of Education, designated as the Administrative Unit (AU), hereinafter called "Superintendent," and all Kings County school districts, hereinafter called "District," which organization shall be known as the Kings County Special Education Local Plan Area, have submitted a Local Plan for Special Education to the State Department of Education.

The signatures on the Agreement indicate the willingness of the "Superintendent" and the "District" to participate, and agreement to the following:

1. Name of Program: The program shall be designated as the Kings County Special Education Local Plan Area or "Local Plan."

2. Responsibilities:

A. "Superintendent" (AU):

The "Superintendent" is designated in the Local Plan as the administrative and fiscal agent authorized to receive, disburse and expend funds for the conduct of special education programs and services in accordance with the Local Plan. Duties of the "Superintendent" shall include, but not be limited to the following:

1. Receiving regionalized services and program specialist funds, calculating district apportionments for special education services, providing special education student information system for local tracking and state reporting purposes, providing for administrative support and coordinating the administration of the Local Plan.

B. County - "District" Responsibilities:

Each district within the local plan area assumes responsibilities which include, but are not limited to the following:

Administration of special education programs and services when appropriate, supervision and provision of staff for special education services and programs, and services as agreed in the Local Plan.

State Requirements

GOVERNANCE

"District" assures that it will administer a system for providing the least restrictive environment for all pupils. "District" will maintain facilities and program resources as well as curriculum development and evaluation.

C. Governance Council Responsibilities:

The Governance Council shall consist of the District Superintendent from each participating school district and the County Office of Education. The Governance Council shall act as an executive board to establish operational procedures, and to make decisions in any matter regarding the implementation, administration and operation of special education programs and services in accordance with the Local Plan. No action will be taken, except by a majority vote of a quorum of the members of the council at an official meeting of the body. Nine members (2/3 of the membership) shall constitute a quorum.

In an emergency wherein the Governance Council is unable to meet, the County Office of Education will make decisions relative to the governance of the Local Plan.

D. Special Education Advisory Council Responsibilities:

"District" and "Superintendent" will have a representative on the Special Education Advisory Council. The representative will be the administrator for special education or a designee. The primary responsibility of the council is to provide coordination for operation of programs throughout the local plan area and to recommend and implement the policies and procedures for operation of the Local Plan.

The Special Education Advisory Council operates under by-laws developed and approved by it and the Governance Council.

E. SELPA Finance Committee

The SELPA Finance Committee shall consist of the thirteen districts Chief Business Officers (CBOs) or designee and the Kings County Office CBO. The SELPA Finance Committee advises the Special Education Governance Council on matters related to recommended changes in base program services requiring funding model changes, or other recommendations made by the Special Education Advisory Council that affect the allocation of resources.

The SELPA Finance Committee operates under by-laws developed and approved by it and the Governance Council.

F. Community Advisory Committee Responsibilities:

The Community Advisory Committee includes the appropriate balance of membership provided in the legislation including a majority of the members as parents and a majority of the parents as parents of individuals with exceptional needs.

The Community Advisory Committee operates under the by-laws adopted by the committee.

3. Administration of the Local Plan

State Requirements

GOVERNANCE

As an employee of the "Superintendent," the Director of the SELPA will be responsible for the management, implementation and coordination of the Local Plan operations, subject to direction provided by the Governance Council.

4. General Provisions:

A. Interdistrict Attendance:

- a. By mutual agreement districts agree to accept for education individuals with exceptional needs who reside within the service region and to provide through "District" or "Superintendent" programs for the appropriate education of the pupil. Interpretation and past practice dictates that a SELPA-facilitated IEP between two consenting districts does not require a formal interdistrict attendance agreement, therefore effecting appropriate placement within the Local Plan area in a timely and cost effective manner.
- b. The district of attendance shall be the responsible agency for special education and services for a student who has a formal interdistrict attendance agreement.
- c. For students in Family Foster Homes or Licensed Children's

Institutions (FFH/LCI) the district where the FFH/LCI is located shall be the district of residence, unless the student was placed in an LCI as the result of an educational placement by an expanded IEP team. In that case, the district where the parent resides shall be the district of residence.

B. Indemnification and Hold Harmless:

In compliance with the provision of Section 895.4 of the California Government Code, each party hereto agrees to indemnify and hold the other party harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party.

C. Funds and Expenditures:

1. Revenue sources for support of special education programs and services conducted in accordance with the Local Plan shall include local, state and federal funds allocated for such purposes.
2. The "Superintendent" shall establish appropriate record-keeping procedures in accordance with state and federal requirements, maintain accurate fiscal accounting records, and prepare and submit required fiscal reports to the appropriate authority. "District" shall maintain compatible fiscal records and provide fiscal information necessary for the completion of required reports. Direct program costs, direct and indirect program support costs and capital outlay expenditures shall be clearly identified, recorded and reported for all current and projected special education programs and services as required by state and federal authorities.
3. "District" participating in the Local Plan shall maintain fiscal accounting records in a manner that facilitates an audit by a Certified Public Accountant. An annual audit may be conducted to

State Requirements

GOVERNANCE

ensure financial accountability on the part of the participating districts. In addition, all fiscal records shall be made available for public inspection upon request.

D. Severability:

If this agreement of participation is terminated in whole or in part, all funds and expenditure consideration will remain the responsibility of the Governance Council or the County Office of Education.

E. Terms:

This agreement is effective for the period from FY 2011 through 2015 (or as may be adjusted by CDE). The agreement may be amended by mutual consent of the parties hereto.

Legal References:

20 USC 1412(a)(13)

30 EC 56195

30 EC 56195.1(b);(c) 1-2;(j)

30 EC 56195.7(c)(j)(i)

30 EC 56195.8(c)

30 EC 56205(a)(12)-(19)

30 EC 56205(b)(5)

State Requirements

ADULTS IN CORRECTIONAL FACILITIES

Free Appropriate Public Education (FAPE)

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals with Disabilities Education Act (IDEA) and state special education laws, shall have access to that instruction and those services at no cost, as appropriate, to him or her. FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a)(1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Eligible Adults

Adults who are aged 18 to 21 years, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter referred to as "eligible adults"). (See 20 U.S.C. § 1400 (d)(1)(A), (B), (C); 20 U.S.C. § 1412(a)(1)(A); Cal. Educ. Code, §§ 56000, 56026(c)(4).) This applies to adults incarcerated in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE. (20 U.S.C. § 1412(a)(1)(B); Cal. Educ. Code, § 56040(b).)

District of Residence

For eligible adults, who prior to reaching the age of 18 resided within the Kings County Special Education Local Plan Area (SELPA) geographic boundaries, the applicable local education agency within the SELPA shall ensure that they are identifying and providing FAPE consistent with this policy.

For non-conserved pupils, the last district of residence in effect prior to the pupil attaining the age of majority shall become and remain as the responsible local education agency, as long as and until the pupil's parent or parents relocate to a new district of residence. . At that time the new district of residence shall attach and become the responsible local educational agency. (Cal. Educ. § Code 56041)

For conserved pupils, the district of residence of the conservator shall attach and remain the responsible local educational agency, as long as and until the pupil's conservator relocates or a new one is appointed. At that time the new district of residence shall attach and become the responsible local educational agency. (Cal. Educ. § Code 56041)

Child Find

The SELPA shall actively and systematically seek out all eligible adults residing within its boundaries. The SELPA and LEA shall ensure that they are identifying and providing FAPE consistent with this policy.

Individualized Education Program

Once the LEA is informed that an eligible adult is incarcerated in an adult correctional facility, it will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual wishes to receive a FAPE, and if so, will ensure that the qualified individual is provided a FAPE pursuant to the IDEA and corresponding California Special Education statutes. To receive special education services while incarcerated, a qualified individual must consent to the receipt of such

State Requirements

ADULTS IN CORRECTIONAL FACILITIES

services in order to receive said services while incarcerated and enroll in the adult education program at the adult correctional facility.

Eligible Adults in Federal Prisons

Individuals in the federal correctional system fall under the jurisdiction of the Federal Bureau of Prisons within the Department of Justice. The IDEA makes no specific provision for funding educational services for individuals with disabilities through the Bureau of Prisons.

Limitations

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

1. The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. § 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults under State law and incarcerated in adult prisons are exempted from participation in State and district-wide assessment programs under the IDEA.
2. The requirements of items (aa) and (bb) of 20 U.S.C. § 1414(d)(1)(A)(i)(VIII) (relating to transition planning and transition services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.
3. If an individual with a disability is convicted as an adult under state law and incarcerated in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. § 1412(a)(5)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.

State Requirements

ADULT TRANSITION PROGRAMS

The focus of the Kings County Office of Education Adult Transition Program is to provide learning experiences for our young adult students (ages 18-22) to prepare them for maximum independence as they transition into the adult world.

This includes activities in vocational education, integrated employment, independent living, recreation/leisure, and community participation.

The IEP team plans the program based on the student's needs and takes into account his or her strengths, preferences, and interests. The plan includes instruction, related services, community experiences, daily living skills, and the development of employment and other post-school adult living objectives.

Curricular and instructional methodologies are congruent with activities of age appropriate adults and are in line with individual student goals. A variety of instructional strategies are used that promote skills used in adult life. Classroom instruction is enhanced by real world experiences in the community.

Examples of classroom activities include daily personal care instruction, money management, filling out job applications, and balancing a checkbook. Each of the activities in the ILP are focused to prepare our students for future educational, employment, and independent living goals. Many of our students participate in a work experience program and are placed in work sites throughout the county. We work with local transit to teach our students how to independently utilize public transportation.

To the extent appropriate and with the consent of the parent or adult student, we collaborate with representatives from outside agencies (ie...Department of Rehabilitation, Regional Center, County Mental Health, Vocational Rehabilitation agencies, Social Workers, Independent living centers etc...)

In addition, The Kings County Office of Education / SELPA collaborate with local education entities to provide the required special education and related services to all eligible students age 18–22 incarcerated in Kings County Jail.

California Department of Education
ABP-01 (rev March 2016)

Special Education Division

Certification of Annual Budget Plan Fiscal Year 2016-17

1. Check one, as applicable: <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Single District <input checked="" type="checkbox"/> Multiple District <input type="checkbox"/> District/County </div>		
Special Education Local Plan Area (SELPA) Code 1600	SELPA Name Kings County	Application Date 5/2/16
SELPA Address 1144 W. Lacey Boulevard	SELPA City Hanford	SELPA Zip code 93230
Name SELPA Director (Print) Nancy J. Damm		SELPA Director's Telephone Number (559)589-2504
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Kings County Office of Education	Name/Title of RLA/AU Superintendent Tim Bowers, Superintendent	RLA/AU Telephone Number (559)584-1441
RLA/AU Street Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip code 93230-
Date of Governing Board Approval 5/2/16		

Certification of Approval of Annual Budget Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on May 2, 2016.

Adopted this 2nd day of May, 2016.

Signed: _____
RLA/AU Superintendent

**Annual Budget Plan
Fiscal Year 2016–17**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300–3499 (Federal) 6512–6535 (General Fund)	23,248,766
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	335,394
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	383,755
		SACS Goal Code 5730	669,804
		SACS Goal Code 5750	14,708,383
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	16,987,218
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	1,113,286
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	
		SACS Goal Code 5060	441,604
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

Certification of Annual Service Plan Fiscal Year 2016-17

1. Check one, as applicable: <div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> Single District <input checked="" type="checkbox"/> Multiple District <input type="checkbox"/> District/County </div>		
Special Education Local Plan Area (SELPA) Code 1600	SELPA Name Kings County	Application Date 5/2/16
SELPA Address 1144 W. Lacey Boulevard	SELPA City Hanford	SELPA Zip code 93230
Name SELPA Director (Print) Nancy J. Damm		SELPA Director's Telephone Number (559)586-2504
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Kings County Office of Education	Name/Title of RLA/AU Superintendent (Type) Tim Bowers, Superintendent	RLA/AU Telephone Number (559)584-1441
RLA/AU Street Address 1144 W. Lacey Boulevard	RLA/AU City Hanford	RLA/AU Zip code 93230
Date of Governing Board Approval May 2, 2016		

Certification of Approval of Annual Service Plan Pursuant to California *Education Code* Section 56205(b)

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on May 2, 2016.

Adopted this 2nd day of May, 2016.

Signed: _____
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

90/272

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Not Currently Utilized	Compliance Standard (Legal Requirement)
210	Family training, counseling, and home visits(ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	X		34 CFR sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.		X	34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.		X	34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	X		34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X		34 CFR sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center or family childcare home (ages 0-2 only)		X	34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the IEP team.
An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

California Department of Education
Form ASP-01a (rev 10/08)

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 EC Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program	X			5 CCR Section 3051; 30 EC Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include; specialized instruction and services; monitoring, reviewing, and consultation. They may be direct or indirect including the use of a speech consultant.	X			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing – specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12(b)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.	X			5 CCR Sections 3051.12; 30 EC Section 56363; 34 CFR sections 300.107; CEC 49423.5(d)
436	Health and nursing – other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program.	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the IEP team.
An Annual Service Location Report based on these codes may be generated using CASEMIS and available at the district office by March 31.

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

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CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); B&PC Ch. 5.7, Sec. 2600- 2696; GC-Interagency Agreement Ch. 26.5, 7575(a)(2)

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.			X	5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)

CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

California Department of Education
Form ASP-01a (rev 10/08)

SERVICE DESCRIPTIONS
SELPA Kings County (1600)

Special Education Division

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CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
525	Social work services: Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)
540	Day treatment services: Structured education, training and support services to address the student's mental health needs.			X	Health & Safety Code, Div. 2, Chap. 3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.			X	Welfare and Institutions Code, Part 2, Chapter 2.5, Article 1, Section 5671

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS SELPA Kings County (1600)

California Department of Education
Form ASP-01a (rev 10/08)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.			X	5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS SELPA Kings County (1600)

California Department of Education
Form ASP-01a (rev 10/08)

Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.			X	5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading Services			X	5 CCR Section 3051.16

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS SELPA Kings County (1600)

California Department of Education
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Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.			X	5 CCR Section 3051.16
755	Transcription Services Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.			X	5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.			X	5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College Awareness College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to career planning, course prerequisites, admission eligibility and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

SERVICE DESCRIPTIONS SELPA Kings County (1600)

California Department of Education
Form ASP-01a (rev 10/08)

Special Education Division

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CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
840	Career awareness: Transition services include a provision for in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)

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CALIFORNIA SPECIAL EDUCATION MANAGEMENT INFORMATION SYSTEM (CASEMIS)

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SERVICE DESCRIPTIONS
SELPA Kings County (1600)

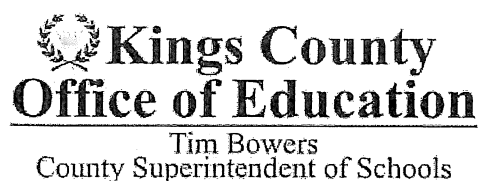
Special Education Division

CASEMIS Code	SPECIAL EDUCATION SERVICE CATEGORY DESCRIPTIONS	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement)
870	Travel Training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (b)(4)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies.	X			
900	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	X			

Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2016)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		
			Compliance	Meets Compliance	Findings/ Comments
				Yes	
			<p>Has the Special Education Local Plan Area (SELPA) included:</p> <ul style="list-style-type: none"> - Name of service? - Description of service? - How service provided? 		
		S - 5			



NOTICE OF PUBLIC HEARING

The Kings County SELPA Governance Council Hereby
Gives Notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

Annual Budget Plan and Service Plan for 2016-2017

Copies of these Plans may be inspected at:

Kings County Office of Education
SELPA Office
443 Greenfield Ave.
Hanford, CA 93230

After the Public Hearing, the Annual Budget Plan and Service Plan for
2016-2017 will be adopted for the Kings County SELPA

HEARING DATE: May 2, 2106

TIME: 10:00 a.m.

**LOCATION: Kings County Office of Education
1144 W. Lacey Blvd.
Hanford, CA 93230**

FOR ADDITIONAL INFORMATION CONTACT:

Nancy Damm, SELPA Director
Kings County SELPA
(559)589-2504

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

ANNUAL SERVICE PLAN (001) June 2016

Location													
A. The services listed in the boxes to the right (→) are available at all schools in the LEA.			330	340	415	425	435	436	445	450	460	510	515
			520	530	535	545	610	710	715	720	725	730	735
			740	750	755	760	900						
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).													
School Code	School Type	District	Site Name				CASEMIS Codes						
6010276	10	Armona	Armona Elementary										
6010284	10	Union	Parkview Middle School										
0101717	55	Elementary	Crossroads Charter				820	830	840	850	855		
							860	865	870	890			
6010292	10	Central	Akers Elementary										
6010300	10	Union	Central Elementary										
6010318	10	Elementary	Neutra Elementary										
6010326	10		Stratford Elementary										
1632207	10	Corcoran Joint Unified	Corcoran High				820	830	840	850	855		
							860	865	870	890			
6010334	10		Bret Harte Elementary										
6010342	10		Fremont (John C.) Elementary										
6010359	10		John Muir Middle School										
6010367	10		Mark Twain Elementary										
1632140	20		Kings Lake Education Center				820	830	840	850	855		
							860	865	870	890			
0110858	24		Corcoran Academy				820	830	840	850	855		
							860	865	870	890			
1630177	31		Corcoran Unified Community School				820	830	840	850	855		
							860	865	870	890			

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 - Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated BY an LEA/District/COE)	56 – Charter School (operated AS an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) June 2016

Location											
A. The services listed in the boxes to the right (→) are available at all schools in the LEA.	330	34 0	41 5	42 5	43 5	43 6	44 5	45 0	46 0	51 0	515
	52 0	52 5	53 0	53 5	54 5	61 0	71 0	71 5	72 0	72 5	730
	73 5	74 0	75 0	75 5	76 0	90 0					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).											
School Code	School Type	District	Site Name	CASEMIS Codes							
1663891	55		Ca Pacific Charter Schools-Central Ca	820	830	840	850	855			
				860	865	870	890				
0110981	10	Hanford Elementary	Hamilton Elementary								
6010409	10		Richmond (Lee) Elementary								
6010391	10		Jefferson Charter Academy								
6010417	10		Lincoln Elementary								
6010425	10		Monroe Elementary								
6010433	10		Roosevelt Elementary								
6010458	10		Wilson (Woodrow) Junior High								
6108815	10		Washington (George) Elementary								
6112379	10		Kennedy (John F.) Junior High								
6113609	10		King (Martin Luther, Jr.) Elementary								
6118798	10		Joseph M. Simas								
6118459	31		Hanford Elementary Community Day								

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 - Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
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62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) June 2016

Location												
A. The services listed in the boxes to the right (➔) are available at <u>all</u> schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	545	610	710	715	720	725	730
		735	740	750	755	760	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).												
School Code	School Type	District	Site Name	CASEMIS Codes								
1630169	10	Hanford Joint Union High	Hanford West High	820	830	840	850	855				
	860			865	870	890						
0118919	10		Sierra Pacific High	820	830	840	850	855				
	860			865	870	890						
1634401	10		Hanford High	820	830	840	850	855				
	860			865	870	890						
1634245	20		Johnson (Earl F.) High (Cont)	820	830	840	850	855				
	860			865	870	890						
	860			865	870	890						
1630169	24		Hanford West High	820	830	840	850	855				
	860			865	870	890						
0118919	24		Sierra Pacific High	820	830	840	850	855				
	860	865		870	890							
1634401	24	Hanford High	820	830	840	850	855					
	860		865	870	890							
1634245	31	Johnson (Earl F.) High (cont)	820	830	840	850	855					
	860		865	870	890							
6010466	56	Island Union Elementary	Island Elementary									
6010474	56	Kings River-Hardwick Union Elementary	Kings River-Hardwick									

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 - Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated BY an LEA/District/COE)	56 – Charter School (operated AS an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) June 2016

Location												
A. The services listed in the boxes to the right (➔) are available at <u>all</u> schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	545	610	710	715	720	725	730
		735	740	750	755	760	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in Box A (above).												
School Code	School Type	District	Site Name				CASEMIS Codes					
6010482	10	Kit Carson	Kit Carson Elementary									
6113120	55	Union	Mid Valley Altern. Charter									
0132860	55	Elementary	Kings Valley Academy									
6010508	10	Lakeside Union Elementary	Lakeside Elementary									
6010532	10	Lemoore Union Elementary	Meadow Lane Elementary									
6066666	10		Engvall (P.W.) Elementary									
6069140	10		Lemoore Elementary									
6111934	10		Liberty Middle									
6118590	10		Cinnamon Elementary									
0128702	31		Bridges Academy									
0100156	55		Lemoore University Elementary Charter									
6010557	56	Pioneer	Pioneer Elementary									
0116699	56	Union	Frontier Elementary									
6110233	56	Elementary	Pioneer Middle									

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 - Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated BY an LEA/District/COE)	56 – Charter School (operated AS an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) 2016

Location												
The services listed in the boxes to the right are available at all schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	540	545	610	710	715	720	725
		730	735	740	745	750	755	760	900			
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in the box above.												
School Code	School Type	District	Site Name	CASEMIS Codes								
1635606	10	Lemoore Union High School	Lemoore High School	820	830	840	850	855				
					860	865	870	890				
1630011	20		Jamison High Continuation	820	830	840	850	855				
				860	865	870	890					
1630953	10	Reef Sunset Unified	Avenal High	820	830	840	850	855				
				860	865	870	890					
6010565	10		Avenal Elementary									
6010573	10		Kettleman City Elementary									
6109888	10		Reef Sunset Middle									
6118566	10		Tamarack Elementary									
1630078	20		Sunrise High (Continuation)	820	830	840	850	855				
				860	865	870	890					
6116966	31		Reef Sunset Elementary Community Day									

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated BY an LEA/District/COE)	56 – Charter School (operated AS an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts listed below

Annual Service Report (001) June 2016

Location												
The services listed in the boxes to the right are available at <u>all</u> schools in the LEA.		330	340	415	425	435	436	445	450	460	510	515
		520	525	530	535	540	545	610	710	715	720	725
		730	735	740	745	750	755	760	900			
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in the box above.												
School Code	School Type	District	Site Name	CASEMIS Codes								
6010276	10	Kings County Office of Education	Armona Elementary									
6010326	10		Stratford Elementary									
1632207	10		Corcoran High	820	830	840	850	855				
				860	865	870	890					
6010342	10		Fremont Elementary									
6112379	10		Kennedy (John F.) Junior High									
6113609	10		King (Martin Luther, Jr.) Elementary									
6010433	10		Roosevelt Elementary									
1634401	10		Hanford High	820	830	840	850	855				
				860	865	870	890					
1630169	10		Hanford West High	820	830	840	850	855				
				860	865	870	890					
6069140	10		Lemoore Elementary									
6111934	10		Liberty Middle									
6010508	10		Lakeside Elementary									
1635606	10		Lemoore High	820	830	840	850	855				
				860	865	870	890					
6069298	15		Kings County Special Education	820	830	840	850	855				
				860	865	870	890					
1630193	31		Kings Community School	820	830	840	850	855				
			860	865	870	890						
6010557	55	Pioneer Elementary										

Please ensure that the following are included on this form:

10 – Public Day School	11 – Public Residential School
15 – Special Education Center/Facility	19 – Other Public School/Facilities
20 – Continuation School	22 – Alternative Work Education Center/Work Study Program
24 – Independent Study	31 – Community School
55 – Charter School (operated BY an LEA/District/COE)	56 – Charter School (operated AS an LEA)
62 – Child Dev or Child Care Facility	

SELPA: 1600 Kings County SELPA

LEA: Districts Listed Below

Other Facilities Services (002) 2016

Location											
A. The services listed in the boxes to the right (➡) are available at <u>all</u> schools in the LEA.			330	340	415	425	435	436	445	450	460
			520	530	535	545	610	710	715	720	735
			740	750	755	760	820	830	840	850	855
			860	865	870	890	900				
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.											
District Code	District	Site Name	Type of Facility (see below)								
1610165	Kings County Schools	Kings County Special Education	40								
		J. C. Montgomery	30								
1663891	Corcoran Joint Unified	1632207 Corcoran High	40								
		1632140 Kings Lake Education Center	51								
1663925	Hanford Joint Union High School	0118919 Sierra Pacific High	40								
		1630169 Hanford West	40								
		1634401 Hanford High	40								
		1634302 Hanford Adult High	51								
1673932	Lemoore Union High	1635606	40								
1673932	Reef Sunset Unified	6109888 Reef Sunset Middle	40								
		1630136 Reef Sunset Adult High	51								

Use these codes to identify the type of facility providing services to students ages 6-22:

30 Juvenile court School	32 Correctional Institution or Incarceration Facility
40 Home Instruction	45 Hospital Facility
50 Community College	51 Adult Education Program
70 Non Public Day School	71/72 Non Public Residential School

SELPA: 1600 Kings County SELPA

LEA:

Other Facilities Services (002) 2016

Location									
A. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330								
B. List all physical locations where services are provided in the LEA, also, list any other services that are provided and not listed in Box A above.									
Site Name	District	Type of Facility (see below)							
County Jail ***school code not found***	1663891 Corcoran Joint Unified	32							
	1663925 Hanford Joint Union High School								
	1673932 Lemoore Union High								
	1673932 Reef Sunset Unified								

Use these codes to identify the type of facility providing services to students ages 6-22:

30 Juvenile court School	32 Correctional Institution or Incarceration Facility
40 Home Instruction	45 Hospital Facility
50 Community College	51 Adult Education Program
70 Non Public Day School	71/72 Non Public Residential School
79 Nonpublic Agency	

LEA: 1610165 Kings County Schools

11/27/2011

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00 – No School (Ages –5 only)	10 – Public Day School
11 – Public Residential School	19 – Other Public School / Facilities
40 – Home	45 – Hospital Facility
62 – Child Development or Child Care Facility	65 – Extended Day Care

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School Services (004) 2016

Location									
A. The services listed in the boxes to the right (→) are available at all schools in the LEA.	330	340	350	415	425	435	436	445	450
	460	510	520	530	535	610	710	715	720
	725	730	740	790	900	210	240	250	
List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.									
Site Name	Type of Facility (see below)								
Parenth *** Sch Code	00								
Not Found ***									
0110981 Hamilton Elementary	10								
6010276 Armona Elementary	10								
6010300 Central Elementary	10								
6010318 Neutra Elementary	10								
6010326 Stratford Elementary	10								
6010334 Bret Harte Elementary	10								
6010342 Fremont (John C.) Elementary	10								
6010417 Lincoln Elementary	10								
6010425 Monroe Elementary	10								
6010433 Roosevelt Elementary	10								
6010482 Kit Carson Elementary	10								
6010508 Lakeside	10								
6010532 Meadow Lane	10								

Use these codes to identify the type of facility where Preschool Services (ages 3-5) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	00 – No School (ages 0 – 5)

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2016

Location										
A. The services listed in the boxes to the right (➔) are available at all schools in the LEA.	330	340	350	415	425	435	436	445	450	
	460	510	520	530	535	610	710	715	720	
	725	730	740	755	900					
B. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.										
Site Name	Type of Facility (see below)									
6010565 Avenal Elementary	10									
6066666 Engvall (PW) Elementary	10									
6069240 Lemoore Elementary	10									
6108815 Washington (George) Elementary	10									
6113609 King (Martin Luther, Jr.) Elementary	10									
6118566 Tamarack Elementary	10									
6118590 Cinnamon Elementary	10									
6118798 Joseph M Simas Elementary	10									
Prestic *** Sch Code not Found***	10									

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2015

Location									
B. The services listed in the boxes to the right (➔) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	445	450
	460	510	520	530	535	610	710	715	720
	725	730	740	755	900				
C. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.									
Site Name	Type of Facility (see below)								
NONINTE ***School Code Not Found***	10								
PARENTH ***School Code Not Found***	10								
PARENTH ***Sch Code Not Found***	19								
OASISLC ***School Code Not Found***	61								
CLAYCTR ***School Code Not Found***	61								
CORCORA ***School Code Not Found***	61								
GENERASH ***School Code Not Found***	61								
HOMEGAR ***School Code Not Found***	61								
KETTLEM ***School Code Not Found***	61								
LYNDONB ***School Code Not Found***	61								
OASISLC ***School Code Not Found***	61								
PARENTH ***School Code Not Found***	61								
PRESTON ***School Code Not Found***	61								
ROSAPAR ***School Code Not Found***	61								
KRHPRES ***School Code Not Found***	62								

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	19 Other Public School/Facilities

SELPA: 1600 Kings County SELPA

LEA: 1610165 Kings County Schools

Pre-School (004) 2015

Location										
C. The services listed in the boxes to the right (→) are available at <u>all</u> schools in the LEA.	330	340	350	415	425	435	436	445	450	
	460	510	520	530	535	610	710	715	720	
	725	730	740	755	900					
D. List all physical locations where services are provided in the LEA. Also, list any other services that are provided and not listed in box A above.										
Site Name	Type of Facility (see below)									
16 Prtme *** School Code Not Found***	62									
NASLCDC ***School Code Not Found***	62									
PARENTH ***School Code Not Found***	62									
PIOPRIV ***School Code Not Found***	62									
PRESTLC ***School Code Not Found***	62									
WHCPRS ***School Code Not Found***	62									
6118566 Tamarack Elementary	63									
AKERSPS ***School Code Not Found***	63									
KCSTAPS ***School Code Not Found***	63									
KITCARS ***School Code Not Found***	63									
REEFPRE ***School Code Not Found***	63									
RICHMPS ***School Code Not Found***	63									
STRATPS ***School Code Not Found***	63									
EDUKIDS ***Sch Code Not Found***	63									
CENTRPS *** Sch Code not Found***	63									
6970768 ***School Code not Found***	64									

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

40 – Home Instruction	10 – Public Day School
61 – Head Start Program	45 – Hospital Facility
63 – State Pre-School Program	64 – Private Preschool
65 – Extended Day Care Program	62 – Child Development or Child Care Facility
00 – No School	

State Requirements

CHARTER SCHOOLS

This policy applies to all charter schools that are chartered by Kings County Special Education Local Plan Area (SELPA) member districts or the Kings County Office of Education (KCOE) or granted a charter on appeal by the Kings County Board of Education or the State Board of Education in which oversight responsibilities have been assigned to a district within the SELPA. This policy does not extend to a charter school that was chartered by, or assigned to, an entity that is not a member of the SELPA.

All students enrolled in charter schools are entitled to special education services provided in the same manner to students enrolled in other public schools. Charter schools within the SELPA shall comply with all requirements of state and federal law regarding provision of special education services (Ed Code 56000 et seq., Individuals with Disabilities Education Act 20 USC Chapter 1400). A charter school shall not discriminate against any pupil in its admission criteria on the basis of disability. Students enrolled in charter schools chartered by member entities shall receive the same services as students enrolled in other public schools within the SELPA. Funding for special education services, participation in governance structures and responsibility for provision of services shall be based on the categorization of the charter school.

Charter schools must delineate in their petition or a memorandum of understanding (MOU) the entity responsible for providing special education instruction and services.

State Requirements

CHILD FIND

The SELPA actively seeks out children, ages 0-21 years, who may be in need of special education services, including children in private, including religious, schools; highly mobile individuals with exceptional needs, such as children who are migrant or homeless; children who are advancing from grade to grade even though they are suspected of being an individual with exceptional needs and in need of special education and related services; and children who are wards of the state, and seeks out students who have disabilities and are in need of special education and related services residing in the jurisdiction of the district, special education local plan area, or county office. For more information regarding parentally placed private school children, please see the Private School policy.

Announcements of special education services available in Kings County shall be made known to the public through information provided to parents of enrolled students and community service providers. Public notices are provided in English and Spanish, the primary languages of families in the community. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of evaluations and special education services.

In addition to the local newspaper announcement, the Kings County SELPA sends to each private school annually a notice regarding the process for referring children with suspected disabilities for evaluation. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education evaluation through their local school districts as appropriate.

In Kings County, Child Find procedures for children birth to age 3 are coordinated between lead agencies, the Central Valley Regional Center and the Kings County Office of Education, with contacts available at agencies such as the health department, social services, United Cerebral Palsy, (UCP), and the Family Resource Center. Children referred for assessment and services are mutually referred to the lead agencies. If a child has not yet reached his third birthday, the referral is faxed to Central Valley Regional Center.

Written policies and procedures for a continuous child find system include the following activities: identification, screening, referral, evaluation, planning, implementation, review, and the three-year reevaluation. Parents, schools, and several agencies may contact a school district or the County Office of Education to make a referral for assessment (standard form)

The SELPA uses a systematic process for referring potential students for special education evaluation that is coordinated with school site procedures. *Each Local Education Agency (LEA) shall identify one person to receive the child find referral. The responsible LEA personnel shall within 15 days work with school site staff to develop an assessment plan, as needed, and notify the parent. All referrals for special education and related services are documented and filed by the LEA. Referrals for preschool children not kindergarten eligible are faxed for processing to the district of residence office and the Kings County Office of Education Special Services Office if it is providing any assessment services. A copy of the Child Find Referral is sent to the SELPA Office for monitoring compliance with state and federal laws.

School site staff considers the resources of the regular education program and when appropriate utilize the resources. There is documentation of these attempts to modify the regular instructional program prior to referral for special education services.

State Requirements

CHILD FIND

When a verbal referral is made, staff of the district offers assistance to the individual in making a request in writing and assist the individual if a request is made for assistance. The SELPA provides parents with a written notice that their child is being referred to determine eligibility for special education and the reason for the referral.

State Requirements

COMMUNITY ADVISORY COMMITTEE

The SELPA has established a Community Advisory Committee (CAC) for special education. The CAC bylaws state the purpose of the organization, officers of the committee, standing committees, composition, and terms of appointment, attendance and dismissal. CAC procedures are outlined in Local Policies and Procedure section.

State Requirements

CONFIDENTIALITY

1. Confidentiality

All information that specifically relates to a child's exceptional needs and/or family is to be kept confidential. Such information is to be shared only with other professionals as they need to know in order to effectively meet the student's educational needs. Any sharing of information outside the school system requires written consent from the parent, with the exception of transference of records.

Personally identifiable information includes, but is not limited to

- the name of a child, a child's parents, or other family member;
- the address of a child; and/or
- a personal identifier such as social security number, CSIS number, list of personal characteristics, or other information that would make it possible to identify a child with reasonable certainty.

All special educational records are to be maintained in a locked filing cabinet.

It is recommended that special education records not be placed in a cumulative folder; however, a reference to a child's having a Special Education file should be noted in the cumulative folder. Special education health records, other than state-required vision and hearing screenings and immunizations, are also considered confidential and should be handled in the same manner.

2. Release of Information for Special Education Students

It is recommended that all forms used to request a release of information for students receiving special education be compliant with the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

3. Routine Access

At least annually, each school district's superintendent designee will prepare a list for the superintendent's approval of employees who have routine access to confidential records. The routine access list is posted on or near file storage. Such persons are not required to sign the access log, which is to be located in the front of each special education file. Such employees do not need to be designated as "confidential employees," but are trained in confidentiality procedures by district staff.

4. Special Education Records

It is recommended that all students receiving special education services shall have a complete confidential file located in a centralized location. These records shall contain psychological, speech/language, medical, and academic reports, as well as all other appropriate confidential information. These records shall have a Confidential Access Log, which is to be signed by all persons or agencies not listed on the superintendent's routine access form. These records shall also have a conversation log included in the files. Only persons with official business may enter into a student's confidential file. Any other person or agency requesting access to a student's confidential records must have written permission from the parent/guardian.

Each school site may maintain a student file for each student currently being served. This file includes a confidential access log, contact log, copies of student work, copies of Individualized Education Program documents and other appropriate forms, and teacher working notes. These files must be treated as confidential files in accordance with these procedures.

5. Amendment of Records

A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the participating agency that maintains the information to amend the information. The agency must decide whether to amend the information in accordance with request within a reasonable period of time of receipt of the request. If the agency decides to refuse to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing.

6. Contact Log

State Requirements
CONFIDENTIALITY

Each special education file should have a contact log in the front of the folder. This log is used to document pertinent contacts as well as to document attempts to contact parents regarding a special education student.

State Requirements

COORDINATION WITH OTHER AGENCIES

All special education and related services determined by the Individualized Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A district shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the services. If an agency fails to provide the service, the LEA will become the service provider.

DETERMINATION OF ELIGIBILITY OR PROVISION OF SERVICES FROM OTHER AGENCIES

A determination that a student is in need of a service shall be based on appropriate educational assessment(s). When the IEP team has determined and included on an IEP a statement that a student is in need of a service provided by another agency, the district or agencies shall provide or pay for the service(s). The district is solely responsible for obtaining all services and service providers needed to implement the IEP. The district shall monitor the statutory timelines to ensure that services are provided without delays.

State Requirement**DATA/INFORMATION ON NUMBER OF PUPILS PROVIDED SPECIAL EDUCATION/RELATED SERVICE**

A management information system (MIS) will be maintained by the SELPA that contains current information for all students in Kings County being provided special education and/or related services, including the number of enrolled individuals with exceptional needs receiving each type of service provided. In addition, the system will maintain the number of students receiving special education services participating in the regular school and district assessments and the number participating in an alternate assessment process. This information is available to all county office and district staff who have access to confidential information. Each district has access to the students residing within their district who receive special education and/or related services. Each case manager has access to the students on his or her caseload. Information regarding current caseloads and due dates for IEP meetings and triennial evaluations is available at all times through the use of the MIS data program and upon individual request. The Kings County SELPA provides ongoing training to staff throughout the county on the use of the data program and on data collection requirements. The data kept by the SELPA MIS program is submitted to the California Special Education Management Information System (CASEMIS) biannually, as required by State Education Code.

State Requirements

EARLY CHILDHOOD EDUCATION (BIRTH TO 5 YRS) – PART C/EARLY INTERVENTION SERVICES

Early Education Program Description

Most eligible infant and toddlers in the Kings SELPA are provided early intervention services by the Central Valley Regional Center (CVRC). The Kings County Office of Education (KCOE) serves all students with solely low incidence disabilities. KCOE has a funded capacity of 22 but may service additional students by contract.

Early Education Program Description (birth-5 Years)

Infants and toddlers eligible for Early Start services through Kings County Office of Education are provided services in the home or other natural environments. Each child's services are determined by an Individual Family Service Plan (IFSP) based on the needs of the child and family. Each child's needs are determined in development domains which include: cognitive, expressive and receptive language, fine and gross motor, social/emotional and self-help. Services are designed to be family based so that the parents or caregivers can promote continued development of the child in between visits.

Each infant is provided with services determined as needed on the IFSP including specialist services addressing his/her specific disability. The frequency, duration and location of services delivery are coordinated with the family. Transition meetings are scheduled with the intention of a smooth transition into preschool programs driven by an Individual Education Program (IEP).

Children ages 3-5 receive services in a variety of settings including full day classes, partial day classes, and/or partial week classes. They may also receive itinerant services at a school site as close as possible to the location of their home.

Preschool classes for children with intensive needs are located at a center where other students with multiple needs are located. The program accommodates the needs of individual students. Some students attend school for a full day five days a week while others may only attend a half-day program or only three days each week.

The non-intensive preschool classroom is designed to promote learning to learn skills which include but are not limited to: joint attention, imitation, attending, expressive and receptive communication. These skills are designed to help students learn base skills which will be necessary for success in Kindergarten. The non-intensive preschool program also provides opportunities for students to integrate into typical preschool classroom settings.

Itinerant services for related services for preschoolers will be provided in local public schools, Head Start Centers, identified Child Development Centers.

State Requirements EVALUATION

The local educational agencies in Kings County ensure that a reevaluation of each child with a disability, including children enrolled in private schools, is conducted if conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every three years.

Each local educational agency shall obtain informed parental consent prior to conducting any reevaluation of a child with a disability, except that such informed parent consent need not be obtained if the local educational agency can demonstrate that it had taken reasonable measures to obtain such consent and the child's parent has failed to respond.

If the IEP team and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, the local educational agency shall notify the child's parents of that determination and the reasons for it; and the right of such parents to request an assessment to determine whether the child continues to be a child with a disability; and shall not be required to conduct such an assessment unless requested to by the child's parents.

Due to the fact that abilities can fluctuate as children mature, it is recommended that a comprehensive evaluation occur at least every six years or whenever major changes are being considered for a child's educational program.

State Requirements

FREE APPROPRIATE PUBLIC EDUCATION

A free appropriate public education occurs within the context of a public education setting. The District makes free appropriate public education available to all eligible children with disabilities, who are between the ages of 3 and 21, inclusive. (See Annual Service Agreements in the Exhibits).

The District conducts a full and individual initial evaluation prior to the provision of special education and related services. The District ensures that an IEP is developed, reviewed and revised for each child with a disability. The IEP is in effect before special education and related services are provided to a child at the beginning of each school year. A student transferring into the district from another district within the SELPA is immediately placed in a district or agency program in conformity with the student's IEP (unless the parent agrees otherwise). For students transferring into the district from a district not operating special education programs under the same local plan, the IEP shall be implemented for a period not to exceed 30 days before a new IEP is developed. Students who transfer from outside California receive a free appropriate public education, including services comparable to those described in the previously approved IEP until the local educational agency conducts an assessment, if determined to be necessary, and develops a new IEP.

The IEP is accessible to all service providers. The school site and any outside agencies that will provide services are given a copy of the IEP. All teachers and providers are informed of their specific responsibilities related to implementing the IEP.

The IEP meets the unique needs of each individual in order for the student to benefit from his or her educational opportunities. A variety of related services, and other supportive services, is provided based on student's needs as required to assist a child with a disability to benefit from special education. Students' placements and services are in accordance with their IEPs and, to the maximum extent feasible, based on peer-reviewed research. The district provides special education and related services in accordance with the child's IEP. Services are provided by appropriately credentialed or qualified staff as defined in 5 CCR 3001.

- Related service providers are appropriately certified.
- Teachers who provide students with disabilities instruction in content areas are highly qualified (i.e., bachelors degree; certified).
- Paraprofessionals are appropriately trained and supervised to serve students with disabilities.

Students receive extended school year services as determined by the IEP team.

The District ensures that children with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations and modifications, as documented in the IEP. When receiving instruction in the general curriculum, children with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities.

The length of the instructional day is the same as for age appropriate peers including the same beginning and ending times, unless otherwise specified in a student's IEP.

State guidelines for low incidence disabilities are considered in the identification, evaluation, planning, and provision of services and program reviews. Students with low incidence disabilities have the opportunity to receive all or a portion of their instruction in the regular classroom while being enrolled in

State Requirements**FREE APPROPRIATE PUBLIC EDUCATION**

special classes taught by qualified teachers. For students with hearing impairments, amplification devices, including hearing aides, are monitored consistently. As determined by the IEP team, students with low incidence disabilities receive the services of interpreters, transcribers, note takers, and/or readers.

Caseloads are within statutory limits, unless a waiver is obtained and has been granted by the state board of education, specifically for resource specialist caseloads exceeding 28 students.

To the maximum extent appropriate, children, including preschool children, are educated with children who are not disabled and special classes, separate schooling and other removal from the regular education environment occurs only when the nature or severity of the disability of a child is such that education in regular classes, including preschool classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

State Requirements

HOSPITAL, LCI, JUVENILE COURT

It shall be the policy of this LEA that children with disabilities residing in hospitals, licensed children's institutions (LCI), foster homes, juvenile court and correctional programs shall be provided with special education and related services as appropriate to their IEPs. Any pupil residing within the SELPA may be referred for special education services.

HOSPITALIZED PUPILS

Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other residential facilities located within the geographical area of the district. Each district shall first consider services operated by the district and next by the other districts within the SELPA and/or by the County Office of Education. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil's IEP.

STATE HOSPITAL PROGRAMS

No state hospital programs are located within the Kings County SELPA. The local education agency is to receive prior notice regarding the return of the student to the district within the SELPA. If the district of residence does not receive prior notification, the district will attempt to obtain the current educational records and the district providers in the SELPA agree to provide appropriate technical assistance to the district of residence in order to facilitate a timely and appropriate placement into an educational setting.

LICENSED CHILDREN'S INSTITUTIONS (LCI) AND FOSTER HOMES

Each district shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the district. Each district shall first consider services operated by the district, other districts within the SELPA and/or by the County Office of Education. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the pupil's IEP.

LICENSED CHILDREN'S INSTITUTIONS (LCI) ONLY

If the student's parent/guardian maintains residency in a district within Kings County, but the student resides in an LCI in a different district within Kings County, the district where the student's parent/guardian lives will be the participating district for all educationally relevant needs for that student.

If the student is integrated into general education environments, the district that provides the general education environment will also be invited to participate in all educational program development meetings for that student.

JUVENILE COURT AND CORRECTIONAL PROGRAMS

Pupils with exceptional needs who have been determined by the juvenile court for placement in a juvenile hall, or other alternative educational setting or for individuals with exceptional needs placed in a

State Requirements**HOSPITAL, LCI, JUVENILE COURT**

community school will be provided services as appropriate to their IEP. As identified in the Education Code, procedures for identification, referral, program planning, and review shall be utilized. These procedures are reviewed annually with the administrator of educational services for each institution serving pupils whose parents reside within the Kings County SELPA. The policy for providing services in the least restrictive environment may be interpreted in relation to the amount of segregation from the programs being utilized in the institution.

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IEP Timeline

There is an IEP developed and implemented for each child (including children placed by the district of residence in a private school or facility), in accordance with federal and state statutes. Eligibility is determined within sixty days of receiving written parental consent to the assessment plan. Either at that meeting or within 30 additional days, an IEP is developed. The IEP is to be implemented as soon as possible after the IEP team meeting.

IEP Contents

Each teacher and provider is informed of specific responsibilities related to implementing the child's IEP, and the specific accommodations, program modifications and supports for school personnel. IEP documents are accessible to all service providers, including outside agencies providing services to the child.

The IEP is written to reflect a direct relationship between the present levels of performance, goals and objectives, and specific educational services to be provided.

All special education and related services are provided in accordance with a child's IEP document and, to the maximum extent possible, are based on peer-reviewed research.

The current IEP includes:

- a statement of the child's present levels of performance including how the disability affects the child's involvement and progress in the general curriculum;
- measurable annual goals and/or benchmarks (short term objectives) including academic and functional goals, related to the child's needs, resulting from the child's disability, that will enable the child to be involved in and progress in the general education curriculum and that meet each of the student's other educational needs that result from the student's disability;
- a direct relationship between the present levels of performance, any evaluations and the educational services to be provided and the student's goals and benchmarks;
- a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child, including any specially designed instruction and specialized temporary or continuing physical health care services needed during school hours or on the school bus by an eligible student with OHI and chronic or acute health problems arising from diabetes and staff responsible for providing health related services;
- any specialized physical health care services to be provided and staff responsible for providing health related services during extracurricular activities, including field trips and other school-sponsored activities that are needed by an eligible student with OHI and/or chronic or acute health problems arising from diabetes;
- descriptions of program modifications and support for school personnel that will be provided to enable the child to advance toward attaining annual goals, be involved and progress in the general education curriculum and participate in extracurricular activities, and be educated and participate with other children with disabilities and with non-disabled children;
- an explanation of the extent, if any, to which the child will not participate with general education children in the general education class and in extracurricular and nonacademic activities;

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- consideration of any potential harmful effects, quality of services and needed modifications in the general education program;
- a description of how the student's progress toward meeting the annual goals described will be measured;
- a description of when periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;
- a statement of how the child's parents will be regularly informed by progress reports at least as often as are parents of nondisabled children regarding their child's progress toward annual goals, and the extent to which that progress is sufficient to enable the pupil to achieve the goals by the end of the year;
- a statement regarding participation in district or state-wide achievement tests without accommodations or modifications or with such accommodations or modifications;
- a statement regarding participation in District or state-wide achievement tests including an explanation of why it is not appropriate for the student to participate in general education District or State-wide achievement tests, if the IEP team makes that decision;
- a statement regarding participation in general education District or statewide achievement tests including a statement of how that student will be tested if state-wide or District tests are not used;
- the SELPA and districts of services utilize state guidelines for participation of students with disabilities in alternate assessments. Alternate assessments are conducted as indicated in the child's IEP;
- the projected date (month, day and year) for initiating services and modifications; and
- the anticipated frequency, duration and location of the recommended services and modifications.

The IEP, when appropriate, also includes information related to extended school year, prevocational/career, vocational/career, and type of specially designed physical education services. For pupils in grades 7 through 12, when appropriate, information is included in the IEP describing any alternative means and modes necessary for the pupil to complete the district of service's prescribed course of study and to meet or exceed proficiency standards for graduation.

Beginning at least one year before the student reaches the age of 18; the IEP states that the student has been informed of the IDEA rights that will transfer to the student upon turning 18.

There is coordination among all education providers including coordination with Resource Specialists, Special Day Class personnel, speech and Language personnel and other DIS personnel.

IEP Process

If neither parent can attend the IEP meeting, the SELPA and district of service use other means to ensure parent participation, including individual or conference phone calls.

If the LEA is unable to convince the parents they should attend the IEP meeting, the district of service shall have a record of its attempts to arrange a mutually agreed on time and place. The district of service takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or native language other than English. The district of service notifies parents and the district of residence of an IEP meeting early enough to

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

ensure they have an opportunity to attend, and/or schedules the IEP meeting at a mutually agreed upon time and place. Each district of residence is responsible to appoint a representative to receive the notification and assign a designee to attend the meeting.

The notification to parents about their child's IEP meeting contains an indication of the purpose, time, and location of the meeting and who will be in attendance. The notification also contains information relating to the participation of other individuals on the IEP team that the parents may invite who have knowledge or special expertise about the child.

The IEP team periodically reviews but, not less than annually, the student's IEP to review the progress toward previous annual goals, and/or benchmarks, and in the general curriculum when developing new goals, and/or benchmarks. The IEP team revises the IEP, as appropriate, to include, but not be limited to, any lack of progress toward the annual goals and in the general curriculum, the results of any reevaluation, information about the child provided to or by the parents, and the child's anticipated needs.

An IEP meeting is held within 30 days of receipt of a written request from a parent, not counting days between the pupil's regular school sessions, terms or days of school vacation in excess of 5 school days, from the date of school receipt of parent's request. If the parent makes the request orally, the district of service informs the parent of the need for a written request and the procedure for filing a written request.

Before the expiration of a 30 day interim placement the IEP team meets and reviews information, records, reports and evaluations from previous records, and makes final recommendations for placement following all the usual requirements for holding IEP meetings.

The district of service gives the parent a copy of the IEP and all assessment reports at no cost to the parent. Parents are provided with a revised copy of the IEP, upon request, with amendments after a change is made to the IEP.

The LEA permits the parent to electronically audio record the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audio recording of an IEP meeting, the meeting shall not be recorded on an audio recorder.

IEP team

The IEP team includes:

- The parents/legal guardian of the child
- The general education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP. The general education teacher participates in development of the IEP including the determination of the appropriate positive behavior interventions and strategies, supplementary aids and services, program modifications, and support for school personnel
- A special education teacher/specialist
- A representative of the district of service who is qualified to provide or supervise specially designed instruction for children with disabilities, and who is knowledgeable about the general curriculum and the resources of the district of service

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- An individual who can interpret the instructional implications of the evaluations. For students suspected of having a specific learning disability, at least one individual qualified to conduct individual diagnostic examinations, such as a school psychologist, speech and language pathologist, or remedial reading teacher.
- Other individuals with knowledge or expertise regarding the child, including representatives of the child's private school, as appropriate
- Other individuals who have knowledge or special expertise regarding the child as the parent/district of service wish
- The child, when appropriate or when the IEP meetings will be considering post-secondary transition
- The IEP team includes the behavioral intervention case manager whenever the IEP team reviews the functional analysis and develops the behavior intervention plan (Hughes Act), which becomes part of the IEP
- Representatives of any other agency that is likely to be responsible for providing or paying for transition services
- The IEP team includes, for a student suspected of having a specific learning disability, at least one member who is qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech-language pathologist, or remedial teacher
- The district of service appoints a surrogate parent where no parent can be located or if the court has specifically limited the right of a parent or guardian to make educational decisions for the child

Members of the IEP team may be excused from attending an IEP meeting, in whole or in part, if the parent and the district of service agree that the attendance is not necessary because the members' areas of the curriculum or related services are not being modified or discussed at the meeting.

If IEP team members are excused from attending an IEP meeting, in whole or in part, when the meeting does involve a modification or discussion of the members' areas of curriculum or related services, the following conditions must be met:

- The parent and the district of service consent to the excusal after conferring with the members.
- The members submit in writing to the parent and the IEP team information for the development of the IEP prior to the meeting.
- And the parents agree to the excusal in writing.

IEP - Additional Requirements

The IEP team considers the strengths of the child, parent concerns for enhancing the education of the child, the academic, developmental, and functional needs of the child, and the results of the initial evaluation, most recent evaluation, and results of statewide assessment of the child. The IEP team reviews assessment results, determines eligibility, determines the content of the IEP, considers local transportation policies and criteria, and makes program placement recommendations. The IEP team considers for each student, whether assistive technology and services are needed.

In making the determination of eligibility, the IEP team draws upon a variety of sources of information, including, but not limited to, tests, teacher recommendations, and parent input. All assessments are completed before the development of the initial IEP or triennial IEP. The district of service ensures that

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

the information obtained from all of the sources is documented and carefully considered.

As a part of the transition process to elementary school for preschool children age 3 through 5, the district of service and/or IEP team describe a process for monitoring the continued success of a child with a disability in kindergarten or first grade equivalency who continues to be eligible for special education. When the child is exiting special education, the IEP team notes the present levels of performance and learning style, and provides this information to the assigned general education teacher upon the child's enrollment in kindergarten or first grade.

When students transfer into the general education classroom from special classes or centers, or from nonpublic, nonsectarian school to the general education classroom in the public school, the IEP provides for transition including a description of activities provided to integrate the pupil into the regular education program indicating the nature of each activity, and the time spent on the activity each day or week and a description of the activities provided to support the transition of pupils from the special education program into the regular education program.

For a student with a low incidence disability such as vision impairment, hearing impairments, or orthopedic impairments, the IEP includes, when appropriate, specialized services, equipment and materials consistent with state guidelines. For a student who is blind or has visual impairments, the IEP team determines the appropriate medium/media for the child in accordance with state guidelines and considers the provision of instruction in Braille and the use of Braille, unless the team determines after evaluation that Braille instruction or use is not appropriate for the child. For a student who is deaf, the IEP team considers the communication needs of the child, including child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode.

For a student whose behavior impedes his or her learning or that of others, the IEP team shall consider the development of positive behavior interventions, including strategies and supports to address the behavior.

English Language Learners

For a student with limited English proficiency (English language learners/EL), the IEP team considers the language needs of the child as such needs relate to the child's IEP and the IEP includes linguistically appropriate goals, objectives, programs and services which lead to the development of English language proficiency and ensure access to general education curriculum.

All students whose home language survey indicates a language other than English are assessed using the California English Language Development Test (CELDT) or an alternate to determine English language proficiency. The LEA annually assesses, using the CELDT or an alternate, all students identified as English learners. When developing the IEP, the IEP team considers the results of the CELDT or an approved alternate assessment.

The IEP includes

- a determination whether the CELDT will be administered with or without accommodations or modifications, or whether English proficiency will be measured using an alternate assessment

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- activities which lead to the development of English language proficiency
- instructional systems which meet the language development needs of the student and ensure access to the general education curriculum

Teachers who provide instruction to English learners with disabilities have appropriate special education credentials as well as supplementary authorization to provide English language development and primary language support (e.g. CLAD, BCLAD, or equivalent).

On initial IEPs and each triennial, for students determined to have a specific learning disability, the IEP team certifies in writing that the child meets the following criteria:

- The disability is due to a disorder in one or more of the basic psychological processes and is not the result of environmental, cultural or economic disadvantages
- The disability is not the result of visual, hearing, motor impairment, mental retardation, emotional disturbance.
- Observations of relevant behavior of the student have been made by one team member other than the child's teacher (in the regular classroom or other appropriate environment)
- The relationship of that behavior to the student's academic functioning
- The existence of a severe discrepancy between intellectual ability and academic achievement in oral and written language, reading, or mathematics which cannot be corrected through regular or categorical services

On initial IEP's and each triennial, for students determined to have a specific learning disability,

- when standardized tests are considered to be invalid for a specific pupil, the discrepancy is measured by alternative means
- The IEP team certifies in writing any educationally relevant medical finding.

Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

Transition

The IEP in effect when the student reaches the age of 16 years, or younger if determined appropriate by the IEP team and each IEP thereafter,

- includes courses of study that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post school, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living,
- describes needed transition services that focus on improving academic and functional achievement of the student to facilitate their movement from school to post school,
- contains measurable postsecondary goals based on age appropriate transition assessments related to training or education employment, and where appropriate, independent living schools.

State Requirements

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The IEP in effect when the student reaches the age of 16 years, or younger if determined appropriate by the IEP team, is

- is reviewed annually,
- is based on the individual student's needs, taking into account the student's preferences and interests and
- Includes a statement of the needed transition services in the following areas:
 - Instruction,
 - Related services,
 - Community experiences,
 - Development of employment,
 - Post-school adult and living objectives, and
 - If appropriate, daily living skills and functional vocational evaluation
 - The interagency responsibilities or any needed linkages to implement the transition activities

When a participating agency other than the district of service fails to provide the transition services stated in the IEP as described above, the district of service reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

If an invited agency representative cannot attend the IEP meeting to develop transition services, the district of service obtains agency participation in planning for these services through alternative means such as phone conference or written input.

When students' eligibility is terminated due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for a Free Appropriate Public Education, the district of service provides the students with a Summary of Academic Achievement and Functional Performance which includes recommendations on how to assist the students in meeting their post-secondary goals. The parent or the student who has attained the age of majority is provided with written notice of graduation from high school with a regular high school diploma.

IEP Amendments

When an IEP document requires amendment, the parents and district of service may agree not to convene an IEP meeting for the purpose of making such changes. Instead a written document may be developed to amend or modify the current IEP. The parents are provided a copy of the revised IEP after the amendments are made, if requested.

State Requirements

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

IFSP Timeline

There is an IFSP developed and implemented for each child birth to three years of age (including children placed by the district of residence in a private school or facility), in accordance with federal and state statutes. Eligibility is determined within forty five days of receiving written parental consent to the assessment plan. The IFSP is to be implemented as soon as possible after the IFSP team meeting.

IFSP Evaluation and Assessment

When an LEA receives an oral or written referral for early intervention the date of the referral is documented in the infant or toddlers record. A service coordinator is assigned to coordinate evaluations and assessments. The service coordinator provides the parent with prior written notice regarding the proposal to initiate the identification, evaluation, and assessment of the students needs for early intervention services.

All evaluations and assessments are conducted by qualified personnel on multidisciplinary teams. All evaluations and assessments include a review of pertinent records related to the infant or toddler's health status and medical history. All evaluations include information obtained from parental observation and report. The evaluation and assessment will determine the student's level of functioning in cognitive development, physical and motor development, (including vision and hearing), communication development, social or emotional development and adaptive development. The evaluation and assessment will include an identification of the unique strengths and needs of the student in each of the developmental areas. As much as possible, all evaluations and assessments will be conducted in the infant or toddler's natural environment.

Infants or toddlers with solely low incidence disabilities will be evaluated and assessed by qualified personnel whose professional preparation, license or certification are specific to the suspected disability. The LEA will use nondiscriminatory procedures to ensure that tests and other evaluation materials are administered in the language of the family's choice or other mode of communication, unless it is clearly not feasible to do so. Standardized tests or instruments used to assess students with impaired sensory, motor, or speaking skills accurately reflect the student's aptitude, developmental level or any other factors that the test purports to measure. All evaluation or assessment procedures are selected and administered so as not to be racially or culturally discriminatory.

No single procedure is used as the sole criterion for determining the student's eligibility.

All assessments include a family assessment which is voluntary on the part of the family where information is gathered through a parent interview conducted in the language of the family's choice or other mode of communication. The family assessment incorporates the family's description of its resources, priorities and concerns related to enhancing the development of the infant or toddler.

Eligibility

The Individualized Family Service Plan includes a statement that each student found eligible for special education and related services through the LEA is under 3 years of age, has a disabling condition as defined in 5 CCR 3030 and has a need for intensive special education and related services because the student is functioning at or below 50% of his chronological age in any one of the skill areas identified in 5 CCR 3031 or has a need for intensive special education and related services because the IFSP's for infants and toddlers is functioning between 51% and 75% of his chronological age in any two skill areas identified in

State Requirements

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

5 CCR 3031. The LEA does not presume a child's eligibility for another agency's program. Every student found eligible must have one (and only one) IFSP that is current.

IFSP Meetings

The IFSP for an infant or toddler and the infant or toddler's family is reviewed every six months or more frequently if service needs change, or if the parent requests such a review. The documentation for each periodic review shall include the degree to which progress toward achieving the outcomes is being made. Each review shall document all modifications or revisions of the outcomes or services as necessary. Each IFSP meeting is conducted in settings and at times or by means that is reasonably convenient to the parent; and in the language of the parent's choice, unless it is clearly not feasible to do so. The arrangements for each meeting are made with, and written notice provided to the parent and other members of the multidisciplinary team in a timely manner.

Each initial and annual IFSP meetings include the following participants: parent, service coordinator, the person(s) who conducted the evaluations and assessments or if a periodic review meeting, the persons who are providing services. If a required person is unable to attend a meeting, arrangements are made for the person to be involved through other means, including-- (1) Participating in a telephone conference call; (2) Having a knowledgeable authorized representative attend the meeting; or (3) Making pertinent records available at the meeting.

Each student's IFSP includes, with the agreement of the parent, a statement of the family's resources, priorities and concerns related to enhancing the student's development, unless the parent does not give consent for such.

IFSP Contents

Each student's IFSP includes, with the agreement of the parent, a statement of the family's resources, priorities and concerns related to enhancing the student's development, unless the parent does not give consent for such. Each student's IFSP includes a statement of the infant's or toddler's present levels of physical development (including gross and fine motor, vision, hearing and health status), cognitive development, communication development, social or emotional development, and adaptive development. Each IFSP includes a statement of the measurable results or major outcomes expected to be achieved for the infant or toddler and their family, including pre-literacy and language skills, as developmentally appropriate for the student. Each student's IFSP includes a statement of the specific early intervention services necessary to meet the unique needs of the infant or toddler and the family to achieve the outcomes as well as the frequency, intensity and method and location of service delivery. Each student's IFSP includes a statement of the natural environments in which services will be delivered. Natural environments are defined as the home and other settings that are natural or normal for the child's age peers who have no disabilities. Early Intervening services can only occur in a setting other than a natural environment when Early Intervening outcomes cannot be achieved satisfactorily for the child in a natural environment. Each student's IFSP includes the name of the regional center, LEA, or other service provider who will provide each early intervention service. Each student's IFSP shall include a statement of the transition steps (for students who are two years, nine months of age, or beginning at two years, six months if all parties agree). If the referral occurs after the child has already become age 30 months or more, the initial IFSP must include the transition steps. Each transition age student's IFSP includes procedures to prepare for changes in service delivery, including steps to help the student adjust to, and function in, a new setting.

State Requirements

INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)

Services

Written consent must be obtained prior to providing early intervention services listed on the IFSP. If the parent does not provide consent to a particular service, or withdraws consent, that the particular service is not provided. Consent to each service must be given.

The LEA arranges purchases or provides early intervention services required by the IFSP; and acts as payer of last resort for all students' birth to three years of age, who have a solely low incidence disability (identified as blindness, deafness and/or severe orthopedic impairment, and not eligible for services from the regional center). The provision of early intervening services are listed and defined in

34 CFR 303.12. Note that the list is not exhaustive. Early intervention services may include such services as respite and other family support services.

State Requirements

LEAST RESTRICTIVE ENVIRONMENT

Steps are taken, including placement of classes, to ensure that students with disabilities, including children in public or private institutions or other care facilities, participate in academic, nonacademic and extracurricular services and activities to promote maximum interaction with the general school population.

Children with disabilities are educated with children who are not disabled. Placement in special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily and offer consideration of any potential harmful effects on the child or on the quality of services.

A full continuum of services and placements are available in the public education setting if needed for each individual with disabilities, as determined by IEP teams, including, but not limited to, the following or any combination of the following:

- Regular education programs
- General education classroom with special education services
- General education classroom with designated instruction and services or related services
- General education classroom with some services in special classes and centers that enroll pupils with similar and more intensive educational needs
- Special classes and centers
- Instruction in settings other than classrooms where specially designed instruction may occur
- Itinerant instruction in classrooms, resource rooms and settings other than classrooms where specially designed instruction may occur
- Instruction using telecommunication and instruction in the home, in hospitals and in other institutions
- Nonpublic, nonsectarian school services
- State special schools

The child is not removed from age appropriate, regular classrooms solely because of needed modifications in the general curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and other nonacademic activities specified in federal regulations, the Kings County SELPA ensures that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

Transportation is available when required for students with disabilities, as determined by IEP teams.

State Requirements

MAINTENANCE OF EFFORT (MOE) POLICY

The Kings County Special Education Local Plan Area (SELPA) shall meet maintenance of effort (MOE) regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education (ref: 34 Code of Federal Regulations (CFR), sections 300.203-300.205).

The SELPA Administrative Unit (AU), as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to participating local education agencies (LEA) within the SELPA through a sub-granting process and shall annually conduct and report to the CDE the required MOE information. For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs. The LEAs within the Kings County SELPA shall compile and submit budget and expenditure information, including LMC-A and LMC-B reports.

The two required comparison tests are as follows:

First Comparison Eligibility Requirement – Grant-Year Budget to Prior Actual Expenditures (SEMB)

- Each LEA will submit to the SELPA the required MOE documentation each year.
- Budgeted local or state and local expenditures must equal or exceed prior year expenditures for each LEA and for the SELPA, as a whole, subject to the federal Subsequent Years rule.
- SELPA must ensure LEA meets the eligibility comparison test before the allocations of Part B funds are made to the LEAs.

Section 1 – Each year, LEAs should record any of the exceptions listed below:

These items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child:
 - a) Has left the jurisdiction of the agency
 - b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities
- The assumption of cost by the high cost fund operated by the SEA under 34 CFR Sec. 300.704(c)

Section 2 – LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub grant allocation received

State Requirements

MAINTENANCE OF EFFORT (MOE) POLICY

for the current fiscal year compared to the prior fiscal year and reducing the LEA's state and local MOE requirement by that amount.

Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

- The amount of funds expended by an LEA for early intervening services under 34 CFR, Section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining “per capita”). The four methods to maintain effort are:

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on a per capita basis

If the SELPA as a whole passes the first comparison (budget vs. actual), the SELPA as a whole is eligible to receive Part B funding.

Consequences for Failure to Maintain Effort

If the SELPA fails the first comparison test (budget vs. actual), the SELPA as a whole and all of its participating members will be ineligible to receive Part B funding until budgetary revisions are made to enable the SELPA as a whole to meet MOE requirements.

If the SELPA as a whole passes the first comparison test (budget vs. actual) but one or more individual LEA sub-grant recipients fails the first comparison test, the LEA shall have until the first principal apportionment (better known as P-1 certification) occurs to comply with MOE requirements. The P-1 certification is the first time the current year expenditure data is available. If an LEA has not rectified the problem by the date that P-1 certification is made, the SELPA will notify the CDE. The SELPA will provide the CDE with the LEA's IDEA sub grant amounts. The CDE will reduce the SELPA's grant awards by the amount of the LEAs sub grant amount.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

Second Comparison Compliance Requirement – Prior-Year Actuals vs. Second-Prior Year Actuals or the most recent year LEA met using the method (SEMA)

State Requirements

MAINTENANCE OF EFFORT (MOE) POLICY

- Actual local or state and local expenditures must equal or exceed prior-year expenditures, subject to the federal Subsequent Years rule.
- SELPA comparison is made after unaudited actuals data is submitted to CDE following the end of the fiscal year
 - The comparison will occur annually

Section 1 - Each year LEAs should record any of the exceptions listed below:

These items will reduce the amount required to meet MOE:

- The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related service personnel
- A decrease in the enrollment of children with disabilities
- The termination of the obligation of the agency to provide a program of special education to a particular child with disabilities that is an exceptionally costly program because the child:
 - a) Has left the jurisdiction of the agency
 - b) Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or
 - c) No longer needs the program of special education
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.
- The assumption of cost by the high cost fund operated by the SEA under 34 CFR sec. 300.704(c)

Section 2 – LEAs that received a “meets requirement” compliance determination from CDE and have not been found to be significantly disproportionate may also reduce their MOE requirement. Under these conditions the LEA may reduce the level of local or state and local expenditures otherwise required by the LEA MOE requirement by calculating 50 percent of the increase in federal sub grant allocation received for the current fiscal year compared to the prior fiscal year and reducing the LEA’s state and local MOE requirement by that amount.

Please note: The LEA must use an amount of local funds equal to the reduction in expenditures to carry out activities that could be supported with funds under the Elementary and Secondary Education Act (ESEA) of 1965. This amount includes any activities under Title 1, Impact Aid, and other ESEA programs.

- The amount of funds expended by an LEA for early intervening services under 34 CFR, section 300.226 shall count toward the maximum amount of expenditures that the LEA may reduce under this section.

Section 3 – Four MOE Test Methods to Maintain Effort

Either local or state and local funding sources are used for comparison at the SELPA level as well as for each individual LEA. In addition, the comparison may be per capita (per child with a disability, unless some other basis is permitted by the SEA for determining “per capita”). The four methods to maintain effort are:

State Requirements

MAINTENANCE OF EFFORT (MOE) POLICY

1. The combination of state and local funds
2. Local funds only
3. The combination of state and local funds on a per capita basis
4. Local funds only on a per capita basis

Consequences for Failure to Maintain Effort

If the SELPA as a whole fails the second comparison test (actual vs. actual) after applying the exceptions, the SELPA will be billed by the CDE for the amount the SELPA, collectively, failed to spend from local or state and local funds to maintain its level of effort. The SELPA AU will then bill the individual LEA sub-grant recipients that failed the MOE second comparison test for the amount the LEA(s) failed to spend from local or state and local funds to maintain their level of effort.

If the SELPA as a whole passes the second comparison (actual vs. actual) but one or more individual LEA sub-grant recipients fail to spend from local or state and local funds to maintain their level of effort, CDE will bill the SELPA for the amount that the LEA failed to spend from local or state and local funds to maintain its level of effort. The amount must be paid to CDE by the LEA from its state and/or local funding in the budget year.

When an LEA fails to meet the MOE test in one year, the LEA is required in subsequent fiscal years to maintain effort at the level prior to the failure. Thus, the LEA must calculate its level of effort on the most recent fiscal year in which the MOE test was met.

For the purposes of maintenance of effort, the SELPA AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all or part of those funds as sub-grants to participating LEAs.

State Requirements

OVER-IDENTIFICATION AND DISPROPORTIONALITY

Regionalized services in the SELPA include review and analysis of LEA CASEMIS Data, including the collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists within the LEA.

Correction of these problems may be carried out through the following means:

- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
- Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
- Regular meeting with district superintendents;
- Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent shall be notified regarding the issue.

State Requirements

PARTICIPATION IN ASSESSMENTS

Students with disabilities shall be included in general state and district-wide assessment programs with appropriate accommodations or modifications as indicated on the IEP. Alternate assessments will be conducted for those children with disabilities who cannot participate.

As required by state and federal law and SELPA policy and regulations, local educational agencies (LEA) shall include in the individualized education program (IEP) of a student with a disability, information related to participation in state or district-wide assessments. The IEP teams will determine appropriate accommodations and modifications needed for students. Accommodations on a test provide equal access to the test without altering the intent of the test. Modifications on a test significantly alter the intent of the test.

Students may take the adopted California alternate assessment, per IEP team decision, if their levels of academic/cognitive ability and adaptive behaviors require substantial adjustments to the general curriculum and if they have an IEP which reflects a general emphasis on functional life skills. The IEP team shall document on the IEP the reason why the student cannot participate in the regular assessment and the reason why the alternate assessment is appropriate.

State Requirements

PERFORMANCE GOALS AND INDICATORS

The SELPA regularly updates the State Department with data through the California Special Education Information System (CASEMIS) reporting program to address the performance of children with disabilities related to the key performance indicators.

Among activities related to the State Improvement Plan are regionalized services to LEA programs for the provision of ongoing review of programs and data monitoring procedures utilized. These include:

- Participation in the state's Quality Assurance Process (i.e., Self-Reviews, Verification Reviews) and follow-up;
- Provision of ongoing training and technical assistance regarding compliant special education procedures;
- Review and analysis of LEA CASEMIS Data;
 - Collection and examination of data regarding the over/under representation of racially, ethnically, linguistically and culturally diverse students to determine whether an imbalance exists;
 - Collection and examination of data regarding IEP and assessment timelines.
 - Corrections of identified problems may be carried out through the following means:
- Provision of training and technical assistance as necessary to clarify compliant practices with appropriate LEA staff;
- Assistance with correction of non-compliant procedures or practices identified through state and local compliance complaint investigations;
- Regular meeting with district superintendents;
- Individual consultation with LEA administrative staff.

In cases where the identified problem persists following implementation of such steps as outlined above, the LEA superintendent shall be notified regarding the issue.

State Requirements

PERSONNEL QUALIFICATIONS STANDARDS

It shall be the policy of this Local Education Agency (LEA) to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

In circumstances where SELPA is providing related services or services are unavailable from either the student's LEA or SELPA, the SELPA will make an ongoing, good faith, effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards, to provide special education and related services to children with disabilities. Individual education consultants or other educational agencies will be utilized to cover student services until staff can be hired by SELPA to fulfill the service obligations. If services are unavailable from the aforementioned venues due to shortages, the SELPA will be responsible to provide all services not provided during the unavailability of services.

The SELPA and the member LEA's shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education, and related services personnel. Such steps shall include, but not be limited to, the following:

1. Widespread recruitment of teachers and support personnel
2. Collaboration with surrounding colleges, in their teacher education programs, design and supervision of student teachers/interns.
3. Ongoing staff development activities for special education administrators, teachers, and support staff
4. Ongoing staff development activities for general education administrators, teachers, and support staff

State Requirements

PRIVATE SCHOOLS

The district where a private school is located is responsible for child find, assessment, and delivery of an Individual Services Plan (ISP) to an eligible student, to the extent that those are the services selected under the private school agreement.

If, as a result of a child find referral and assessment, the parent and/or guardian desire an IEP on the basis of eligibility, they will be directed to return to the district of residence for development of an IEP under FAPE. The IEP will be implemented at the district of residence public school.

If a child is eligible for services and the parent indicates in writing that he/she intends that the child will continue to be a student at a private school, services selected under the private school agreement are the only services the child may receive and only if he/she is eligible and in need of these services.

Services selected under the private school agreement specified on the Individualized Services Plan (ISP) are made available at the district of location or through programs operated by the Kings County Office of Education dependent on the type of program required. Direct instructional programs are not operated on private school sites. Materials and equipment are secular, neutral, and nonideological. Private school personnel are invited to ISP meetings.

Private school referrals are submitted to the LEA on a Child Find Referral Form. These referrals are the responsibility of the public school district of location for evaluation and determination of eligibility.

If a child is found to be eligible for special education services, the parent may either state in writing that he/she intends to continue the child's enrollment in private school or indicate that he/she intends to enroll their child in a public school.

If the child is to remain in private school:

1. An Individualized Services Plan (ISP) is developed if the child is eligible for the services the LEA provides to children in private schools.
2. ISP services are provided in the district where the private school is located as close to that private school as possible, taking into consideration staff caseloads.
3. And time constraints.
4. If the child is not eligible or does not need those services, an ISP is not developed.

If the parent expresses the intention to enroll their child in a public school to participate in special education:

1. The LEA where the private school is located directs the parent to contact the district of residence, to request an IEP meeting, and enroll the child in the local public school.
2. The LEA that assessed the child forwards their assessment reports to the district of residence after receiving signed parental permission to release the document.
3. The District of Residence schedules an IEP meeting upon enrollment in a district public school.

Steps for Determination of Delivery of Services to Private Schools

1. Each district determines the name and location of any private school within its boundary. The district reports the information to the SELPA office by April 15.

State Requirements

PRIVATE SCHOOLS

2. Using the CASEMIS system, the SELPA office obtains a list of students who have been assessed during the past year for special education; those that qualified as eligible; their district of residence; and school (private) attending.
3. The SELPA Office sends a written invitation to principals of all identified private schools informing them of the Private School Procedures and offering the opportunity for parents, teachers, and private school officials to participate in the consultation process at a scheduled meeting.
4. The SELPA Office convenes the meeting with the representatives of the LEAs where private schools are located and the principals of those schools, as well as other interested individuals.
5. The meeting will address the following topics:
 - a) Child find process;
 - b) How private school students can equitably participate in the public school's IDEA program;
 - c) How stakeholders are to be informed of the process;
 - d) Proportionate fund calculation and availability;
 - e) Year-round consultation process;
 - f) How, where and by whom services will be provided to private school students, including the types of services (including direct and alternate service delivery options);
 - g) How services are to be apportioned if funds are insufficient to serve all children;
 - h) How and when services allocation decisions will be made by the LEA;
 - i) Requirement for written explanation to private school officials of the school's decision not to provide direct services, if the private school officials disagree with the school on that issue.
6. Written affirmation of participating private schools will be obtained when the consultation process has taken place.
7. Affirmations are maintained by the districts and copies forwarded to the SELPA office as well as private schools. If affirmation cannot be obtained within a reasonable period of time, the LEA forwards the documentation of the consultation process to the State.
8. The SELPA, LEA, and private schools engage in meaningful consultation and communication throughout the school year with regards to Private School Procedures and special education and related services.
9. The LEA provides a written explanation to private school officials of the school's decision not to provide direct services, if the private school officials disagree with the school on that issue.

State Requirements

PROCEDURAL SAFEGUARDS

Kings County SELPA's Notice of Procedural Safeguards and Parents' Rights is the written notification provided to parents informing them of their procedural safeguards. These procedural safeguards will be provided to parents consistent with present state guidelines. The rights are available in English and in Spanish.

A copy of the Kings County SELPA's Notice of Procedural Safeguards and Parents' Rights must be given to the parents of a child with a disability only one time a school year, except that a copy also must be given to the parents:

- Upon initial referral or parent request for evaluation
- Upon receipt of the first State complaint in a school year
- Upon receipt of the first due process complaint in a school year
- In accordance with the discipline procedures, e.g. on the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct
- Upon request by a parent

State Requirements**PROHIBITION ON MANDATORY MEDICINE**

It shall be the policy of this SELPA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substance Act as a condition of attending school or receiving a special education assessment and/or services.

State Requirements

PUBLIC PARTICIPATION

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

A person who wishes to address the Board should make a request in writing to the Superintendent as per that district's policy. The Superintendent or designee will decide whether a request is within the subject matter jurisdiction of the Board. Items placed on the agenda by the public will be for information and discussion, so that the Board may be advised of the views of the community. The Board reserves the right to place the item on the agenda of a subsequent meeting for action.

Individual speakers shall be allowed to address the Board on each agenda or non-agenda item as per adopted board policy, at a time so designated on the agenda. The Board president may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item.

State Requirements

REGIONALIZED OPERATIONS AND SERVICES

It is the policy of the LEA that funds for regionalized operations and services and the direct instructional support of Program Specialists shall be apportioned to the Kings County Special Education Local Plan Area. The Special Education Local Plan Area shall ensure that all functions are performed in accordance with the description set forth in the adopted local plan.

The Special Education Local Plan Area shall ensure that all functions listed below are performed in accordance with the description set forth in the adopted local plan:

- Coordination of the Special Education Local Plan Area and the implementation of the local plan.
- Coordinated system of identification and assessment.
- Coordinated system of procedural safeguards.
- Coordinated system of staff development and parent and guardian education.
- Coordinated system of curriculum development and alignment with the core curriculum.
- Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- Coordinated system of data collection and management.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster family homes.
- Preparation and transmission of required Special Education Local Plan Area reports.
- Fiscal and logistical support of the community advisory committee.
- Coordination of transportation services for individuals with exceptional needs.
- Coordination of career and vocational education and transition services.
- Assurance of full educational opportunity.
- Fiscal administration and the allocation of state and federal funds.
- Direct instructional program support that may be provided by program specialists.

State Requirements**SUPPLEMENTATION OF STATE AND FEDERAL FUNDS**

In general, federal funds appropriated under Part B of IDEA may only be utilized to cover the excess costs of providing special education and related services to students with disabilities. These federal funds must supplement/increase the level of other Federal, State and local funds expended for special education and related services and in no case supplant these funds. In addition, IDEA includes separate Maintenance of Effort (MOE) provisions that apply independently at the state and local levels.

State Requirements

SUSPENSION AND EXPULSION

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds for suspension and expulsion which apply to students without disabilities. (cf. 5144.1 – Suspension and Expulsion/Due Process)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with a disability pursuant to the IDEA and who has engage in behavior that violated the disciplinary rules of the Local Education agency (LEA) may assert any of the protections under the IDEA only if the LEA had knowledge that the student is disabled before the behavior that precipitated the misbehavior/disciplinary action (20 USC 1415(k)(5); 34 CFR 300.534)

The LEA shall be deemed to have knowledge that the student has a disability if one of the following conditions exists:

- The parent/guardian has expressed concern to an administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
- The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.
- The teacher of the student or other district staff has expressed concerns directly to the LEA's director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the student.

The LEA would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the LEA would be deemed to not have knowledge if the LEA conducted an assessment pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the LEA is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for student without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); CFR 300.534)

If a request is made for an assessment of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the assessment shall be conducted in an expedited manner. Until the assessment is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension:

The superintendent or designee may suspend a student with a disability from school, for any of the reasons enumerated in EC Section 48900, and pursuant to 48900.5 for up to five (5) consecutive school days (EC 48911), and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536, except a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in the subdivision (k), and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12 , inclusive, to be recommended for expulsion. ED 48900 (34 CFR 300.530; Education Code 48903).

State Requirements

SUSPENSION AND EXPULSION

Services:

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CF 300.101(a), so as to enable the student to continue to participate in the general curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

Interim Alternative Education Placement Due to Dangerous Behavior:

The District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school related function: (20 USC 1415(k)(1)(g); 34 CFR 300.530(g))

- Carried or possesses a weapon, as defined in 18 USC 930
- Knowingly possesses or uses illegal drugs
- Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c)), Schedules I-V in section 202(c) of the Controlled Substances Act
- Has inflicted serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(g); 34 CFR 300.531)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP.

Expulsion:

Pursuant to EC 48915(c), the Superintendent or designee shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a student when it has been determined that a student has committed one or more of the following acts:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053 of Division 10 of the Health and Safety Code).
- Committing or attempting to commit a sexual assault as defined in subdivision(n) Section 48900 or committing a sexual battery
- Possession of an explosive

Due Process Appeals:

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530, he/she may appeal the decision

State Requirements

SUSPENSION AND EXPULSION

by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532).

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508(a)-(c), and 300.510-300.514. If the student's parent/guardian or the district initiates a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533).

Readmission:

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion:

The Kings County Board of Education's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917).

State Requirements

TRANSPORTATION

Transportation services are available to all children placed in special education when the IEP team determines the need for such services. Transportation, where appropriate, is coordinated with regular home-to-school transportation.

The district of residence is fiscally responsible for providing transportation for special education students to meet their IEP goals. Criteria for meeting the transportation needs of special education pupils are as follows:

- Location of services
- Impact of the disability on the child's ability to walk to school
- Ability to be accommodated by regular transportation
- Severity of the disability
- Safety of the child or other children on the bus
- Other factors

Failure to comply with the rules and regulations for conduct while being transported may be sufficient reason for a pupil to be denied regular transportation. If a child's behavior, regardless of disabling condition, ultimately results in denial of bus or group transportation for short or long periods of time, the district is responsible for providing alternatives.

Mobile seating devices, when used, and the securement systems required by the Federal Motor Vehicle Safety Standard No. 222 (49 C.V.R. 571.222) are compatible. School bus drivers and other personnel who transport wheelchair-bound students are trained in the proper installation of mobile seating devices in the securement systems.

All children requiring transportation and who require specialized transportation that cannot be accommodated by traditional transportation are provided home-to-school by Kings School Transportation Authority (KSTA), a joint powers agreement (JPA) or any other subsequent agreement.

The Kings School Transportation Authority was formed on July 1, 2004, for the purpose of providing Special Education Transportation for all districts in Kings County. The Board consists of seven superintendents from the participating Districts. Each serves a three-year term on a rotating schedule. A chairperson is selected from among the seven members.

Kings School Transportation Authority does not have any employees but rather contracts out for busing services. An appointed treasurer, usually the Chief Business Official of one of the board member districts, handles all financial aspects of the JPA. Budgetary and legal representation information may be obtained from the chairperson of the JPA.

HANFORD ELEMENTARY SCHOOL DISTRICTAGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: David Goldsmith
DATE: June 13, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Consider approval of consultant agreement with SADA Systems to provide Office 365 migration consulting services.

PURPOSE: SADA Systems is a Microsoft Gold Cloud Platform Partner. This consulting agreement with SADA will provide up to fifty (50) hours of consulting services to assist District staff in completing two-way Office 365 migration and transition tasks according to Microsoft best practices to help ensure project success.

FISCAL IMPACT: \$9,750.00, from Information Systems budget.

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Dr. Paul Terry
FROM: David Goldsmith
DATE: June 13, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Renewal contract with Blackboard, Inc. for parent notification services.

PURPOSE: Hanford Elementary School District currently contracts with Blackboard, Inc for automated parent notification services through the Blackboard Connect product.

HESD wishes to renew with Blackboard, Inc. to continue these services for 2016-17.

FISCAL IMPACT: \$6,960.00 for 2016-17.

RECOMMENDATION: Approve renewal agreement.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: June 9, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM:

Consider approval of the Jefferson Charter Academy 2016-2017 to 2018-2019 Local Control Accountability Plan

Purpose: The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF). As presented during the Public Hearing on May 25, 2016, all school districts and charter schools are required to prepare an LCAP, which describes how they intend to meet the district established goals which are aligned with the established state priorities pursuant to EC 52060(d).

After receiving input during meetings with parents, staff, and the public, the draft LCAP was shared with employee bargaining groups and with parent advisory groups. The Jefferson Charter Academy LCAP will lead the school toward achieving the following goals:

1. **Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.**
2. **All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.**
3. **The district will hire, support, and retain qualified teachers, support staff, and administrators.**
4. **Students will attend a safe, well maintained school and will have access to standards aligned materials.**
5. **Communication between schools and home will be regular and meaningful.**

FISCAL IMPACT: \$518,712 in Supplemental and Concentration funds from the Local Control Funding Formula.

RECOMMENDATION:

Approve the Jefferson Charter Academy 2016-2017 to 2018-2019 Local Control Accountability Plan

HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: May 19, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM:

Consider approval of the 2016-2017 HESD Local Education Agency Plan (LEAP) Addendum and Title III Action Plan for English Learners.

PURPOSE: To provide professional development for teachers, to improve the academic achievement of students from low income families, and to ensure English learners attain proficiency in English.

FISCAL IMPACT: Approximately \$3 million in federal Title I, Title II, and Title III aid.

RECOMMENDATION:

Approve the LEAP addendum and Title III Year 4 Action Plan for English Learners for 2016-2017



**2016-2017
Local Education Agency Plan (LEAP) Addendum
Annual Update**

**Adoption
June 22, 2016**



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 Liz Simas, Program Coordinator

Executive Summary

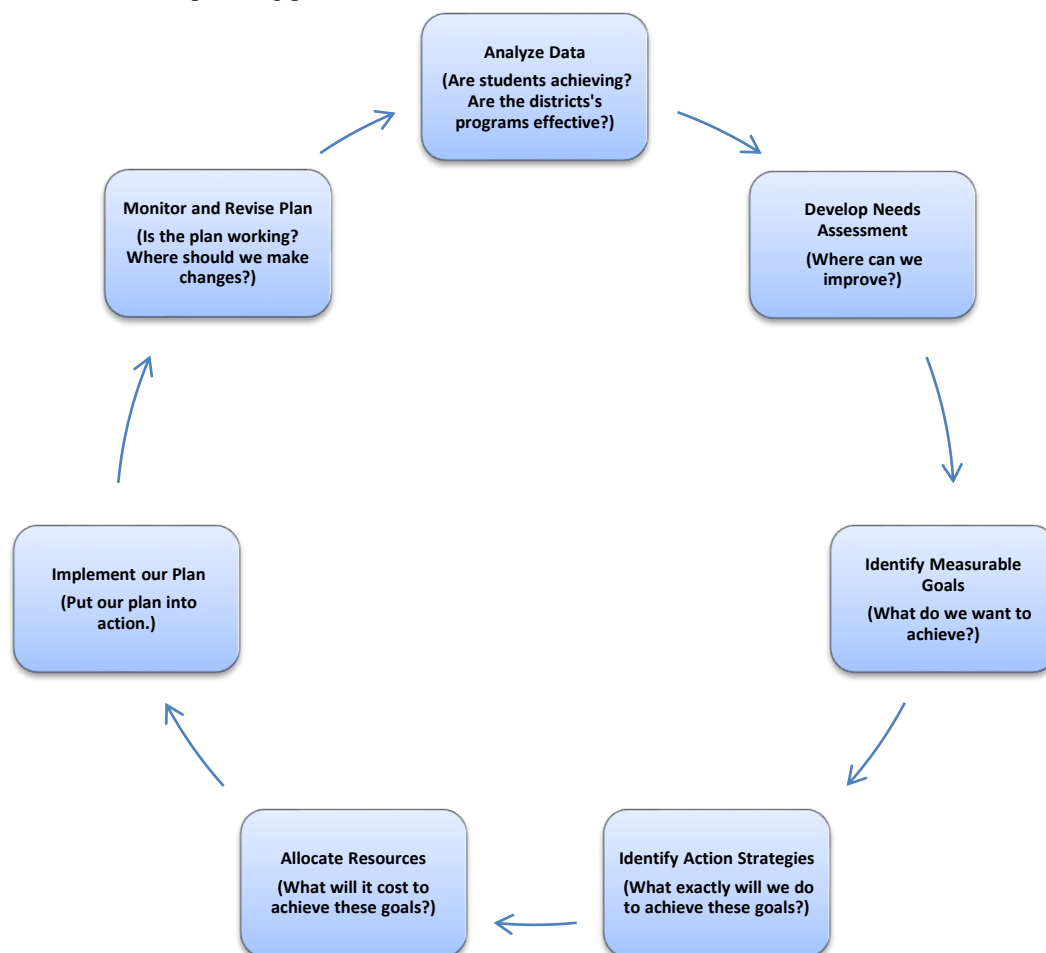
District and School Planning

Each year, district leaders along with individual school sites, the District English Learner Advisory Committee, and school site councils develop and/or revise a series of plans that lead the way toward achieving a set of common goals designed to increase the achievement of all students. These goals, summarized below, guide the district's priorities, actions, and allocation of resources.

1. All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.
2. English learners will make annual progress in understanding, speaking, reading, and writing English.
3. English learners will become proficient in English
4. The District will have a student monitoring system that informs teachers and parents of students' progress, informs principals of the schools' progress, and informs district leadership on effectiveness of its instructional programs.
5. The district will hire, support, and retain qualified teachers, support staff, and administrators.
6. Communication between schools and home will be regular and meaningful.

Planning is a process that continues throughout the school-year, and from one school-year to the next.

The graphic below illustrates the planning process.



The LEAP Addendum

The LEAP Addendum is updated annually. The LEAP Addendum details how the district will use federal Title I and Title II and Title III funds to achieve the goals discussed above.

Federal Title I funds are directed toward improving the achievement of students from low-income families. Title II funds are directed toward professional development for teachers. The LEAP addendum details actions and spending of federal Title I and Title II funds at the district level. (The spending of federal Title I funds at the school site level is detailed in individual school site plans.) At the district level, these funds support schools by providing professional development for teachers including instructional coaches and induction coaches. Additionally, these funds provide resources to school sites that include digital subscriptions for classroom use and the district's assessment system.

Title III Action Plan for English Learners

The Title III Action plan details how the district will use federal Title III funds to achieve Goals 2 and 3 above.

Federal Title III funds are directed toward ensuring that English learners make progress learning English each year, eventually reaching proficiency in English. Title III funds support EL students and their families by providing after-hours instruction in learning English, parent outreach, education, and training, supplies, materials, and technology.

Summary

The HESD LEAP Addendum and Title III Action Plan have been developed with input from the District English Learner Advisory committee. Approval and implementation of these plans will ensure Hanford Elementary School District's students from low income families and English Learners achieve success and are college and career ready.



Hanford Elementary School District LEAP Addendum

Goal 1, Standards Aligned Instruction (Aligns with LCAP Goal #2)

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators. Students in HESD will score 40% proficient or above on the CAASPP in ELA and 30% or above in mathematics.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
1.1 Monitor schools and provide technical assistance in the continued implementation of standards based instruction using SBE adopted Common Core aligned ELA and mathematics materials.	All students in all grade levels will have instruction that is aligned with the Common Core Standards.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Site and district administrator focused walks, analysis of student achievement data	7/1/2016 to 6/30/2017	Director, Program Development, Assessment & Accountability (50%)	1000-1999: Certificated Personnel Salaries	Title I	80,913
					Clerical Admin. Support	2000-2999: Classified Personnel Salaries	Title I	84,075
					Office Supplies, Equipment	4000-4999: Books And Supplies	Title I	3,293
					Postage for Admin	5000-5999: Services And Other Operating Expenditures	Title I	1,000
					Conferences for Program Monitoring (CDE etc.)	5000-5999: Services And Other Operating Expenditures	Title I	4,000

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
					Mileage for Program Monitoring (CDE etc.)	5000-5999: Services And Other Operating Expenditures	Title I	2,500
					Prog. Monitoring Materials	4000-4999: Books And Supplies	Title I	2,000
					Indirect Costs Location 005	7000-7439: Other Outgo	Title I	96,426
					Indirect Costs School Wide Program	5000-5999: Services And Other Operating Expenditures	Title I	46,730
					Copier Maintenance	5000-5999: Services And Other Operating Expenditures	Title I	1,000
<p>1.2</p> <p>Revise the district's pacing calendars in ELA and mathematics including full implementation of the Common Core Standards</p> <p>Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.</p> <p>Pacing calendars are aligned with input from teacher groups.</p>	<p>The district's pacing calendars in ELA and math will be revised and aligned to both the Common Core Standards and the districts core instructional materials. Pacing calendars are aligned with input from teacher groups.</p>	<p>Assistant Superintendent of Curriculum and Instruction; Curriculum Directors/Specialist</p>	<p>Instruction at all grade levels follows the pacing calendar as evidenced by student achievement on pacing calendar aligned assessments.</p>	<p>7/1/2016 to 6/30/2017</p>				
<p>1.3</p> <p>Monitor the pacing of</p>	<p>All schools will continue to fully implement CCS aligned</p>	<p>Assistant Superintendent of</p>	<p>Site and district administrator</p>	<p>7/1/2016 to 6/30/2017</p>				

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
instruction that uses SBE adopted ELA and mathematics materials.	ELA and mathematics instruction that uses the state adopted text and follows the district pacing calendars. All schools' schedules allocate the appropriate daily instructional time in the SBE adopted core materials.	Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	focused walks, analysis of student achievement data					
1.4 Provide support for homeless students.	The district will monitor enrollment records for students who may be homeless. All schools will monitor enrollment records for students who may be homeless. The Homeless Liaison will follow student Homeless students will be followed.	Director of Program Development, Assessment & Accountability; Homeless Liaison	Enrollment and financial records	7/1/2016 to 6/30/2017	Supplies and Materials for Homeless Students	4000-4999: Books And Supplies	Title I	5,000
1.5 Monitor and support schools in the transition from NCLB to ESSA	Provide monitoring and technical assistance to schools in the transition to ESSA, including support with any remaining PI requirements.	Director of Program Development, Assessment & Accountability	PI Documentation	7/1/2016 to 6/30/2017	Set Aside for SES (Funds remain set-aside pending direction from CDE as to the status of SES for 16-17)	5800: Professional/Consulting Services And Operating Expenditures	Title I	500,000

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
1.6 Provide supplemental interventions for identified students at participating private schools.	For private schools, students are identified for interventions by school-level assessment data and classroom teacher recommendations and are determined to be at-risk of not meeting grade-level academic requirements.	Director of Program Development, Assessment & Accountability Principal, St. Rose McCarthy Private School	Site and district administrator focused walks, analysis of student achievement data, intervention lists Pre and post tests for private schools	7/1/2016 to 6/30/2017	After-School Interventions St. Rose McCarthy Private School (Private School Portion of District Allowed Set-Asides)	5000-5999: Services And Other Operating Expenditures	Title I	4,506
					After school Interventions St. Rose McCarthy Private School	1000-1999: Certificated Personnel Salaries	Title I	4,896
1.6 Monitor and provide support to schools in the implementation of supplemental technological resources.	All schools will provide students with additional access to the State approved instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology; and, to provide English learners with additional access to the State approved instructional materials, academic content, and academic vocabulary through enhanced visual and auditory support.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors, Director IT	Site and district administrator focused walks, analysis of student achievement data, financial records	7/1/2016 to 6/30/2017	Digital Resources Including Discovery Streaming, Flowcabulary, Splashtop for Ipads (Note this is a centralized service and included on individual SPSAs)	5000-5999: Services And Other Operating Expenditures	Title I	60,000

Goal 2, Annual Progress Learning English (Aligns with LCAP Goal 2)

(AMAO 1)

EL Students will make progress learning English every year.

- Based on analysis of student achievement along with analysis of the district's current core and supplemental EL programs (using the ELSSA), the need for consistent, effective, research-based English language development instruction that is specifically targeted to students' English proficiency levels in all classrooms with all EL students has been identified. All English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels. An increasing percentage of English learners will make annual progress in learning English. By June 2017, the percentage of English learners learning English will be 63.52% in order to move toward state defined growth expectations as measured by CELDT. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(i)]

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
2.1 Integrated ELD Core Program ELD/EL Support	Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	District Instructional Cabinet focus walks, school site focus walks, CELDT Scores	7/1/2016 to 6/30/2017	Director of Curriculum (EL)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	159,738
	<p>ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.</p> <p>A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site</p>				(10) Learning Directors	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,337,277

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
	<p>principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.</p> <p>A learning director at each school site, funded with LCFF, provides leadership and monitoring of ELD instruction at the school site level. Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>							

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
<p>2.2 Designated ELD Core Program</p> <p>Research-based, Systematic, ELD Instruction</p> <p>Provide all EL students with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels.</p>	<p>Students will receive ELD instruction at their English language development level during the ELD instructional block.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and timely identified. All school sites will locally score the CELDT annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the CELDT, and district formative assessments to plan deployments to ensure that ELs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors</p>	<p>District Instructional Cabinet focus walks, school site focus walks, CELDT Scores</p>	<p>7/1/2016 to 6/30/2017</p>	<p>See 2.1 Director of Curriculum (EL)</p> <p>See 2.1 (10) Learning Directors</p>			

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
	<p>ELD instruction at their ELD level.</p> <p>Monitor ELD Deployment : The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p>							
<p>2.3 Supplemental ELD Instruction</p> <p>Deliver supplemental, after-hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and the research-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p>	<p>After-School ELD: EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p> <p>Newcomer Support Provide "newcomers" with instructional support</p>	<p>Director of Curriculum (EL), Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist</p>	<p>Rosters Teacher time Cards CELDT Scores</p>	7/1/2016 to 6/30/2017	<p>Teacher Overcontract for Supplemental ELD</p> <p>Ed. Tutor to Support Newcomers</p> <p>Scholastic Books as Incentives to Students for After-School Instruction</p> <p>Supplies Materials for After-School Instruction</p> <p>Software, Ipad Apps</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>	<p>70,000</p> <p>4,000</p> <p>8,000</p> <p>10,000</p> <p>2,000</p>

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
2.4 High-Quality, Research-Based Professional Development Specific to ELD Instruction.	<p>The district's team of curriculum directors, curriculum specialists, and instructional coaches will provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students.</p> <p>Based on the needs assessment additional staff developers (e.g. Tulare County Office of Education) will provide high-quality, research-based professional development.</p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	PD Transcripts	7/1/2016 to 6/30/2017	Teacher Overcontract for PD	1000-1999: Certificated Personnel Salaries	Title III	12,000
					Books, Materials for PD	4000-4999: Books And Supplies	Title III	3,283
					Staff Developers (e.g. Tulare Co. Office of Ed.)	5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000
					See 5.1		Title I	
					(5) Instructional Coaches provide PD and in-class coaching that includes supporting EL students, designated, and integrated ELD.			
					(Note this is a centralized service and is included in individual SPSAs)			
2.5 Parent Support, Training, and Resources	Parent Academies: Develop and implement a series of parent academies improve parents' knowledge of the content students are learning, to provide parents with specific strategies to help students in the content areas, to provide parents with specific strategies to help	Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist	Parent Academy calendar, sign-in sheets	7/1/2016 to 6/30/2017	Teacher Overcontract for Parent Academies	1000-1999: Certificated Personnel Salaries	Title III	8,000
The district, as a central service, will develop and implement a variety of activities that are designed to assist parents in becoming more involved in their child's education, to improve parents' knowledge of the					Child Care for Parent Academies	2000-2999: Classified Personnel Salaries	Title III	8,000

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
content students are learning, to provide parents with specific strategies to help students in the content areas, to provide parents with specific strategies to help students become proficient in English, and to improve attendance.	students become proficient in English, and to improve attendance.				Books for EL Parent Resource Ctr.	4000-4999: Books And Supplies	Title III	8,000
	Training Modules: Develop and implement series of modules, each covering a specific language learning or academic topic, to train parents to work with students in various academic areas. Parents will work through these modules at both parent academies and at home.				Books Including Spanish Language Books	4000-4999: Books And Supplies	Title III	5,000
					Supplies Materials for Parent Academies	4000-4999: Books And Supplies	Title III	8,000
					Teacher Resource Center	5700-5799: Transfers Of Direct Costs	Title III	2,034
	EL Parent Resource Center: Develop and implement an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.				Software for Parent Training	5000-5999: Services And Other Operating Expenditures	Title III	8,000
					Staff Developer for Parent Training/Academies	5800: Professional/Consulting Services And Operating Expenditures	Title III	4,000
	Books for Parent/Student Check-Out: Provide school libraries with books, including Spanish language books, for parents to check-out and implement reading activities with their children. (Parents receive training as discussed above.)				Parent Liaison	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	72,747
2.6 Parent and Community Participation Parents of EL students will receive information about the types of ELD instruction, services, and interventions their	Inform EL Parents: Parents of EL students will receive information about the types of ELD instruction, services, and interventions their students are receiving along with information about	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment &	DELAC Report to the Board Parent Notifications	7/1/2016 to 6/30/2017	Printing to Support Parent Community Participation	5700-5799: Transfers Of Direct Costs	Title III	3,477

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive.	<p>how they can provide support at home that is aligned with the services and interventions that their students receive.</p> <p>Develop Notifications for EL Parents: Develop written notifications for parents of EL students that are targeted to individual ELD levels that explain the services/instruction students receive, and that contain strategies/activities for parents to support students.</p> <p>Utilize Electronic Resources: Utilize the districts electronic resources including web sites/social media to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students' at home.</p> <p>DELAC: The district will establish a DELAC annually and conduct a series of meetings in accordance with applicable regulations and governing board policies.</p> <p>Monitoring & Technical Assistance: The district will provide technical assistance to school sites in establishing and maintaining SSCs and ELACs in accordance with applicable regulations and governing</p>	Accountability; Curriculum Directors/Specialist, Principals, Learning Directors						

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
	<p>board policies.</p> <p>Parent Notifications: The district will continue to provide all required notifications to parents meeting the required timelines.</p> <p>The District will review the required notifications along with templates provided by the CDE and make revisions as needed, especially revisions that clarify language making documents easier for parents to understand.</p>							
Indirect Costs	Indirect Costs			7/1/2016 to 6/30/2017	Indirect Costs	7000-7439: Other Outgo	Title III	3,547

Goal 3 English Proficiency (Aligns with LCAP Goal 2)

Students who are English learners will become proficient in English:
(AMAO2)

- Based on analysis of student achievement data along with analysis of the district's current EL program (using the ELSSA), the need for timely identification of ELs, progress monitoring of all ELs, and identification and interventions for students at risk of becoming Long Term English Learners (LTEL) has been identified. All schools will provide timely identification of English learners, will monitor the progress of English learners, and will identify English learners who are at risk of becoming Long Term English Learners (LTEL), and provide these students with appropriate interventions and support. An increasing percentage of English learners will attain English language proficiency annually. By June 2017, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will be 26.7% in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. By June 2017, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will be 54.7 in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(ii)]

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
<p>Progress Monitoring of ELs</p> <p>The district will establish a procedure to monitor the progress of all EL students at both the site and district levels.</p>	<p>Trimester Monitoring of ELs: Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors</p>	<p>EL Progress Monitoring Database Records</p> <p>Intervention Rosters</p>	<p>7/1/2016 to 6/30/2017</p>				

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
	<p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, including local scoring of CELDT, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>							

Goal 4, Assessment (Aligns with LCAP Goal 2)

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators. The District will have a student monitoring system that informs teachers and parents of students' progress, informs principals of the schools' progress, and informs district leadership on effectiveness of its instructional programs.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
4.1 Monitor schools' and provide technical assistance in the use of the district's formative and summative assessment systems.	<p>All teachers at all school sites implement all assessments specified in the HESD Assessment Calendar.</p> <p>Administrators and teachers will use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p> <p>Schools are provided the necessary tools to implement the formative and summative assessment system and analyze student achievement data.</p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Analysis of assessment data from the district's assessment data management system	7/1/2016 to 6/30/2017	School City (Note this is a centralized service and included on individual SPSAs)	5000-5999: Services And Other Operating Expenditures	Title I	33,434
4.5 The district will continue to administer the CAASPP interim assessments.	All schools will administer selected CAASPP interim assessments per the district's assessment calendar. Results from these assessments will be analyzed to determine whether they provide reliable information for the district, schools, and teachers to make decisions regarding student placement, diagnosis,	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning	Assessment results	7/1/2016 to 6/30/2017				

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
	progress, and the effectiveness of instruction.	Directors						

Building Leadership and Teaching Capacity

Goal 5 (Aligns with LCAP Goal 3)

The district will hire, support, and retain qualified teachers, support staff, and administrators.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
<p>5.1 A professional development team consisting of a curriculum specialist in English language arts, a curriculum director in mathematics, and five instructional coaches provide high quality, research-based professional development to teachers and administrators.</p> <p>Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.</p> <p>Based on needs assessment, professional development will also be provided by outside staff developers (e.g. Tulare County Office of Ed.)</p>	<p>The PD team works closely with school site leadership to make data-driven decisions regarding the foci of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration.</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors</p>	<p>Professional development records retained at the Curriculum and Instruction office</p>	<p>7/1/2016 to 6/30/2017</p>	Instructional Coaches: Literacy Coaches (2), Math Coaches (2), Technology Coach (1)	1000-1999: Certificated Personnel Salaries	Title I	570,588
					(Note this is a centralized service and is included in individual SPSAs)			
					Mileage for Instructional Coaches	5000-5999: Services And Other Operating Expenditures	Title I	15,000
					(Note this is a centralized service and is included in individual SPSAs)			
					Travel Conferences PD for Instructional/Ind uction Coaches	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	12,577
					Books for PD	4000-4999: Books And Supplies	Title I	2,000

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
					Travel Conferences PD	5800: Professional/C onsulting Services And Operating Expenditures	Title I	1,000
					Indirect Costs	7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	18,420
5.2 The district will operate a CTC accredited new teacher induction program with two full- time, full-release induction coaches.	New teachers will receive induction support for two years and will clear their credentials through the induction program.	Assistant Superintendent of Curriculum and Instruction, Induction Coaches	Induction documentation, teacher portfolios, clear credentials	7/1/2016 to 6/30/2017	Two induction coaches	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	237,519
					Test Prep for New Teachers	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,160
					Instructional Supplies	4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,013
					Induction Fees	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	4,067
					Indirect Costs	7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	18,420
					TCOE Support for Interns	7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	5,000
					Sinclair Research Group for Program Evaluation	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,230

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
5.3 Provide weekly collaboration time for teachers.	Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Administrator focus walk documentation, collaboration agendas, lesson planning documents, and intervention schedules	7/1/2016 to 6/30/2017	Travel/Conference (McCarthy School)	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,003
5.4 Monitor site-based professional development at schools in Program Improvement.	School sites utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development targeted at building teacher's capacity to provide standards aligned instruction and intervention that uses SBE approved materials.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Site PD plans and agendas, sign-in sheets, LD time accounting documentation, PD transcripts	7/1/2016 to 6/30/2017				
5.5 Provide professional development to participating private schools.	Provide professional development, either using HESD staff or outside providers, based on needs assessment of the participating private schools.	Director of Program Development, Assessment & Accountability	Private school needs assessment, consultation with private school, evaluation of PD by participants	7/1/2016 to 6/30/2017				

School Climate and District Climate

Goal Number 6 (Aligns with LCAP Goal 4)

Students will attend a safe, well maintained school and will have access to standards aligned materials. Our district's:

- attendance rate will be at least 90%
- chronic absenteeism rate will be below 10%
- suspension rate will be below 8%
- expulsion rate will be below 0.7%
- middle school dropout rate will be below 1% (for junior high schools)

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
6.1 The district will provide monitoring and technical assistance to school sites in implementing programs to improve school climate.	School sites will reduce the numbers of suspensions and expulsions. School sites will increase attendance and reduce chronic absenteeism.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Suspension, expulsion, attendance, chronic absenteeism rates	7/1/2016 to 6/30/2017				

Parent Involvement

Goal 7 (Aligns with LCAP Goal #5)

Communication between schools and home will be regular and meaningful.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation			
					Description	Type	Funding Source	Amount
Monitor parent school site outreach and parent involvement activities.	School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Flyers, sign-in, agendas from school site parent involvement activities	7/1/2016 to 6/30/2017	Postage to Support Parent Involvement	5700-5799: Transfers Of Direct Costs	Title I	2,000
					Printing to Support Title I Survey	5000-5999: Services And Other Operating Expenditures	Title I	2,000
					Bulk Mail for Parent Involvement	5900: Communications	Title I	1,000
					Supplies Materials St Rose McCarthy	4000-4999: Books And Supplies	Title I	203
					Supplies Materials for Parent Involvement Activities	4000-4999: Books And Supplies	Title I	1,000
The district will maintain the technological systems for parent communication.	Parents, students, and community members will use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district.	Director, Information Technology, Director of Categorical Programs,	Measurements of website traffic, report cards, email traffic from district and school website, automated phone notifications	7/1/2016 to 6/30/2017				
Monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC)	School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Categorical Programs	SSC and ELAC agendas and minutes	7/1/2016 to 6/30/2017	School Plan Software	5000-5999: Services And Other Operating Expenditures	Title I	3,500

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: May 23, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Hear and consider for approval School Site Title I Evaluations

PURPOSE: Each school site council has carefully and thoroughly followed the planning process conducting an analysis of student achievement along with the implementation and effectiveness of their 2015-2016 (current year) school plan. Each school site council has used this analysis as a basis for developing school plans for the 2016-2017 school year.

School
Hamilton Elementary
Jefferson Elementary
Kennedy Jr. High
King Elementary
Lincoln Elementary
Monroe Elementary
Richmond Elementary
Roosevelt Elementary
Simas Elementary
Washington Elementary
Wilson Jr. High

Fiscal Impact: The Title I Evaluation is a requirement for receiving approximately \$2 million in federal Title I aid.

RECOMMENDATION: Approve the 2016-2017 Title I Evaluations

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: May 23, 2016

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Hear and consider for approval 2016-2017 Single Plans for Student Achievement (School Plans)

PURPOSE: Each school has carefully and thoroughly followed the planning process. School Site Councils, have approved the School Plans for the 2016-2017 school year.

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

Fiscal Impact:

School	SWP	LCFF	Total
Hamilton Elementary	\$ 66,579	\$35,125	\$101,704
Hanford Community Day		\$1,385	\$1,385
Jefferson Elementary	\$ 29,301	In LCAP	\$29,301
Kennedy Jr. High	\$ 76,835	\$15,630	\$92,465
King Elementary	\$ 90,020	\$45,775	\$135,795
Lincoln Elementary	\$ 74,229	\$35,351	\$109,580
Monroe Elementary	\$ 88,881	\$50,009	\$138,890
Richmond Elementary	\$ 66,416	\$33,165	\$99,581
Roosevelt Elementary	\$ 87,090	\$42,495	\$129,585
Simas Elementary	\$ 42,813	\$31,106	\$73,919
Washington Elementary	\$ 66,742	\$36,137	\$102,879
Wilson Jr. High	\$ 67,719	\$13,956	\$81,675
Total	\$ 756,625	\$340,134	\$1,096,759

RECOMMENDATION: Approve the 2016-2017 School Plans

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed.D.

DATE: June 15, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

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

- BP/AR 1312.3 – Uniform Complaint Procedures

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

FISCAL IMPACT: None

RECOMMENDATIONS: Adopt

Hanford ESD

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

The Governing Board ~~of Trustees~~ recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board ~~adopt~~shall adopt the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610) Additionally, any above referenced complaint including child nutrition programs will be forwarded to the California Department of Education.

(cf. 3553 - Free and Reduced Price Meals)
 (cf. 3555 - Nutrition Program Compliance)
 (cf. 5141.4 - Child Abuse Prevention and Reporting)
 (cf. 5148 - Child Care and Development)
 (cf. 6159 - Individualized Education Program)
 (cf. 6171 - Title I Programs)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)
 (cf. 6178 - Career Technical Education)
 (cf. 6178.1 - Work-Based Learning)
 (cf. 6178.2 - Regional Occupational Center/Program)
 (cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person in district programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's, ~~based on his/her~~ actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic

information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics, ~~in district programs and activities, including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance~~ (5 CCR 4610)

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

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

~~3. Any complaint alleging district violation of~~ the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

~~54.~~ Any complaint alleging ~~that the~~ district ~~noncompliance has not complied~~ with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

~~65.~~ Any complaint, by or on behalf of any student who is a foster youth, alleging ~~that the~~ district ~~noncompliance has not complied~~ with any legal requirement applicable to the student regarding placement decisions, the responsibilities of the district's educational liaison to the student, the award of credit for coursework satisfactorily completed in another school or district, school transfer, or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

~~7.~~ Any complaint, by or on behalf of a homeless student as defined in 42 USC 11434a, alleging district noncompliance with any requirement applicable to the student regarding the award of credit for coursework satisfactorily completed in another school or district or the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1, 51225.2)

(cf. 6173 - Education for Homeless Children)

~~8.~~ Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

9. Any complaint alleging district noncompliance with the physical education instructional minutes requirement for students in elementary school (Education Code 51210, 51223)

(cf. 6142.7 - ~~related to~~ Physical Education and Activity)~~Instructional minutes.~~

106. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

117. Any other complaint as specified in a district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is acceptable/agreeable to all parties. ~~One type of~~ ADR ~~such as~~ mediation ~~may, which shall~~ be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

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

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, the County Protective Services Division, and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

222 Reasonable accommodations; lactating students

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48853-48853.5 Foster youth

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49069.5 Rights of parents

49490-49590 Child nutrition programs

51210 Courses of study grades 1-6

51223 Physical education, elementary schools

51225.1-51225.2 Foster youth and homeless children; course credits; graduation requirements

51228.1-51228.3 Course periods without educational content

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

59000-59300 Special schools and centers

64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 6101-6107 Age Discrimination Act of 1975
 CODE OF FEDERAL REGULATIONS, TITLE 28
 35.107 Nondiscrimination on basis of disability; complaints
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy Act
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
 Dear Colleague Letter: Title IX Coordinators, April 2015
 Questions and Answers on Title IX and Sexual Violence, April 2014
 Dear Colleague Letter: Bullying of Students with Disabilities, August 2013
 Dear Colleague Letter: Sexual Violence, April 2011
 Dear Colleague Letter: Harassment and Bullying, October 2010
 Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

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

U.S. Department of Justice: <http://www.justice.gov>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: May 16, 2001 Hanford, California

revised: April 5, 2006

revised: January 23, 2013

revised: October 23, 2013

revised: March 25, 2015

revised: March 9, 2016

revised:

Hanford ESD

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3

Community Relations

Except as the ~~Governing Board of Trustees~~ may otherwise specifically provide in other district policies, these ~~general~~ uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)
 (cf. 1312.2 - Complaints Concerning Instructional Materials)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding sex discrimination. The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)
 (cf. 5145.7 - Sexual Harassment)

Superintendent
 P.O. Box 1067
 Hanford, CA 93230
 (559) 585-3600

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against or implicating a compliance officer may be filed with the Superintendent or designee.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such ~~designated~~ employees shall include current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those involving alleged unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. ~~Assigned~~ Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the ~~result~~ results of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement, if possible, one or more ~~of the~~ interim measures. The interim measures may remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, ~~and~~ local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth and homeless students, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2 ~~49013~~, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

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

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

d. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

e. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

f. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

g. A foster youth or homeless student who transfers into a district high school or between district high schools shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

hf. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

ig. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

jh. Copies of the district's UCP are available free of charge.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the

timeline. (5 CCR 4631)

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

6. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file

his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties ~~whothat~~ may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- a._ Statements made by any witnesses
- b._ The relative credibility of the individuals involved
- c._ How the complaining individual reacted to the incident
- d._ Any documentary or other evidence relating to the alleged conduct
- e._ Past instances of similar conduct by any alleged offenders

f.- Past false allegations made by the complainant

2. The conclusion(s) of law

3. Disposition of the complaint

4. Rationale for such disposition

—For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

—The determination of whether a hostile environment exists may involve consideration of the following:

a. How the misconduct affected one or more students' education

b. The type, frequency, and duration of the misconduct

c. The relationship between the alleged victim(s) and offender(s)

d. The number of persons engaged in the conduct and at whom the conduct was directed

e. The size of the school, location of the incidents, and context in which they occurred

f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the ~~decision notice~~ may, as required by law, include:

a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint

b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint

c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's right to appeal the district's decision to the CDE within 15 calendar days, ~~to the CDE~~ and procedures to be followed for initiating such an appeal

—The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. ~~-(Education Code 262.3)~~
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. ~~-(Education Code 262.3)~~
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on the victim may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code [222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3](#), 52075; 5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT

approved: March 16, 1998 Hanford, California

revised: May 16, 2001

revised: April 5, 2006

revised: January 23, 2013

revised: October 23, 2013

revised: March 25, 2015

revised: March 9, 2016

[revised:](#)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed.D.

DATE: June 15, 2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 22, 2016

ITEM: Consider approval of the following revised Administrative Regulation and Exhibit:

- AR/E 1312.4 – Williams Uniform Complaint Procedures

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

FISCAL IMPACT: None

RECOMMENDATIONS: Adopt

Hanford ESD

Administrative Regulation

Williams Uniform Complaint Procedures

AR 1312.4
Community Relations

Types of Complaints

The district shall use the ~~following~~ procedures described in this administrative regulation only to investigate and resolve ~~complaints when the complainant alleges that any of the following has occurred:~~ (Education Code 35186; 5 CCR ~~4680-4681, 4682, 4683~~)

1. Complaints regarding the insufficiency of textbooks—Textbooks and instructional materials, including any complaint alleging that:

a. —A studentpupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

b. —A studentpupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

c. —Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

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

2. Complaints regarding teacher—Teacher vacancy or misassignment, including any complaint alleging that:

a. —A semester begins and a teacher vacancy exists.

b. —A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learnerslearner pupils in the class.

(cf. 4112.22 - Staff Teaching ~~Students of Limited English~~ Language LearnersProficiency)

c. _____—A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the ~~students~~~~pupils~~ enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day ~~students~~~~pupils~~ attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Complaints regarding the condition of school facilities, including any complaint alleging that:—Facilities

_____ a.— A condition poses an emergency or urgent threat to the health or safety of ~~students~~~~pupils~~ or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of ~~students~~~~pupils~~ or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to ~~students~~~~pupils~~ or staff; ~~or~~ structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

_____ b. _____—A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

_____ Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, ~~orange~~ paper towels or functional hand dryers. (Education Code 35292.5)

_____ Open restroom means, ~~except as necessary for pupil safety or to make repairs~~, the

school has kept all restrooms open during school hours when ~~students~~pupils are not in classes and has kept a sufficient number of restrooms open during school hours when ~~students~~pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" items #1-3 above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her at the mailing address indicated on the complaint form within 45 working days of the initial filing of the complaint. ~~If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form.~~ At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing ~~Board of Trustees~~ at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of ~~students~~pupils or staff as described in item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply

with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

On a quarterly basis, the Superintendent or designee shall report to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints ~~to the Board and the County Superintendent of Schools on a quarterly basis.~~ The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. ~~These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.~~ (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. ~~However, complainants need not use the district's Williams complaint form in order to file a complaint.~~ (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint ~~procedures~~ procedure

35292.5 Restrooms, maintenance and cleanliness

~~37254 Supplemental instruction based on failure to pass exit exam by end of grade 12~~

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-~~4670~~4687 Uniform complaint procedures, ~~especially:~~
 4680-4687 Williams uniform complaint procedures~~complaints~~

Management Resources:

WEB SITES

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

California County Superintendents Educational Services Association:

<http://www.ccsesa.org>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT

approved: February 9, 2005 Hanford, California

revised: June 13, 2007

revised: September 5, 2007

revised: May 7, 2008

revised:

Hanford ESD

Exhibit

Williams Uniform Complaint Procedures

E 1312.4

Community Relations

NOTICE TO PARENTS/GUARDIANS, ~~STUDENTS~~PUPILS, AND TEACHERS:

COMPLAINT RIGHTS

Parents/Guardians, ~~Students~~Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. ____—There should be sufficient textbooks and instructional materials. ~~That means~~ ~~For there to be sufficient textbooks and instructional materials~~, each ~~student~~pupil, including ~~an~~ English ~~learner~~learners, must have a textbook or instructional ~~materials~~material, or both, to use in class and to take home.

2. ____—School facilities must be clean, safe, and maintained in good repair.

3. ____—There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English ~~learners~~Learners, if present.

____ Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

____ Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single ~~designated~~designed certificated employee has not been assigned at the beginning of a semester for an entire semester.

~~Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.~~

4. ~~A~~ To file a complaint regarding any of the above matters, complaint forms can obtained at the District Office at 714 N. White Street, Hanford, CA. A form may also be obtained at by calling the ~~school office~~ Superintendent's Office at 585-3601 or ~~district office~~, or can be downloaded from the ~~school or district web site~~. You may also download a copy of the California Department of Education complaint form from the following web site:
~~website:~~ <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the Department of Education.

Exhibit HANFORD ELEMENTARY SCHOOL DISTRICT
 version: 2008 Hanford, California.

~~Exhibit~~ (2) 1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

COMPLAINT FORM: WILLIAMS UNIFORM COMPLAINT PROCEDURES

Education Code 35186 ~~creates~~ ~~created~~ a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, ~~or~~ ~~and~~ teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact ~~information: (if response is requested)~~ ~~Information:~~

Name: _____

Address: _____

Phone ~~number~~ ~~Number~~: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

School: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for~~use~~ the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. _____—Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

_____ A ~~student~~pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

_____ A ~~student~~pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each ~~student~~pupil.

_____ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

_____ A ~~student~~pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. _____—Teacher vacancy or misassignment: (Education Code 35186; 5 CCR ~~4682~~4681)

_____ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

_____ A teacher who lacks~~lacking~~ credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

_____ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. ~~Facilities~~Facility conditions: (Education Code ~~17592.72~~, 35186, 35292.5; 5 CCR 4683)

_____ A condition exists that poses an emergency or urgent threat to the health or safety of ~~students~~pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage;

major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to ~~students~~ ~~pupils~~ or staff; ~~or~~ structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.

A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, ~~or~~ paper towels or functional hand dryers.

 The school has not kept all restrooms open during school hours when ~~students~~ ~~pupils~~ are not in classes and has not kept a sufficient number of restrooms open during school hours when ~~students~~ ~~pupils~~ are in classes. This does not apply when temporary closing of the restroom is necessary for ~~student~~ ~~pupil~~ safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of ~~students~~ ~~pupils~~ or staff.

Please file this complaint ~~with the person specified below~~ at the following location:

Hanford Elementary School District
Superintendent's Office
714 N. White Street
Hanford, CA 93230

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

Exhibit HANFORD ELEMENTARY SCHOOL DISTRICT

version: February 9, 2005 Hanford, California

revised: April 5, 2006

revised: January 23, 2007

revised: May 7, 2008

revised:

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez

DATE: June 13, 2016

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

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 22, 2016**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Certificated, effective 8/9/16

- Osvaldo Garcia, Teacher, Probationary 1 (rescind)
- Cynthia Medina, Teacher, Probationary 1
- Carin Ray, Teacher, Probationary 1

Classified

- Carolina Garcia, Bilingual Clerk Typist II – 5.0 hrs., Monroe, effective 7/29/16

b. Short-term Employment

CLASSIFIED STAFF – Extended Learning Opportunities

Migrant Summer School

- Sandy Perez, Bus Driver – 6.0 hrs., Transportation, effective 6/13/16 to 6/30/16

Seamless Summer Meal Program. Effective 6/6/16 to 7/29/16

- Jenny Delgado, Yard Supervisor – 1.75 hrs., Kennedy, effective 6/6/16 to 7/29/16
- Daniela Meza, Yard Supervisor – 1.75 hrs., Jefferson, effective 6/20/16 to 7/29/16
- Teresita Ramirez, Yard Supervisor – 1.75 hrs., Lincoln, effective 6/6/16 to 7/29/16

HESD Summer Academic and Enrichment Programs

- Danna Bailey, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 7/8/16
- Maria Jones, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 7/8/16

HESD Enrichment and Community Leadership

- John Arnett, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 6/24/16
- Linda Arnett, Bus Driver – 4.0 hrs., Transportation, effective 6/13/16 to 6/24/16

c. Resignations

- Gabriella Gomez, Substitute READY Program Tutor, effective 6/5/16
- Virginia Silva, Educational Tutor K-6 – 3.5 hrs., Monroe, effective 5/12/16

d. Promotion

- Rachelle Vasquez, from Special Education Aide – 5.0 hrs., to Student Specialist – 8.0 hrs., Washington, effective 7/29/16

e. Temporary Out of Class Assignment/More Hours/Transfer

- Katie Luis, from Lead READY Program Tutor – 5.0 hrs., Lincoln to Administrative Secretary I – 8.0 hrs., Special Services/READY, effective 6/6/16 to 6/10/16

f. Administrative Transfer

- Benito Avila, READY Program Tutor – 4.5 hrs., from Richmond to Jefferson, effective 8/9/16
- Demi Balbina, READY Program Tutor – 4.5 hrs., from King to Hamilton, effective 8/9/16
- Miranda Banuelos, READY Program Tutor – 4.5 hrs., from Jefferson to Richmond, effective 8/9/16
- Denise Hurt, Special Circumstance Aide, - 5.75 hrs., from Simas to Wilson, effective 8/15/16
- Lauree Mallard, READY Program Tutor – 4.5 hrs., from Jefferson to Richmond, effective 8/9/16
- Jacqueline Medrano, READY Program Tutor – 4.5 hrs., from Richmond to King, effective 8/9/16
- Zachary Westover, READY Program Tutor – 4.5 hrs., from Jefferson to Lincoln, effective 8/9/16

g. Voluntary Transfer

- Sarai Rivera, READY Program Tutor – 4.5 hrs., from Hamilton to Jefferson

h. Voluntary Transfer/Decrease in Hours

- Chantel Andresen, Yard Supervisor, from 3.25 hrs., Simas to 2.5 hrs., Monroe, effective 8/15/16

i. Salary/Wage Schedules for 2016-2017

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

j. Job Description

- Administrative Assistant for Human Resources (revised)
- Administrative Assistant to Superintendent (new)
- Chief Technology Officer (revised and retitled)

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
2016-2017 SALARY SCHEDULES (Interim)
MANAGEMENT

Range	Position	**Compensated Days Per Year		Step 1	Step 2	Step 3	Step 4	Step 5
0-A	Chief Business Official (225 work + 14 hol + 22 vac)	261	annual daily	127,960 490.27	133,079 509.88	138,402 530.28	143,938 551.49	149,696 573.55
1-A	Assistant Superintendent (225 work + 14 hol + 22 vac)	261	annual daily	113,099 433.33	117,623 450.66	122,328 468.69	127,219 487.43	132,308 506.93
3-A	Director Chief Technology Officer (225 work + 14 hol + 22 vac)	261	annual daily	107,649 412.45	111,953 428.94	116,431 446.10	121,091 463.95	125,933 482.50
3-C	Director Principal (204 work + 13 hol + 20 vac)	237	annual daily	97,751 412.45	101,659 428.94	105,725 446.10	109,956 463.95	114,353 482.50
6-A	Fiscal Services Specialist Child, Welfare, & Attendance Coordinator (225 work + 14 hol + 22 vac)	261	annual daily	99,963 383.00	103,962 398.32	108,120 414.25	112,445 430.82	116,941 448.05
6-C	Vice Principal Learning Director Curriculum Specialist Program Specialist (204 work + 13 hol + 20 vac)	237	annual daily	90,771 383.00	94,402 398.32	98,178 414.25	102,105 430.82	106,188 448.05
10-C	Administrative Intern (204 work + 13 hol + 20 vac)	237	annual daily	82,234 346.98	85,524 360.86	88,945 375.29	92,501 390.30	96,201 405.91
15-A	Program Manager (225 work + 14 hol + 22 vac)	261	annual daily	80,043 306.68	83,243 318.94	86,573 331.70	90,036 344.97	93,639 358.77
15-B	Program Manager (203 work + 13 hol + 20 vac)	236	annual daily	72,376 306.68	75,270 318.94	78,281 331.70	81,412 344.97	84,670 358.77
22-A	Supervisor (225 work + 14 hol + 22 vac)	261	annual daily	67,338 258.00	70,032 268.32	72,833 279.05	75,746 290.21	78,776 301.82
22-C	Supervisor (200 work + 13 hol + 19 vac)	232	annual daily	59,856 258.00	62,250 268.32	64,740 279.05	67,330 290.21	70,023 301.82
23-A	Analyst (225 work + 14 hol + 22 vac)	261	annual daily	65,694 251.70	68,321 261.77	71,054 272.24	73,896 283.13	76,854 294.46
26-C	School Operations Officer (199 work + 13 hol + 19 vac)	231	annual daily	53,992 233.73	56,151 243.08	58,397 252.80	60,735 262.92	63,162 273.43

PROFESSIONAL SPECIALIST

7-C	Psychologist (194 work + 13 hol + 19 vac)	226	annual daily	84,447 373.66	87,824 388.60	91,338 404.15	94,990 420.31	98,791 437.13
11-C	Counselor (194 work + 13 hol + 19 vac)	226	annual daily	76,503 338.51	79,563 352.05	82,748 366.14	86,056 380.78	89,498 396.01

CONFIDENTIAL CLASSIFIED*

28-A	Administrative Assistant	261	annual daily	58,065 222.47	60,387 231.37	62,803 240.62	65,315 250.25	67,927 260.26
29-A	Personnel Specialist	261	annual daily	56,647 217.04	58,916 225.73	61,270 234.75	63,721 244.14	66,269 253.91
32-A	Administrative Secretary	261	annual daily	52,605 201.55	54,709 209.61	56,895 217.99	59,171 226.71	61,538 235.78
34-A	Personnel Assistant	261	annual daily	50,070 191.84	52,073 199.51	54,156 207.49	56,322 215.79	58,574 224.42

* = The number of work days depends on vacation accrual rate.

**Longevity - 15 years = \$2,000 Longevity includes all consecutive years of HESD service
 - 20 years = \$2,000 Additional

**If your hire date falls between July 1 and December 31, the applicable longevity stipend will begin that school year.
 If your hire date falls between January 1 and June 30, the applicable longevity stipend will begin the following school year.

Adopted: 06/08/16

Revised: __/__/16

HANFORD ELEMENTARY SCHOOL DISTRICT

Job Description:

~~DIRECTOR OF INFORMATION SYSTEMS~~
CHIEF TECHNOLOGY OFFICER

DEFINITION

~~Responsible for a variety of managerial, professional, analytical, and technical duties related to the design, installation, operation, and support of the HESDNet voice/video/data infrastructure. Provides the overall vision for the direction of technology within the district.~~

Under the general supervision of the Superintendent, the Chief Technology Officer (CTO) provides leadership in developing the information and educational technology services, vision and policy for the District. The CTO is responsible for shaping and directing both immediate and long-range strategic information systems requirements, operating core information technology resources and services, and managing the centralized aspects of those resources necessary to support the educational and business mission and priorities of the District.

DISTINGUISHING CHARACTERISTICS

~~Incumbent performs highly specialized professional, technical, and administrative duties relating to technical services including, but not limited to: management of technical services and operations, user and systems requirements and analysis, data processing and information services, applications development and maintenance, computer systems operations and support, network design and maintenance, IP telephony support and maintenance.~~

Incumbent is able to provide strong, collaborative, forward-thinking and responsive leadership in the development, management and maintenance of the District's technology systems, programs and services, and formulation of strategies that address both immediate and future technology needs and services. This includes long-term planning and delivery of services in the area of educational technology, information systems, software applications, data center operations, telecommunications, network operations, enterprise systems and comprehensive client support services.

SUPERVISION RECEIVED AND EXERCISED

~~Receives general direction and supervision from the Assistant Superintendent of Program Evaluation. Directs and supervises technology department staff.~~

ESSENTIAL FUNCTIONS

Duties may include, but are not limited to, the following:

- ~~In consultation with~~ Plan, organize, control and direct the district management team, ~~evaluates the HESD use of~~ District's technology program; and develops, plans, implements, and monitors, the overall strategic goals of the HESDNet enterprise.

ESSENTIAL FUNCTIONS (cont.)

- Provides vision and leadership to assess potential areas of opportunity in which technology can facilitate delivery of District services and programs, enhance operational efficiency, and accelerate student achievement.
- Consults and advises District leadership on district technology matters. Researches, prepares and presents oral and written reports as necessary.
- Monitors and assesses the technology infrastructure to develop and implement improvements for the network and computing environments.
- Establishes and maintains effective working relationships with technology experts in the educational and private sectors as well as technical product and service providers, serving as the district representative with these groups.
- Negotiates contracts and purchases with providers to insure fair and competitive pricing, in accordance with state procurement guidelines; and to maximize HESD fiscal allocations for technology.
- Plans, coordinates, and monitors District participation in the federal E-Rate program and other technology funding initiatives.
- Develops and coordinates the policies and standards for the selection, installation, evaluation and maintenance of hardware and software.
- Manages the installation, administration, and maintenance of backup and security systems, ensuring compliance with software licensing requirements and supervising compliance with District hardware and software security procedures.
- Oversees the design, installation, management, and maintenance of the hardware and software that comprise the physical and logical network infrastructure.
- Oversees the installation, management, and maintenance of network servers, printer, and peripherals.
- Manages the development and maintenance of the District's internal and external web presence.
- Manages the development, support and administration of user account information including, rights, security, and permissions.

ESSENTIAL FUNCTIONS (cont.)

- Develops, evaluates, and maintains end-user security standards and policies as they relate to federal and state regulations and mandates (i.e. Children's Internet Protection Act) for student and staff data (i.e. FERPA, AB 1584, ETC.).
- Manages the administration of software distribution to users, including the packaging and installation of new applications and operating system releases.
- Manages and administers the administration of Exchange e-mail systems.
- Oversee the management and administration of cloud-based data and collaboration systems, including the District Office 365 tenant.
- ~~Manages and administers~~ Oversee the management and administration of relational database systems, including Microsoft SQL Server, and ~~maintains~~ ensure integrity of student information data.
- Evaluates, directs, supports, and provides guidance to HESDNet technical staff. Participates in the recruitment and selection of new team members.
- Prepares and monitors the HESDNet budget.
- Monitors industry developments and changes in technology to ensure that all technology staff maintain their competencies to support District technology goals.
- Maintains and monitors district technology inventory records; recommends and monitors physical security of inventory.
- Maintains professional competence through approved professional growth activities.
- Performs other related duties as assigned.

NECESSARY EMPLOYMENT STANDARDS

Knowledge of:

Principles, processes, and techniques of project management and related software.

~~Principles and practices of computer technology problem-solving.~~ Knowledge of current information technology including voice/data systems, security systems and desktop/mobile hardware and software.

Knowledge of: (cont.)

Long-term strategic technology planning.

Budget and cost accounting.

Federal E-Rate guidelines, requirements, and timetables.

Design, installation, maintenance, and security of client/server and desktop computer systems.

Internal and external network security practices and procedures.

~~Computer operations and facilities.~~

Principles and practices of employee supervision and evaluation.

Skill and Ability to:

Monitor network systems, managing information technology infrastructure, architecture, systems, networks, software, and resources.

Plan and direct a large complex operation that involves coordination and integration of multiple interrelated activities.

Identify and recommend departmental and solution specific software and hardware.

Negotiate contracts with outside vendors to ensure competitive and reasonable pricing for the school district.

Establish and maintain effective working relationships with managers, staff, and vendors.

Develop and maintain the necessary documentation to support the forensic and investigative processes and procedures.

Work effectively without immediate supervision.

Communicate effectively orally and in writing in a clear, concise manner with all levels of staff, and technical support and service providers.

Plan and organize work.

Skill and Ability to: (cont.)

Recognize the need for, and ensure opportunities for continuous education of, the HESDNet team ensuring staff meet necessary employment standards (~~i.e., MCSE, A+, CCNA, etc.~~).

Learn and acquire the knowledge necessary to stay current in industry standards in technology.

Adapt to changes in technology.

EDUCATION AND EXPERIENCE:

Any combination of education and/or experience necessary to demonstrate the ability to successfully perform the duties and responsibilities described above. A typical way to obtain the knowledge, skills, and abilities would be:

Education: Equivalent to a Bachelor's Degree in a systems technical discipline or a closely related field

or

Experience: ~~Seven years of successful experience and increasing responsibility in the field of systems analysis, systems engineering, database administration and/or analysis, operating systems, network engineering or a similar field in a multi-platform information systems environment, including at least two years of experience in a supervisory role.~~

Seven (7) years of successful experience and increasing responsibility in the administration of multi-platform information systems environments, including at least three (3) years of experience in a supervisory role. Experience with an educational or other public organization preferred.

Licenses and/or Certificates:

Possession of Valid California Driver's License and maintenance of minimum automobile liability insurance as required by state law.

Possession of Microsoft Certified ~~System Engineer~~ Solutions Expert (MCSE);

Licenses and/or Certificates: (cont.)

Recommended possession of Cisco Certified Network Associate (CCNA) and

Recommended possession of Microsoft Certified Database Administration (MCDBA);

OR

CETPA Chief Technology Officer Mentor Program certification (CCTO) highly desirable.

WORKING CONDITIONS

Environment: District offices, District Service Facilities and school campuses/classrooms. Indoor and outdoor work environment. Driving a vehicle to conduct work.

Physical Abilities: Sitting and operating a keyboard/ peripheral equipment to enter data into a computer for extended periods of time;

Hearing and speaking to exchange information and make presentations; seeing to read data, computer screen, and printed material;

Dexterity of hands and fingers to operate machinery and a computer keyboard;

Walking to various sites at the assigned location; kneeling and bending; reaching to retrieve and maintain files. Standing, sitting, reaching, grasping, stooping bending, pushing, pulling, kneeling squatting, and twisting;

Lifting, and carrying, pushing, and pulling moderately heavy computer equipment weighing up to 50 pounds.

Adopted: 04/11/07

Revised & Retitled: / /16

HANFORD ELEMENTARY SCHOOL DISTRICT

Job Description:

ADMINISTRATIVE ASSISTANT FOR HUMAN RESOURCES

DEFINITION

The Administrative Assistant's **for Human Resources'** primary responsibility is to provide a broad range of administrative support and communication duties for the ~~Superintendent and/or Labor Relations manager~~ **Assistant Superintendent of Human Resources** and to function as liaison and coordinator of activities with members of the Board, managers, union representatives, outside officials, the press, and the public at large **in matters related to Human Resources.**

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant **for Human Resources** position is distinguished from Administrative Secretary positions by the scope and level of independent action, the involvement with highly confidential, strategic, and sensitive matters, the level of professionalism and diplomacy required for direct support of a highly visible position, and the impact that the execution of duties and exercise of good judgment have on public/labor relations and the image of the District. The Administrative Assistant **for Human Resources** has access to and/or involvement with collective bargaining information and strategies and is, therefore, assigned to the Confidential Employee group.

SUPERVISION RECEIVED AND EXERCISED

The Administrative Assistant **for Human Resources** works under the general supervision of the ~~Superintendent, his/her designee, and/or the manager in charge of Labor Relations~~ **Assistant Superintendent of Human Resources**. The **Administrative Assistant for Human Resources** may supervise clerical employees.

ESSENTIAL FUNCTIONS

Incumbent may perform any of the following duties:

- Manages day-to-day office activities on behalf of the ~~Superintendent and/or Labor Relations manager~~ **Assistant Superintendent of Human Resources.**
- Communicates with tact and skill with all levels of District staff, external entities and individuals, including persons distraught or upset.
- Composes and drafts documents and communications on behalf of ~~Superintendent and/or Labor Relations manager.~~ **the Assistant Superintendent of Human Resources.**

- ~~Coordinates and develops the District's annual Master Calendar of events and ensures final calendar is updated as necessary. Informs Board of calendar changes through weekly updates.~~
- ~~Coordinates Board of Trustee meeting agendas and prepares public and closed session agendas in accordance with the Ralph M. Brown Act.~~
- ~~Attends and records minutes at meetings of the Board of Trustees, Superintendent's Operational Cabinet, and/or with~~ **for negotiations between District and collective-bargaining teams units.**
- ~~Coordinates and/or prepares "Friday News" items and other communications for the Board of Trustees.~~
- Responsible for annual updating of District and/or Department accountability timelines and monitoring their timely completion. Creates or consolidates monthly accountability reports for Superintendent review.
- Communicates with legal counsel to request legal opinions and provide information on matters that come before the Board of Trustees, Superintendent, or Labor Relations manager. **Assistant Superintendent of Human Resources.**
- ~~Prepares Power Point presentation of the Superintendent's annual State of the District and other public messages.~~
- Maintains the Superintendent's and/or Labor Relations manager's **Assistant Superintendent of Human Resources** daily calendar and schedules appointments with administrators and members of the public.
- Coordinates the preparation **and/or consolidation revision** of the **Department's section of the Manual of Administrative Memos Procedures (MAP)** ~~from the Superintendent and Department Heads.~~
- **Responsible for the coordination of revisions to Department's Board Policies and Administrative Regulations and ensuring the Board adopted versions are updated by CSBA and reflected in Gamut.**
- Prepares organization charts and management responsibility charts **for the Human Resources Department.**
- Coordinates meeting arrangements including attendance lists, room reservations, refreshments, and development of handouts **for the Human Resources Department.**
- Coordinates Superintendent's, Board of Trustees', and/or Labor Relations manager's **the Assistant Superintendent of Human Resources** and job candidates' travel arrangements, including itinerary, transportation, hotel, and meeting room reservations, and preparation of travel vouchers for payment.
- Responsible for screening of all incoming calls, visitors, and mail; evaluating time sensitivity and importance; and responding to or referring inquiries and requests.
- Prepares operating budget for review by the Superintendent and/or Labor Relations manager. **the Assistant Superintendent of Human Resources.** Responsible for monitoring Department's expenditures. Develops and updates detailed expenditure reports and performs monthly account reconciliation. Resolves discrepancies with vendors and/or Fiscal Department, and prepares fund or line item transfer documents and budget augmentation requests as needed to maintain a balanced budget.

- Coordinates the administration of the District's Conflict-of-Interest Code, updating the Code as to "Designated Positions" as needed; preparing periodic Statements of Economic Interest declarations for Board members and designated managers; communicating with Board members, managers, and the County Office as needed to meet regulations and timelines; and maintaining related records.
- Coordinates the recruitment process for management positions including developing timelines; advertising vacant positions in newspapers, professional publications, and on the Internet; preparing job bulletins, job application forms, interview questionnaires and related rating forms; processing applications; making all arrangements for panel and final interviews; and communicating verbally and in writing with applicants, candidates, administrators, and panel members as needed to ensure timelines and procedures are met as planned.
- Prepares and consolidates Mandated Cost time logs, legal fees, duplicating and substitute cost reports for collective bargaining and contract administration for ~~Labor Relations manager~~ the Assistant Superintendent of Human Resources and all staff involved in the collective bargaining process.
- ~~Consolidates and prepares~~ Prepares Board agendas items for all personnel actions and prepares back-up records as needed; prepares other Board agenda items and documents as assigned.
- Responsible for proper documentation of Department employees' absences and monthly absence reports; and employee association representatives' release time for collective bargaining purposes and other labor relations business.
- Creates and updates all Salary and Wage Schedules and related documents using Excel spreadsheet software and prepares Schedules in accordance with established standard for formatting.
- Creates spreadsheets to facilitate presentation of data to ~~District's Board, administrators,~~ employee associations, or the public.
- Coordinates the summer-bid order for Department's supply inventory to ensure that an adequate inventory of all supplies is on hand at all times.
- Sets up and maintains filing systems of all administrative records, current activities, and pending issues and events.
- Maintains and secures confidential records of collective bargaining, employee grievances, complaints, discipline, and legal disputes.
- ~~Secures legal contracts and prepares Board agenda item; charges~~ Reviews legal services billings to appropriate user accounts, and prepares related reports; resolves billing discrepancies with appropriate legal firm.

OTHER DUTIES

- Coordinates District events including, but not limited to, ~~Employee Recognition, Employee Dinner/Dance, and Welcome Back events.~~ as assigned by the Superintendent or Assistant Superintendent of Human Resources. Plans and develops timeline and coordinates plans with other departments/schools as necessary. Negotiates with caterer, entertainers, and others for services as needed. Develops program brochure, invitations, tickets, and sign-in rosters for event, and

ensures deadlines are met. Monitors expenses and prepares final attendance and expense reports.

- Other duties related to incumbent's or supervisor's responsibilities and functions, as assigned.

QUALIFICATION REQUIREMENTS

Education: High School Diploma. Post-secondary course work and/or training in organizational/office management or business subjects required.

Experience: A minimum of five years of full-time, paid work experience providing administrative and communication support to a high-level official in a large organization, to include public relations and/or labor relations duties.

Knowledge of:

- Modern office methods, procedures, and practices.
- Modern office equipment, including personal computers.
- Word processing, data base management, and spread sheet software applications.
- Correct usage of the English language, including grammar, spelling, and punctuation.
- Principles and practices of employee supervision and evaluation.

Ability to:

- Effectively coordinate administrative activities, prioritizing among competing demands and accomplishing assigned tasks in a timely fashion consistent with internally and externally established deadlines.
- Maintain high level of organization and adjust to frequently changing priorities and demands while maintaining progress on multiple tasks.
- Learn and correctly apply District and/or Department policies, regulations, and procedures.
- Establish and maintain an effective control system for meeting own responsibilities and deadlines, and for alerting and initiating timely action for supervisor's time-bound responsibilities.
- Take initiative and work independently with a minimum of supervision on assignments and commitments to ensure that desired outcome is achieved.
- Appropriately identify and protect confidential information, using good judgment in communicating with, or providing access to, only those who have a right or need to know.
- Follow oral and written instructions, including independent adaptation of communications to match the purpose of the message with the intended recipient.

- Record and/or take accurate notes at meetings to include all important issues, ~~motions~~, proposals, and agreements, and prepare appropriately redacted, correct minutes.
- Collect, verify, and enter data with speed and accuracy; design user-friendly formats for reports; and retrieve information to prepare accurate reports.
- Operate office equipment, including ten-key adding machine, computer terminal, and personal computers, with speed and accuracy.
- Maintain a professional work environment within the administrative office.
- Establish and maintain cooperative and effective working relationships with those contacted in the course of work to promote effective staff, public, and labor relations.
- Consistently demonstrate high-quality work and excellent inter-personal skills to promote a professional and helpful image of the ~~office of the Superintendent and/or Labor Relations manager.~~ **Human Resources Office.**

WORKING CONDITIONS

Environment: Office environment.

Physical Abilities: Vision sufficient to read written communications, printed materials, and data on personal computer screen; hearing and speaking sufficient to effectively communicate in person or on the telephone; dexterity of hands and fingers to operate a computer and other office equipment; sitting for extended periods of time; moving between various offices; bending and reaching to store and retrieve files, binders, and other records; lifting and carrying documents, books, and supplies weighing up to 10 pounds.

Adopted: 06/27/01

NEW**HANFORD ELEMENTARY SCHOOL DISTRICT**

Job Description:

ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT**DEFINITION**

The Administrative Assistant to the Superintendent's primary responsibility is to provide a broad range of administrative support and communication duties for the Superintendent and to function as liaison and coordinator of activities with members of the Board, managers, union representatives, outside officials, the press, and the public at large.

DISTINGUISHING CHARACTERISTICS

The Administrative Assistant to the Superintendent position is distinguished from Administrative Secretary positions by the scope and level of independent action, the involvement with highly confidential, strategic, and sensitive matters, the level of professionalism and diplomacy required for direct support of a highly visible position, and the impact that the execution of duties and exercise of good judgment have on public/labor relations and the image of the District. The Administrative Assistant has access to and/or involvement with collective bargaining information and strategies and is, therefore, assigned to the Confidential Employee group.

SUPERVISION RECEIVED AND EXERCISED

The Administrative Assistant to the Superintendent works under the general supervision of the Superintendent. The Administrative Assistant to the Superintendent may supervise clerical employees.

ESSENTIAL FUNCTIONS

Incumbent may perform any of the following duties:

- Manages day-to-day office activities on behalf of the Superintendent.
- Communicates with tact and skill with all levels of District staff, external entities and individuals, including persons distraught or upset.
- Composes and drafts documents and communications on behalf of Superintendent.
- Coordinates and develops the District's annual Master Calendar of events and ensures final calendar is updated as necessary. Informs Board of calendar changes through weekly updates.
- Coordinates Board of Trustee meeting agendas and prepares public and closed session agendas in accordance with the Ralph M. Brown Act.
- Attends and records minutes at meetings of the Board of Trustees and Superintendent's Operational Cabinet.

ESSENTIAL FUNCTIONS (continued)

- Coordinates and/or prepares “Friday News” items and other communications for the Board of Trustees.
- Serves as the District’s Coordinator and Liaison between District and CSBA in maintaining Board Policies and Administrative Regulations in Gamut.
- Responsible for annual updating of District and/or Department accountability timelines and monitoring their timely completion. Creates or consolidates monthly accountability reports for Superintendent review.
- Communicates with legal counsel to request legal opinions and provide information on matters that come before the Board of Trustees and/or the Superintendent.
- Prepares Power-Point presentation of the Superintendent’s annual State of the District and other public messages.
- Maintains the Superintendent’s daily calendar and schedules appointments with administrators and members of the public.
- Coordinates the preparation and/or revision of the District’s Manual of Administrative Procedures from the Superintendent and Department Heads.
- Prepares organization charts and management responsibility charts.
- Coordinates meeting arrangements including attendance lists, room reservations, refreshments, and development of handouts.
- Coordinates Superintendent’s, Board of Trustees’ and job candidates’ travel arrangements, including itinerary, transportation, hotel, and meeting room reservations, and preparation of travel vouchers for payment.
- Responsible for screening of all incoming calls, visitors, and mail; evaluating time sensitivity and importance; and responding to or referring inquiries and requests.
- Prepares operating budget for review by the Superintendent. Responsible for monitoring Department’s expenditures. Develops and updates detailed expenditure reports and performs monthly account reconciliation. Resolves discrepancies with vendors and/or Fiscal Department, and prepares fund or line item transfer documents and budget augmentation requests as needed to maintain a balanced budget.
- Prepares and consolidates Mandated Cost time logs related to the office of the Superintendent.
- Consolidates and prepares Board agendas for all personnel actions and prepares back-up records as needed; prepares other Board agenda items and documents as assigned.
- Responsible for proper documentation of Department employees’ absences and monthly absence reports
- Creates spreadsheets to facilitate presentation of data to District’s Board, administrators, or the public.
- Coordinates the summer order for the Department’s supply inventory to ensure that an adequate inventory of all supplies is on hand at all times.
- Sets up and maintains filing systems of all administrative records, current activities, and pending issues and events.

ESSENTIAL FUNCTIONS (continued)

- Maintains and secures confidential records of complaints, discipline, and legal disputes.
- Secures legal contracts and prepares Board agenda item; charges legal services billings to appropriate user accounts, and prepares related reports; resolves billing discrepancies with appropriate legal firm.

OTHER DUTIES

- Coordinates District events as assigned by the Superintendent. Plans and develops timeline and coordinates plans with other departments/schools as necessary. Negotiates with caterer, entertainers, and others for services as needed. Develops program brochure, invitations, tickets, and sign-in rosters for event, and ensures deadlines are met. Monitors expenses and prepares final attendance and expense reports.
- Other duties related to incumbent's or supervisor's responsibilities and functions, as assigned.

QUALIFICATION REQUIREMENTS

Education: High School Diploma. Post-secondary course work and/or training in organizational/office management or business subjects required.

Experience: A minimum of five years of full-time, paid work experience providing administrative and communication support to a high-level official in a large organization, to include public relations.

Knowledge of:

- Modern office methods, procedures, and practices.
- Modern office equipment, including personal computers.
- Word processing, data base management, and spread sheet software applications.
- Correct usage of the English language, including grammar, spelling, and punctuation.
- Principles and practices of employee supervision and evaluation.

Ability to:

- Effectively coordinate administrative activities, prioritizing among competing demands and accomplishing assigned tasks in a timely fashion consistent with internally and externally established deadlines.
- Maintain high level of organization and adjust to frequently changing priorities and demands while maintaining progress on multiple tasks.
- Learn and correctly apply District and/or Department policies, regulations, and procedures.

Ability to: (continued)

- Establish and maintain an effective control system for meeting own responsibilities and deadlines, and for alerting and initiating timely action for supervisor's time-bound responsibilities.
- Take initiative and work independently with a minimum of supervision on assignments and commitments to ensure that desired outcome is achieved.
- Appropriately identify and protect confidential information, using good judgment in communicating with, or providing access to, only those who have a right or need to know.
- Follow oral and written instructions, including independent adaptation of communications to match the purpose of the message with the intended recipient.
- Record and/or take accurate notes at meetings to include all important issues, motions, proposals, and agreements, and prepare appropriately redacted, correct minutes.
- Collect, verify, and enter data with speed and accuracy; design user-friendly formats for reports; and retrieve information to prepare accurate reports.
- Operate office equipment, including ten-key adding machine, computer terminal, and personal computers, with speed and accuracy.
- Maintain a professional work environment within the administrative office.
- Establish and maintain cooperative and effective working relationships with those contacted in the course of work to promote effective staff, public, and labor relations.
- Consistently demonstrate high-quality work and excellent inter-personal skills to promote a professional and helpful image of the office of the Superintendent.

WORKING CONDITIONS

Environment: Office environment.

Physical Abilities: Vision sufficient to read written communications, printed materials, and data on personal computer screen; hearing and speaking sufficient to effectively communicate in person or on the telephone; dexterity of hands and fingers to operate a computer and other office equipment; sitting for extended periods of time; moving between various offices; bending and reaching to store and retrieve files, binders, and other records; lifting and carrying documents, books, and supplies weighing up to 10 pounds.

Adopted: __/__/16

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider the adoption of Resolution #20-16 : Budget revisions-Certificated bargaining agreement.

PURPOSE:

AB 2756 specifies that if the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of collective bargaining agreements in each year of its term, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Additionally, (pursuant to Education Code 42124) the district superintendent must also send to the county office of education any revisions to the district's current budget necessary to fulfill the terms of the agreement within 45 days.

Included for your review are the required budget revisions resulting from the approval of the collective bargaining agreements between the District and Certificated bargaining unit.

FISCAL IMPACT:

See the attached budget revisions for impact.

RECOMMENDATIONS:

Adopt the resolution #20-16.

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

The Matter of
Adopting Budget
Revisions

RESOLUTION #: 20-16

NOW, THEREFORE, the Board of Trustees of the District resolves that the transfers for the attached budget revision be made as indicated.

The Board of Trustees adopted this resolution on 06/22/2016 by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

Clerk of the Governing Board
Hanford Elementary School District

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
0100-3010-0-0000-0000-829000-000-0000	\$2,351,412.00	\$17,012.00	\$2,368,424.00
0100-3010-0-0000-0000-899000-000-0000	(\$812,512.00)	\$1.00	(\$812,511.00)
0100-3150-0-0000-0000-899000-000-0000	\$812,512.00	(\$1.00)	\$812,511.00
0100-3311-0-5770-0000-818100-000-0000	\$1,431.00	(\$1,166.00)	\$265.00
0100-6500-0-5770-0000-898030-000-0000	\$1,745,350.00	\$73,469.00	\$1,818,819.00
0100-0000-0-0000-0000-801100-000-0000	\$41,284,291.00	\$342,434.00	\$41,626,725.00
0100-0000-0-0000-0000-855000-000-1111	\$1,140,000.00	\$130,557.00	\$1,270,557.00
0100-0000-0-0000-0000-898000-000-0000	(\$12,561,263.00)	(\$100,310.00)	(\$12,661,573.00)
0100-0000-0-0000-0000-898030-000-0000	(\$1,745,350.00)	(\$73,469.00)	(\$1,818,819.00)
0100-0332-0-0000-0000-898000-000-0000	\$12,501,865.00	\$98,312.00	\$12,600,177.00
0100-0332-0-0000-0000-898000-062-0000	(\$113,832.00)	\$1,998.00	(\$111,834.00)
***Income Total	\$44,603,904.00	\$488,837.00	\$45,092,741.00
Expenses			
0100-1100-0-1176-1000-310100-030-0000	\$1,258.00	\$629.00	\$1,887.00
0100-0332-0-0000-3140-340100-062-0000	\$67,145.00	\$540.00	\$67,685.00
0100-0332-0-0000-3140-350100-062-0000	\$226.00	\$9.00	\$235.00
0100-1400-0-1110-1000-350100-030-0000	\$881.00	\$35.00	\$916.00
0100-1400-0-1110-1000-350100-031-0000	\$859.00	\$35.00	\$894.00
0100-1400-0-1110-1000-360100-029-0000	\$27,217.00	\$1,081.00	\$28,298.00
0100-1400-0-1110-1000-360100-030-0000	\$37,014.00	\$1,472.00	\$38,486.00
0100-1400-0-1110-1000-360100-031-0000	\$36,099.00	\$1,433.00	\$37,532.00
0100-3010-0-0000-2140-190000-005-0000	\$386,565.00	\$14,643.00	\$401,208.00
0100-3010-0-0000-2140-310100-005-0000	\$48,630.00	\$1,842.00	\$50,472.00
0100-3010-0-0000-2140-330100-005-0000	\$5,605.00	\$213.00	\$5,818.00
0100-3010-0-0000-2140-340100-005-0000	\$67,145.00	\$540.00	\$67,685.00
0100-3010-0-0000-2140-350100-005-0000	\$193.00	\$8.00	\$201.00
0100-3010-0-0000-2140-360100-005-0000	\$8,118.00	\$307.00	\$8,425.00
0100-3010-0-0000-7210-731000-000-0000	\$90,470.00	(\$540.00)	\$89,930.00
0100-3150-0-1110-1000-350100-029-0000	\$5.00	(\$1.00)	\$4.00
0100-3311-0-5770-9200-714200-039-0000	\$1,431.00	(\$1,166.00)	\$265.00
0100-4035-0-0000-2140-190000-005-0000	\$181,588.00	\$6,832.00	\$188,420.00
0100-4035-0-0000-2140-310100-005-0000	\$22,844.00	\$860.00	\$23,704.00
0100-4035-0-0000-2140-330100-005-0000	\$2,633.00	\$99.00	\$2,732.00
0100-4035-0-0000-2140-340100-005-0000	\$26,858.00	\$216.00	\$27,074.00
0100-4035-0-0000-2140-350100-005-0000	\$91.00	\$3.00	\$94.00
0100-4035-0-0000-2140-360100-005-0000	\$3,813.00	\$144.00	\$3,957.00
0100-4035-0-0000-7210-731000-000-0000	\$18,110.00	(\$8,154.00)	\$9,956.00
0100-6500-0-5770-1110-110000-039-0000	\$512,944.00	\$19,627.00	\$532,571.00
0100-6500-0-5770-1110-310100-039-0000	\$64,925.00	\$2,469.00	\$67,394.00
0100-6500-0-5770-1110-330100-039-0000	\$7,483.00	\$285.00	\$7,768.00
0100-6500-0-5770-1110-340100-039-0000	\$94,003.00	\$756.00	\$94,759.00
0100-6500-0-5770-1110-350100-039-0000	\$258.00	\$10.00	\$268.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-6500-0-5770-1110-360100-039-0000	\$10,838.00	\$412.00	\$11,250.00
0100-6500-0-5770-1120-110000-039-0000	\$955,978.00	\$46,004.00	\$1,001,982.00
0100-6500-0-5770-1120-310100-039-0000	\$120,750.00	\$5,787.00	\$126,537.00
0100-6500-0-5770-1120-330100-039-0000	\$13,918.00	\$667.00	\$14,585.00
0100-6500-0-5770-1120-340100-039-0000	\$161,148.00	\$1,296.00	\$162,444.00
0100-6500-0-5770-1120-350100-039-0000	\$480.00	\$23.00	\$503.00
0100-6500-0-5770-1120-360100-039-0000	\$20,157.00	\$966.00	\$21,123.00
0100-6500-0-5770-3600-510000-039-0000	\$265,000.00	(\$4,833.00)	\$260,167.00
0100-8150-0-0000-8100-560000-018-0000	\$10,000.00	\$46,563.00	\$56,563.00
0100-0000-0-0000-3600-571020-014-0000	(\$202,474.00)	\$925.00	(\$201,549.00)
0100-0000-0-0000-7210-731000-000-0000	(\$466,497.00)	\$8,694.00	(\$457,803.00)
0100-0000-0-0000-7300-240000-004-0000	\$337,637.00	(\$8,065.00)	\$329,572.00
0100-0000-0-0000-7300-320200-004-0000	\$83,314.00	(\$1,120.00)	\$82,194.00
0100-0000-0-0000-7300-330200-004-0000	\$45,886.00	(\$617.00)	\$45,269.00
0100-0000-0-0000-7300-350200-004-0000	\$300.00	(\$4.00)	\$296.00
0100-0000-0-0000-7300-360200-004-0000	\$12,596.00	(\$169.00)	\$12,427.00
0100-0000-0-0000-7300-540000-004-0000	\$292,000.00	\$18,000.00	\$310,000.00
0100-0000-0-0000-7700-580000-004-0000	\$0.00	\$58,000.00	\$58,000.00
0100-0000-0-1110-1000-110000-022-0000	\$1,633,644.00	\$64,952.00	\$1,698,596.00
0100-0000-0-1110-1000-110000-023-0000	\$1,329,504.00	\$52,812.00	\$1,382,316.00
0100-0000-0-1110-1000-110000-024-0000	\$2,022,702.00	\$84,228.00	\$2,106,930.00
0100-0000-0-1110-1000-110000-025-0000	\$1,270,167.00	\$50,449.00	\$1,320,616.00
0100-0000-0-1110-1000-110000-026-0000	\$1,768,468.00	\$74,228.00	\$1,842,696.00
0100-0000-0-1110-1000-110000-027-0000	\$1,372,142.00	\$54,420.00	\$1,426,562.00
0100-0000-0-1110-1000-110000-028-0000	\$1,483,180.00	\$66,593.00	\$1,549,773.00
0100-0000-0-1110-1000-310100-022-0000	\$205,512.00	\$8,171.00	\$213,683.00
0100-0000-0-1110-1000-310100-023-0000	\$167,252.00	\$6,643.00	\$173,895.00
0100-0000-0-1110-1000-310100-024-0000	\$254,456.00	\$10,596.00	\$265,052.00
0100-0000-0-1110-1000-310100-025-0000	\$159,787.00	\$6,346.00	\$166,133.00
0100-0000-0-1110-1000-310100-026-0000	\$222,473.00	\$9,338.00	\$231,811.00
0100-0000-0-1110-1000-310100-027-0000	\$172,615.00	\$6,846.00	\$179,461.00
0100-0000-0-1110-1000-310100-028-0000	\$186,584.00	\$8,377.00	\$194,961.00
0100-0000-0-1110-1000-330100-022-0000	\$23,688.00	\$942.00	\$24,630.00
0100-0000-0-1110-1000-330100-023-0000	\$19,278.00	\$766.00	\$20,044.00
0100-0000-0-1110-1000-330100-024-0000	\$29,329.00	\$1,221.00	\$30,550.00
0100-0000-0-1110-1000-330100-025-0000	\$18,417.00	\$732.00	\$19,149.00
0100-0000-0-1110-1000-330100-026-0000	\$25,643.00	\$1,076.00	\$26,719.00
0100-0000-0-1110-1000-330100-027-0000	\$19,896.00	\$789.00	\$20,685.00
0100-0000-0-1110-1000-330100-028-0000	\$21,506.00	\$966.00	\$22,472.00
0100-0000-0-1110-1000-340100-003-0000	\$0.00	\$13,537.00	\$13,537.00
0100-0000-0-1110-1000-340100-022-0000	\$335,725.00	\$2,700.00	\$338,425.00
0100-0000-0-1110-1000-340100-023-0000	\$241,722.00	\$1,944.00	\$243,666.00
0100-0000-0-1110-1000-340100-024-0000	\$376,012.00	(\$10,513.00)	\$365,499.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-0000-0-1110-1000-340100-025-0000	\$255,151.00	\$2,052.00	\$257,203.00
0100-0000-0-1110-1000-340100-026-0000	\$322,296.00	\$2,592.00	\$324,888.00
0100-0000-0-1110-1000-340100-027-0000	\$255,151.00	\$2,052.00	\$257,203.00
0100-0000-0-1110-1000-340100-028-0000	\$295,438.00	\$2,376.00	\$297,814.00
0100-0000-0-1110-1000-350100-022-0000	\$817.00	\$32.00	\$849.00
0100-0000-0-1110-1000-350100-023-0000	\$665.00	\$26.00	\$691.00
0100-0000-0-1110-1000-350100-024-0000	\$1,011.00	\$42.00	\$1,053.00
0100-0000-0-1110-1000-350100-025-0000	\$635.00	\$25.00	\$660.00
0100-0000-0-1110-1000-350100-026-0000	\$884.00	\$37.00	\$921.00
0100-0000-0-1110-1000-350100-027-0000	\$686.00	\$27.00	\$713.00
0100-0000-0-1110-1000-350100-028-0000	\$742.00	\$33.00	\$775.00
0100-0000-0-1110-1000-350100-053-0000	\$16.00	(\$1.00)	\$15.00
0100-0000-0-1110-1000-360100-022-0000	\$34,307.00	\$1,364.00	\$35,671.00
0100-0000-0-1110-1000-360100-023-0000	\$27,920.00	\$1,109.00	\$29,029.00
0100-0000-0-1110-1000-360100-024-0000	\$42,477.00	\$1,769.00	\$44,246.00
0100-0000-0-1110-1000-360100-025-0000	\$26,674.00	\$1,059.00	\$27,733.00
0100-0000-0-1110-1000-360100-026-0000	\$37,138.00	\$1,559.00	\$38,697.00
0100-0000-0-1110-1000-360100-027-0000	\$28,815.00	\$1,143.00	\$29,958.00
0100-0000-0-1110-1000-360100-028-0000	\$31,147.00	\$1,398.00	\$32,545.00
0100-0000-0-1110-1000-540000-004-0000	\$0.00	\$13,000.00	\$13,000.00
0100-0332-0-0000-3140-120000-062-0000	\$451,338.00	\$18,142.00	\$469,480.00
0100-0332-0-0000-3140-310100-062-0000	\$56,799.00	\$2,262.00	\$59,061.00
0100-0332-0-0000-3140-330100-062-0000	\$6,547.00	\$260.00	\$6,807.00
0100-0332-0-0000-3140-360100-062-0000	\$9,482.00	\$377.00	\$9,859.00
0100-1100-0-1176-1000-310100-031-0000	\$1,082.00	\$541.00	\$1,623.00
0100-1100-0-1176-1000-320200-020-0021	\$226.00	\$114.00	\$340.00
0100-1100-0-1176-1000-320200-024-0000	\$111.00	\$56.00	\$167.00
0100-1100-0-1176-1000-320200-027-0000	\$3.00	\$2.00	\$5.00
0100-1100-0-1176-1000-320200-028-0000	\$83.00	\$42.00	\$125.00
0100-1100-0-1176-1000-330100-022-0000	\$38.00	\$19.00	\$57.00
0100-1100-0-1176-1000-330100-023-0000	\$23.00	\$12.00	\$35.00
0100-1100-0-1176-1000-330100-024-0000	\$26.00	\$13.00	\$39.00
0100-1100-0-1176-1000-330100-025-0000	\$41.00	\$20.00	\$61.00
0100-1100-0-1176-1000-330100-026-0000	\$46.00	\$24.00	\$70.00
0100-1100-0-1176-1000-330100-027-0000	\$36.00	\$18.00	\$54.00
0100-1100-0-1176-1000-330100-028-0000	\$12.00	\$5.00	\$17.00
0100-1100-0-1176-1000-330100-029-0000	\$35.00	\$17.00	\$52.00
0100-1100-0-1176-1000-330100-030-0000	\$145.00	\$73.00	\$218.00
0100-1100-0-1176-1000-330100-031-0000	\$125.00	\$62.00	\$187.00
0100-1100-0-1176-1000-330200-020-0021	\$125.00	\$62.00	\$187.00
0100-1100-0-1176-1000-330200-024-0000	\$61.00	\$31.00	\$92.00
0100-1100-0-1176-1000-330200-027-0000	\$2.00	\$1.00	\$3.00
0100-1100-0-1176-1000-330200-028-0000	\$46.00	\$23.00	\$69.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-1100-0-1176-1000-350100-022-0000	\$1.00	\$1.00	\$2.00
0100-1100-0-1176-1000-350100-027-0000	\$1.00	\$1.00	\$2.00
0100-1100-0-1176-1000-350100-030-0000	\$5.00	\$3.00	\$8.00
0100-1100-0-1176-1000-350100-031-0000	\$4.00	\$2.00	\$6.00
0100-1100-0-1176-1000-350200-024-0000	\$0.00	\$1.00	\$1.00
0100-1100-0-1176-1000-360100-022-0000	\$55.00	\$27.00	\$82.00
0100-1100-0-1176-1000-360100-023-0000	\$34.00	\$16.00	\$50.00
0100-1100-0-1176-1000-360100-024-0000	\$38.00	\$19.00	\$57.00
0100-1100-0-1176-1000-360100-025-0000	\$59.00	\$29.00	\$88.00
0100-1100-0-1176-1000-360100-026-0000	\$67.00	\$34.00	\$101.00
0100-1100-0-1176-1000-360100-027-0000	\$53.00	\$26.00	\$79.00
0100-1100-0-1176-1000-360100-028-0000	\$17.00	\$8.00	\$25.00
0100-1100-0-1176-1000-360100-029-0000	\$50.00	\$26.00	\$76.00
0100-1100-0-1176-1000-360100-030-0000	\$210.00	\$105.00	\$315.00
0100-1100-0-1176-1000-360100-031-0000	\$181.00	\$90.00	\$271.00
0100-1100-0-1176-1000-360200-020-0021	\$34.00	\$17.00	\$51.00
0100-1100-0-1176-1000-360200-024-0000	\$17.00	\$8.00	\$25.00
0100-1100-0-1176-1000-360200-028-0000	\$13.00	\$6.00	\$19.00
0100-1400-0-1110-1000-110000-029-0000	\$1,296,066.00	\$51,481.00	\$1,347,547.00
0100-1400-0-1110-1000-110000-030-0000	\$1,762,592.00	\$70,094.00	\$1,832,686.00
0100-1400-0-1110-1000-110000-031-0000	\$1,718,984.00	\$68,261.00	\$1,787,245.00
0100-1400-0-1110-1000-310100-029-0000	\$163,045.00	\$6,476.00	\$169,521.00
0100-1400-0-1110-1000-310100-030-0000	\$221,734.00	\$8,818.00	\$230,552.00
0100-1400-0-1110-1000-310100-031-0000	\$216,248.00	\$8,587.00	\$224,835.00
0100-1400-0-1110-1000-330100-029-0000	\$18,793.00	\$746.00	\$19,539.00
0100-1400-0-1110-1000-330100-030-0000	\$25,558.00	\$1,016.00	\$26,574.00
0100-1400-0-1110-1000-330100-031-0000	\$24,925.00	\$990.00	\$25,915.00
0100-1400-0-1110-1000-340100-029-0000	\$255,151.00	\$2,052.00	\$257,203.00
0100-1400-0-1110-1000-340100-030-0000	\$308,867.00	\$2,484.00	\$311,351.00
0100-1400-0-1110-1000-340100-031-0000	\$295,438.00	\$2,376.00	\$297,814.00
0100-1400-0-1110-1000-350100-029-0000	\$648.00	\$26.00	\$674.00
0100-0332-0-1110-1000-110000-020-0000	\$702,388.00	\$27,982.00	\$730,370.00
0100-0332-0-1110-1000-310100-020-0000	\$88,360.00	\$3,521.00	\$91,881.00
0100-0332-0-1110-1000-330100-020-0000	\$10,185.00	\$405.00	\$10,590.00
0100-0332-0-1110-1000-340100-020-0000	\$141,005.00	\$1,134.00	\$142,139.00
0100-0332-0-1110-1000-350100-020-0000	\$351.00	\$14.00	\$365.00
0100-0332-0-1110-1000-360100-020-0000	\$14,750.00	\$588.00	\$15,338.00
0100-0332-0-1135-4000-110040-057-0000	\$4,800.00	\$2,400.00	\$7,200.00
0100-0332-0-1135-4000-110040-057-0030	\$22,800.00	\$9,600.00	\$32,400.00
0100-0332-0-1135-4000-110040-057-0031	\$22,800.00	\$9,600.00	\$32,400.00
0100-0332-0-1135-4000-310100-057-0000	\$8,048.00	\$302.00	\$8,350.00
0100-0332-0-1135-4000-310100-057-0030	\$2,868.00	\$1,208.00	\$4,076.00
0100-0332-0-1135-4000-310100-057-0031	\$2,868.00	\$1,208.00	\$4,076.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-0332-0-1135-4000-330100-057-0000	\$928.00	\$34.00	\$962.00
0100-0332-0-1135-4000-330100-057-0030	\$331.00	\$139.00	\$470.00
0100-0332-0-1135-4000-330100-057-0031	\$331.00	\$139.00	\$470.00
0100-0332-0-1135-4000-350100-057-0000	\$32.00	\$1.00	\$33.00
0100-0332-0-1135-4000-350100-057-0030	\$11.00	\$5.00	\$16.00
0100-0332-0-1135-4000-350100-057-0031	\$11.00	\$5.00	\$16.00
0100-0332-0-1135-4000-360100-057-0000	\$1,344.00	\$50.00	\$1,394.00
0100-0332-0-1135-4000-360100-057-0030	\$479.00	\$201.00	\$680.00
0100-0332-0-1135-4000-360100-057-0031	\$479.00	\$201.00	\$680.00
0100-0332-0-1156-1000-210040-075-0000	\$12,200.00	\$6,100.00	\$18,300.00
0100-0332-0-1156-1000-210040-075-0031	\$600.00	\$300.00	\$900.00
0100-0332-0-1156-1000-320200-075-0000	\$1,695.00	\$847.00	\$2,542.00
0100-0332-0-1156-1000-320200-075-0031	\$83.00	\$42.00	\$125.00
0100-0332-0-1156-1000-330200-075-0000	\$933.00	\$467.00	\$1,400.00
0100-0332-0-1156-1000-330200-075-0031	\$46.00	\$23.00	\$69.00
0100-0332-0-1156-1000-350200-075-0000	\$6.00	\$3.00	\$9.00
0100-0332-0-1156-1000-360200-075-0000	\$256.00	\$128.00	\$384.00
0100-0332-0-1156-1000-360200-075-0031	\$13.00	\$6.00	\$19.00
0100-0332-0-3550-1000-110000-038-0000	\$263,796.00	\$10,107.00	\$273,903.00
0100-0332-0-3550-1000-310100-038-0000	\$33,248.00	\$1,272.00	\$34,520.00
0100-0332-0-3550-1000-330100-038-0000	\$3,832.00	\$147.00	\$3,979.00
0100-0332-0-3550-1000-340100-038-0000	\$40,287.00	\$324.00	\$40,611.00
0100-0332-0-3550-1000-350100-038-0000	\$132.00	\$5.00	\$137.00
0100-0332-0-3550-1000-360100-038-0000	\$5,550.00	\$212.00	\$5,762.00
0100-1100-0-0000-2700-560000-030-0000	\$450.00	(\$75.00)	\$375.00
0100-1100-0-1110-1000-350100-022-0000	\$1.00	(\$1.00)	\$0.00
0100-1100-0-1110-1000-350100-029-0000	\$1.00	(\$1.00)	\$0.00
0100-1100-0-1110-1000-560000-030-0000	\$6,000.00	\$1,000.00	\$7,000.00
0100-1100-0-1110-1000-571020-030-0000	\$15,000.00	(\$925.00)	\$14,075.00
0100-1100-0-1176-1000-110040-022-0000	\$2,600.00	\$1,300.00	\$3,900.00
0100-1100-0-1176-1000-110040-023-0000	\$1,600.00	\$800.00	\$2,400.00
0100-1100-0-1176-1000-110040-024-0000	\$1,800.00	\$900.00	\$2,700.00
0100-1100-0-1176-1000-110040-025-0000	\$2,800.00	\$1,400.00	\$4,200.00
0100-1100-0-1176-1000-110040-026-0000	\$3,200.00	\$1,600.00	\$4,800.00
0100-1100-0-1176-1000-110040-027-0000	\$2,500.00	\$1,250.00	\$3,750.00
0100-1100-0-1176-1000-110040-028-0000	\$800.00	\$400.00	\$1,200.00
0100-1100-0-1176-1000-110040-029-0000	\$2,400.00	\$1,200.00	\$3,600.00
0100-1100-0-1176-1000-110040-030-0000	\$10,000.00	\$5,000.00	\$15,000.00
0100-1100-0-1176-1000-110040-031-0000	\$8,600.00	\$4,300.00	\$12,900.00
0100-1100-0-1176-1000-210040-020-0021	\$1,630.00	\$815.00	\$2,445.00
0100-1100-0-1176-1000-210040-024-0000	\$800.00	\$400.00	\$1,200.00
0100-1100-0-1176-1000-210040-027-0000	\$25.00	\$13.00	\$38.00
0100-1100-0-1176-1000-210040-028-0000	\$600.00	\$300.00	\$900.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0100 General Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Expenses			
0100-1100-0-1176-1000-310100-022-0000	\$327.00	\$164.00	\$491.00
0100-1100-0-1176-1000-310100-023-0000	\$201.00	\$101.00	\$302.00
0100-1100-0-1176-1000-310100-024-0000	\$226.00	\$114.00	\$340.00
0100-1100-0-1176-1000-310100-025-0000	\$352.00	\$176.00	\$528.00
0100-1100-0-1176-1000-310100-026-0000	\$403.00	\$201.00	\$604.00
0100-1100-0-1176-1000-310100-027-0000	\$315.00	\$157.00	\$472.00
0100-1100-0-1176-1000-310100-028-0000	\$101.00	\$50.00	\$151.00
0100-1100-0-1176-1000-310100-029-0000	\$302.00	\$151.00	\$453.00
***Expense Total	\$26,383,314.00	\$1,112,121.00	\$27,495,435.00
Balance Sheet Accounts			
0100-8150-0-0000-0000-974000-000-0000	\$46,563.00	(\$46,563.00)	\$0.00
	\$46,563.00	(\$46,563.00)	\$0.00
Fund Totals			
Total: Income	\$44,603,904.00	\$488,837.00	\$45,092,741.00
Total: Expenses	\$26,383,314.00	\$1,112,121.00	\$27,495,435.00
Total: Balance Sheet Accounts	\$46,563.00	(\$46,563.00)	\$0.00

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0900 Charter Schools Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Income			
0900-0000-0-0000-0000-801100-000-0000	\$3,057,526.00	\$13,143.00	\$3,070,669.00
0900-0000-0-0000-0000-898000-000-0000	(\$520,712.00)	(\$1,393.00)	(\$522,105.00)
0900-0000-0-0000-0000-855000-000-1111	\$95,000.00	\$2,881.00	\$97,881.00
0900-0332-0-0000-0000-898000-000-0000	\$518,712.00	\$1,447.00	\$520,159.00
***Income Total	<u>\$3,150,526.00</u>	<u>\$16,078.00</u>	<u>\$3,166,604.00</u>
Expenses			
0900-0000-0-1110-1000-110000-021-0000	\$1,148,591.00	\$52,382.00	\$1,200,973.00
0900-0000-0-1110-1000-310100-021-0000	\$147,638.00	\$6,589.00	\$154,227.00
0900-0000-0-1110-1000-330100-021-0000	\$17,017.00	\$760.00	\$17,777.00
0900-0000-0-1110-1000-340100-021-0000	\$201,435.00	\$1,620.00	\$203,055.00
0900-0000-0-1110-1000-350100-021-0000	\$587.00	\$26.00	\$613.00
0900-0000-0-1110-1000-360100-021-0000	\$24,645.00	\$1,100.00	\$25,745.00
0900-0000-0-1110-1000-540000-021-0000	\$0.00	\$900.00	\$900.00
0900-0332-0-1110-1000-110000-021-0000	\$30,046.00	\$1,199.00	\$31,245.00
0900-0332-0-1110-1000-310100-021-0000	\$3,780.00	\$151.00	\$3,931.00
0900-0332-0-1110-1000-330100-021-0000	\$436.00	\$17.00	\$453.00
0900-0332-0-1110-1000-340100-021-0000	\$6,715.00	\$54.00	\$6,769.00
0900-0332-0-1110-1000-350100-021-0000	\$15.00	\$1.00	\$16.00
0900-0332-0-1110-1000-360100-021-0000	\$631.00	\$25.00	\$656.00
0900-1100-0-1176-1000-110040-021-0000	\$4,741.00	\$2,370.00	\$7,111.00
0900-1100-0-1176-1000-310100-021-0000	\$596.00	\$299.00	\$895.00
0900-1100-0-1176-1000-330100-021-0000	\$69.00	\$34.00	\$103.00
0900-1100-0-1176-1000-350100-021-0000	\$2.00	\$2.00	\$4.00
0900-1100-0-1176-1000-360100-021-0000	\$100.00	\$49.00	\$149.00
0900-1400-0-1110-1000-110000-021-0000	\$55,558.00	\$2,217.00	\$57,775.00
0900-1400-0-1110-1000-310100-021-0000	\$6,989.00	\$279.00	\$7,268.00
0900-1400-0-1110-1000-330100-021-0000	\$806.00	\$32.00	\$838.00
0900-1400-0-1110-1000-340100-021-0000	\$13,429.00	\$108.00	\$13,537.00
0900-1400-0-1110-1000-350100-021-0000	\$28.00	\$1.00	\$29.00
0900-1400-0-1110-1000-360100-021-0000	\$1,167.00	\$46.00	\$1,213.00
***Expense Total	<u>\$1,665,021.00</u>	<u>\$70,261.00</u>	<u>\$1,735,282.00</u>
Balance Sheet Accounts			
0900-0000-0-0000-0000-978000-000-0000	\$97,398.66	(\$48,746.00)	\$48,652.66
0900-1100-0-0000-0000-978000-000-0000	\$63,439.00	(\$2,754.00)	\$60,685.00
0900-1400-0-0000-0000-978000-000-0000	\$4,623.00	(\$2,683.00)	\$1,940.00
***Balance Sheet Account Total	<u>\$165,460.66</u>	<u>(\$54,183.00)</u>	<u>\$111,277.66</u>

Pending Budget Revision
Control Number 20170003
Resolution No. 20-16

Fund: 0900 Charter Schools Fund

FD---RE---Y-GO---FN---OB-----SI--L2	Revised	Adjustments	Proposed
Fund Totals			
Total: Income	\$3,150,526.00	\$16,078.00	\$3,166,604.00
Total: Expenses	\$1,665,021.00	\$70,261.00	\$1,735,282.00
Total: Balance Sheet Accounts	\$165,460.66	(\$54,183.00)	\$111,277.66

Total General Fund Budget Comparison

	16/17	16/17 REVISED	Difference	Comments
BEGINNING BALANCE				
Net Beginning Balance	\$7,671,192	\$7,671,192		
REVENUES				
Local Control Funding Formula Sources	\$49,771,703	\$50,114,137	\$342,434	Increase in gap funding from 49.08% to 54.84% per May Revision.
Federal Revenues	\$3,124,303	\$3,140,149	\$15,846	Increase to projected Title I revenues
Other State Revenues	\$5,796,609	\$5,927,166	\$130,557	Increase to one time mandated cost revenues
Other Local Revenues	\$1,924,103	\$1,924,103	\$0	
Total Revenues	\$60,616,718	\$61,105,555	\$488,837	
EXPENDITURES				
Certificated Salaries	\$25,056,746	\$25,877,351	\$820,605	Certificated Settlement
Classified Salaries	\$9,935,702	\$9,935,565	(\$137)	
Employee Benefits	\$14,200,370	\$14,361,534	\$161,164	Certificated Settlement
Books and Supplies	\$3,413,738	\$3,413,738	\$0	
Services, Oth Oper Exp	\$4,338,974	\$4,470,629	\$131,655	Adjustment to liability-student insurance rates / KCOE financial system charges / Maintenance repairs
Capital Outlay	\$1,234,518	\$1,234,518	\$0	
Other Outgo	\$974,931	\$973,765	(\$1,166)	
Direct/Indirect Support	(\$347,275)	(\$347,275)	\$0	
Total Expenditures	\$58,807,704	\$59,919,825	\$1,112,121	
OTHER FINANCING SOURCES/USES				
Transfers				
Transfers In	\$0	\$0	\$0	
Transfers Out	\$840,000	\$840,000	\$0	
Other Sources/Uses				
Sources	\$0	\$0	\$0	
Contributions	\$0	\$0	\$0	
Total, Other Financing Sources/Uses	(\$840,000)	(\$840,000)	\$0	
NET INCREASE (DECREASE) IN FUND BALANCE	\$969,014	\$345,730	(\$623,284)	
ENDING FUND BALANCE	\$8,640,206	\$8,016,922	(\$623,284)	

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider adoption of the 2016-2017 Jefferson Charter School budget.

PURPOSE:

Included for your review is a copy of the proposed 2016-2017 Jefferson Charter School budget that was reviewed during the Public Hearing on May 25, 2016.

FISCAL IMPACT:

The fiscal impact of the budget is detailed in the attachment.

RECOMMENDATIONS:

Adopt the 2016-2017 Jefferson Charter School budget.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider approval of legal contracts for the 2016-2017 fiscal year.

PURPOSE:

To approve the use of Griswold, LaSalle, Cobb, Dowd, & Gin LLP and Atkinson, Adelson, Loya, Ruud & Romo for legal services in the 2016-2017 school year.

FISCAL IMPACT:

The hourly rates are unchanged for the contract with Griswold, LaSalle, Cobb, Dowd, & Gin LLP and the hourly rates with Atkinson, Adelson, Loya, Ruud & Romo are increased from 10%-12%.

RECOMMENDATIONS:

Approve the contracts.

AGREEMENT FOR PROFESSIONAL SERVICES

THIS AGREEMENT is made and entered into this 1st day of July, 2016, by and between the HANFORD ELEMENTARY SCHOOL DISTRICT ("**District**") and the law firm of GRISWOLD, LaSALLE, COBB, DOWD & GIN, L.L.P. ("**Attorney**"). In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

District hires Attorney to represent, advise, and counsel it as its legal advisor, and to provide legal advice and representation as requested.

Attorney shall provide legal services as requested by District and keep District informed of significant developments in those matters.

District agrees to pay Attorney based upon the rate schedule attached hereto as Exhibit "A"; however, agreements for legal fees other than on an hourly basis may be made by mutual agreement.

Attorney shall send District a monthly statement for fees and costs incurred. District shall pay Attorney's statement within thirty (30) days. Attorney's statement shall state the basis for calculations (or other method of determination) of Attorney's fees and costs.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement.

HANFORD ELEMENTARY
SCHOOL DISTRICT

GRISWOLD, LaSALLE, COBB,
DOWD & GIN, L.L.P.

By: _____
DAVID ENDO
Chief Business Official

By:  _____
ROBERT M. DOWD

EXHIBIT "A"**PROFESSIONAL RATE SCHEDULE 2016****HOURLY PROFESSIONAL RATES:**

Attorneys:	\$175.00 - \$250.00
Paralegals:	\$ 90.00
Legal Assistants:	\$ 25.00 - \$50.00

COSTS AND EXPENSES:

In-office photocopying	\$0.20/per page
Long Distance Calls:	As charged

Other costs shall be charged on an actual and necessary basis, e.g., court, process server, investigator, witness, experts, etc.

GRISWOLD, LaSALLE, COBB, DOWD & GIN, L.L.P.
Attorneys at Law
111 E. Seventh Street
Hanford, CA 93230
Telephone: (559) 584-6656
Fax: (559) 582-3106

AGREEMENT FOR SPECIAL SERVICES

I. PARTIES

This Agreement for Special Services ("Agreement") is entered into by and between the law firm of ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a professional corporation, hereinafter referred to as the "Law Firm" and, HANFORD ELEMENTARY SCHOOL DISTRICT, hereinafter referred to as "District."

II. PURPOSE

The District desires to retain and engage Law Firm to perform legal and, upon request, non-legal consultant services on the District's behalf. Law Firm accepts this engagement on the terms and conditions contained in this Agreement.

III. TERMS AND CONDITIONS

A. Fees for Services

1. Standard Hourly Rate Services

District agrees to pay the Law Firm at the following standard hourly rates:

Senior Partners	\$275.00
Partners/Senior Counsel	\$250.00
Senior Associates	\$240.00
Associates	\$230.00
Non-Legal Consultants	\$200.00
Senior Paralegals/Law Clerks	\$175.00
Paralegals/Legal Assistants	\$165.00

2. Fixed Fee Services

District agrees to pay the Law Firm a fixed fee for the following services:

A full day of training (up to 8 hours)	\$4,500
A half day of training (up to 4 hours)	\$3,000
A two hour training	\$2,500
A one hour training	\$1,750

3. Fee Arrangements for Specialized Legal Services

For specialized litigation and transactional services in the areas of construction, procurement, technology, prevailing wage, real property, CEQA, mitigation negotiations, school and college finance, tax, bankruptcy, copyright, non-profit organizations, immigration and appellate law, the District agrees to pay Law Firm at rates higher than the standard hourly rates for special projects or particular scopes of work. The Law Firm shall inform the District of the rates for specialized services and the Superintendent or designee shall agree to such rates in writing prior to any billings for specialized legal services by the Law Firm.

4. Costs and Expenses

In addition to the fees described above, the District agrees to pay a five percent (5%) "administrative fee" calculated and based on the total monthly billed fees to cover certain operating expenses of the Law Firm incurred in providing services to the District. This administrative fee is in lieu of charging the District for Westlaw, photocopies, automobile mileage, parking, facsimiles, telephone, document preparation, and postage.

Costs relating to fees charged by third parties retained to perform services ancillary to the Law Firm's representation of District are not included in the administrative fee and are charged separately. These include, but are not limited to, deposition and court reporter fees, transcript costs, witness fees (including expert witnesses), process server fees, and other similar third party fees. The Law Firm shall not be obligated to advance costs on behalf of the District; however, for purposes of convenience and in order to expedite matters, the Law Firm reserves the right to advance costs on behalf of the District with the prior approval of the Superintendent or designee in the event a particular cost item exceeds \$2,000.00 in amount, and without the prior approval of the Superintendent or designee in the event a particular cost item totals \$2,000.00 or less.

If the Law Firm retains, with authorization from the District, experts or outside consultants for the benefit of the District, rather than the District contracting directly with any expert or outside consultant, the District agrees to pay a five percent (5%) "consultant processing fee" in addition to the actual costs paid by the Law Firm to the expert or outside consultant in order to offset related costs to the Law Firm resulting from administering and initially paying such expert and outside consultant fees on behalf of the District. This fee shall not apply to the services of Law Firm-provided non-legal consultants as set forth in paragraph F., below.

B. Billing Practices

1. A detailed description of the work performed and the costs and expenses advanced by the Law Firm will be prepared on a monthly basis as of the last day of the month and will be mailed to the District on or about the 15th of the following month, unless other arrangements are made. Payment of the full amount due, as reflected on the monthly statement, will be due to the Law Firm from the District by the 10th of the month following delivery of the statement, unless other arrangements are made. In the event that there are funds of the District in the Law Firm's Trust Account at the time a monthly billing statement is prepared, funds will be transferred from the Law Firm's Trust Account to the Law Firm's General Account to the extent of the balance due on the monthly statement and a credit will be reflected on the monthly statement. Any balance of fees or costs advanced remaining unpaid for a period of 30 days will be subject to a 1% per month service charge.

2. The Law Firm shall bill in one-quarter hour increments.
3. Certain tasks shall be billed at established minimum time increments. These include: (a) telephone conference (.25 hour), (b) electronic correspondence (.25 hour), (c) standard written correspondence (.50 hour), (d) provide a document (.50 hour)
4. The Law Firm may charge the full hourly rate to more than one client for services provided concurrently during the same time period. For example, in the course of traveling to the District or while providing legal services at the District, it may be necessary for the Law Firm to provide billable services to other clients.
5. District agrees to review the Law Firm's monthly statements promptly upon receipt and to notify the Law Firm, in writing, with respect to any disagreement with the monthly statement. Failure to communicate written disagreement with the Law Firm's monthly statement within thirty (30) days of the District's receipt thereof shall be deemed to signify the District's agreement that the monthly billing statement accurately reflects the services performed; and the proper charge for those services.

C. Termination of Representation on a Particular Matter

The Law Firm reserves the right to discontinue the performance of legal services on behalf of the District on a particular matter upon the occurrence of any one or more of the following events:

1. Upon order of a court of law requiring the Law Firm to discontinue the performance of legal services;
2. Upon a determination by the Law Firm in the exercise of its reasonable and sole discretion, that state or federal legal ethical principles require it to discontinue the performance of legal services;
3. Upon a failure of the District to perform any of the District's obligations with respect to the payment of the Law Firm's fees, costs or expenses as reflected on the monthly bill;
4. Upon a failure of the District to perform any of the District's obligations with respect to the duty of cooperation with the Law Firm in connection with the Law Firm's representation of the District.

In the event that the Law Firm ceases to perform services for the District on a matter, the District agrees that it will promptly pay to the Law Firm any and all unpaid fees and costs advanced, and retrieve all of its files, signing a receipt therefor. Further, the District agrees that, with respect to any litigation where the Law Firm has made an appearance in a court of law on its behalf, the District will promptly execute an appropriate Substitution of Attorney form. Any termination of Law Firm's representation on such a matter may be subject to approval by the applicable court of law.

D. Consent to Joint Representation

The District acknowledges that from time to time Law Firm may be asked to perform legal services on a matter affecting two or more public education local agencies. In such

situations before proceeding with representation, Law Firm shall seek separate written consent to joint representation from all involved parties if permissible according to ethical principles applicable to attorneys. The District acknowledges that it is often in the best interest of the District for such representation to commence without undue delay which may result from waiting until a regularly-scheduled Board meeting. Therefore, pursuant to Education Code section 7, the Governing Board of the District hereby delegates to the Superintendent or designee authority to consent to joint representation in the circumstances described in this paragraph.

E. Client Cooperation.

The District agrees to fully cooperate with the Law Firm in connection with the Law Firm's representation of the District, including but not limited to, attending mandatory court hearings and other appearances, making its employees and officials available, and providing accurate information documentation necessary to enable the Law Firm to adequately represent the District.

F. Services performed by Law Firm-provided Non-legal Consultants

The Law Firm has an affiliation with non-legal consultants who are available to provide services in areas including, but not limited to, personnel/business office audits, human resources/collective bargaining consultation, special education consultation, public/employee relations surveys and communications, media and public relations, budget analysis/support services, instructional coaching/counseling at school improvement sites, leadership coaching, board/superintendent relations and best practices, and interim management placement.

Because the Law Firm has a financial interest in the District's use of these affiliated non-legal consultants, the rules of the State Bar of California require that the District provide its informed written consent to this arrangement to prior to utilizing these services. Execution of this Agreement shall be deemed "informed consent" for the purpose of this paragraph. The District is hereby advised that it may seek the advice of an independent attorney of your choice prior to providing such written consent.

Please also be advised that because the services of these non-legal consultants are provided to the District outside of the attorney-client relationship, communications with these non-legal consultants will not be protected from disclosure by the attorney-client privilege.

G. Consent to Law Firm Communication

As part of our commitment to client service, the Law Firm will send the District periodic alerts on case developments and legislative changes, and notices of breakfast briefings, conferences, and other training opportunities designed to help the District with daily legal concerns. The Law Firm will send those and other additional service notices to the District via regular mail and/or electronic mail at the email address which you designate or the email used in your daily communications with us. By execution of this Agreement, the District and designated contact(s) consent to receive such communications by electronic mail subject to the right to unsubscribe at any time.

H. Miscellaneous

1. The Law Firm maintains errors and omissions insurance coverage applicable to the services to be rendered.

2. The parties agree that the Law Firm, while engaged in carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

3. After a file on a matter is closed, the District has a right to request the Law Firm to return the file to the District. Absent such a request, the Law Firm shall retain the file on the District's behalf.

IV. BINDING ARBITRATION

If any dispute arises out of, or related to, a claimed breach of this agreement, the professional services rendered by attorneys, or any other disagreement of any nature, type, or description, regardless of the facts or the legal theories which may be involved, including attorney malpractice, such dispute shall be resolved by binding arbitration by a single arbitrator. Each side will bear its own costs and attorney fees. The parties agree to waive their right to a jury and to an appeal.

V. DURATION

This Agreement shall commence July 1, 2016 and terminate on June 30, 2017 and shall thereafter continue from month to month at the then current rate schedules until modified in writing by agreement between the Law Firm and the District up to a maximum of five (5) years duration per Education Code section 17596.

Either the District or the Law Firm may terminate this Agreement on thirty (30) days' written notice.

"Law Firm"

ATKINSON, ANDELSON, LOYA, RUUD &
ROMO

Dated: _____

By: _____
Mary Beth de Goede

"District"

HANFORD ELEMENTARY SCHOOL DISTRICT

Dated: _____

By: _____
Dr. Paul J. Terry, Superintendent

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Resolution No. 21-16: Resolution of the Board of Trustees of the Hanford Elementary School District Ordering an Election, and Establishing Specifications of the Election Order

PURPOSE:

The resolution before the Board calls an election within the District for the purpose of approving general obligation bonds, requests that the Kings County Registrar of Voters conduct the election on behalf of the District, and authorizes the preparation of election materials, including ballot arguments and tax rate statement, to be included in the ballot pamphlet.

State law requires the Board of Trustees to order school district bond elections. The Kings County Registrar of Voters will conduct the election on behalf of the District, including publishing all required notices. This resolution meets the statutory requirements for describing the projects to be funded with the proceeds of the bonds, which is included as Exhibit B to the resolution. A 75-word summary of the measure, as it will appear on the ballot, is also included in the resolution as Exhibit A. The resolution also authorizes the preparation and filing of a tax rate statement, which must be included in the ballot pamphlet, and describes the anticipated rates of tax throughout the life of the bond issue. The resolution also authorizes, but does not commit, the Board and/or individual members of the Board to prepare and sponsor a ballot argument in support of the bond measure. No more than five (5) persons may sign the ballot argument.

This election will be called under constitutional and statutory provisions that require fifty-five percent (55%) voter approval, and certain accountability requirements, including annual independent financial and performance audits of how funds are spent, and the formation of a Citizens' Bond Oversight Committee. Following adoption, the resolution (including the signed tax rate statement) must be delivered to the Registrar of Voters and the Board of Supervisors. State

law requires that 2/3rd of a school board support the resolution calling an election requiring 55% voter approval. At least four (4) Board members must vote “Yes” in order to call the election.

FISCAL IMPACT:

Should the measure pass, the District would be authorized to issue school bonds as specified in the attached resolution.

RECOMMENDATIONS:

Approve Resolution No. 21-16 authorizing a bond election for November 8, 2016.

RESOLUTION NO. 21-16**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
HANFORD ELEMENTARY SCHOOL DISTRICT ORDERING AN
ELECTION, AND ESTABLISHING SPECIFICATIONS OF THE
ELECTION ORDER**

WHEREAS, the Board of Trustees (the “Board”) of the Hanford Elementary School District (the “District”) has determined that school facilities within the District need to be acquired, constructed, improved, and equipped in a fiscally prudent manner to enable District to enhance the educational opportunities of its students; and

WHEREAS, the Board believes that, in order improve the quality of education, and provide safe and healthy learning environments for students, basic repairs to our schools continue to be needed, include repairing of deteriorating windows, removing asbestos and lead paint, upgrading plumbing and water systems, and improve access to computers and modern technology;

WHEREAS, the State of California (the “State”) is not providing the District with enough funding for the District to adequately maintain its educational facilities and academic programs; and

WHEREAS, the Board has concluded that the District’s only remedy to avoid undermining its educational programs is to secure local funding that the State cannot take away; and

WHEREAS, the Board has received information regarding the possibility of a local bond measure and its bonding capacity; and

WHEREAS, a local measure will help provide funds that cannot be taken away by the State to upgrade aging schools, protect student safety, and help the District to qualify State matching funds; and

WHEREAS, the Board and District has solicited stakeholder and community input on school priorities from parents, teachers, staff, the community and civic leaders; and

WHEREAS, the Board determines that all funds from this measure shall be controlled locally, and be subject to mandatory taxpayer protections, including an independent citizens’ oversight committee and audits to ensure funds are spent properly; and

WHEREAS, on November 7, 2000, the voters of California approved the Smaller Classes, Safer Schools and Financial Accountability Act (“Proposition 39”) which reduced the voter threshold for *ad valorem* tax levies used to pay for debt service or bonded indebtedness to 55% of the votes cast on a school district general obligation bond; and

WHEREAS, concurrent with the passage of Proposition 39, Chapter 1.5, Part 10, Division 1, Title 1 (commencing with Education Code Section 15264 (the “Act”) became operative and established requirements associated with the implementation of Proposition 39; and

WHEREAS, the Board desires to make certain findings herein to be applicable to this election order and to establish certain performance audits, standards of financial accountability and citizen oversight that are contained in Proposition 39 and the Act; and

WHEREAS, the Board desires to authorize the submission of a proposition to the District's voters at an election to authorize the issuance of bonds to pay for certain necessary improvements and enhancements to District educational facilities; and

WHEREAS, the Board hereby determines that, in accordance with Opinion No. 04-110 of the Attorney General of the State of California, the restrictions in Proposition 39 which prohibit any bond money from being wasted or used for inappropriate administrative salaries or other operating expenses of the District shall be monitored strictly by the District's Citizens' Oversight Committee; and

WHEREAS, pursuant to Education Code Section 15270, based upon a projection of assessed property valuation, the Board has determined that, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the Proposition 39 limits per year per \$100,000 of assessed valuation of taxable property; and

WHEREAS, Elections Code Section 9400 *et seq.* requires that a tax rate statement be contained in all official materials relating to the election, including any ballot pamphlet prepared, sponsored, or distributed by the District; and

WHEREAS, the Board desires to authorize the filing of a ballot argument in favor of the proposition to be submitted to the voters at the election; and

WHEREAS, pursuant to the Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, November 8, 2016, and to request the Kings County Registrar of Voters to perform certain election services for the District;

NOW THEREFORE, THE BOARD OF TRUSTEES OF THE HANFORD ELEMENTARY SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the Board, pursuant to Education Code Sections 15100 *et seq.* (including Sections 15300 *et seq.*), 15264 *et seq.*, and Government Code Section 53506, hereby requests the Kings County Registrar of Voters to conduct an election under the provisions of the Proposition 39 and the Act and submit to the electors of the District the question of whether bonds of the District in the aggregate principal amount of \$24,000,000 (the "Bonds") shall be issued and sold for the purpose of raising money for the purposes described in Exhibit A hereto.

Section 2. That the date of the election shall be November 8, 2016.

Section 3. That the purpose of the election shall be for the voters in the District to vote on a proposition, a copy of which is attached hereto and marked Exhibit "A", incorporated by reference herein, and containing the question of whether the District shall issue the Bonds to pay for improvements to the extent permitted by such proposition. In compliance with Proposition 39 and the Act, the ballot propositions in Exhibit "A" and "B" are subject to the following requirements and determinations:

(a) the proceeds of the sale of the Bonds shall be used only for the purposes set forth in the ballot measure and not for any other purpose, including teacher or administrator salaries or pension or other school operating expenses;

(b) that the Board, in establishing the projects set forth in Exhibit “B”, evaluated the safety, class size reduction, classroom, educational, and information technology within the District, as well as the importance of the projects to student achievement and high quality instruction;

(c) that the Board shall cause an annual, independent performance audit to be conducted to ensure that the Bond monies get spent only for the projects identified in Exhibit “B” hereto;

(d) that the Board shall cause an annual, independent financial audit of the proceeds from the sale of Bonds to be conducted until all of the Bond proceeds have been expended;

(e) that the Board will cause the appointment of a Citizens’ Oversight Committee in compliance with Education Code Section 15278 no later than 60 days after the Board enters the election results in its minutes pursuant to Education Code Section 15274. The Citizens’ Oversight Committee shall consist of at least seven (7) members and at no time consist of less than seven (7) members, with the possible exception of brief periods to fill any unexpected vacancies. The Citizens’ Oversight Committee may not include any employee or official of the District or any vendor, contractor or consultant of the District. The Citizens’ Oversight Committee shall include all of the following: One (1) member who is active in a business organization representing the business community located within the District; One (1) member who is active in a senior citizens’ organization; One (1) member who is active in a bona fide taxpayer association; One (1) member who is a parent of a child in the District schools; One (1) member is both a parent of a child in the District schools and active in a school site council or PTA. In furtherance of its specifically enumerated purposes, the Citizens’ Oversight Committee may engage in any of the following activities relating solely and exclusively to the expenditure of the Proposition 39 bond proceeds:

(i) Inspect District facilities and grounds to ensure that Proposition 39 bond proceeds are expended in compliance with applicable law;

(ii) Receive and review copies of all deferred maintenance proposals or plans developed by the District;

(iii) Review efforts of the District to maximize Proposition 39 bond revenues by implementing cost-saving programs;

(iv) Receive and review copies of the annual, independent financial and performance audits performed by independent consultant(s);

(v) Receive from the Board, within three months of the District receiving the above-described audits, responses to any and all findings, recommendations, and concerns addressed in said audits, and review said responses; and

(f) that the tax levy authorized to secure the Bonds of this election shall not exceed the Proposition 39 limits per \$100,000 of taxable property in the District when assessed valuation is projected by the District to increase in accordance with Article XIII A of the California Constitution.

Section 4. That the authority for ordering the election is contained in Education Code Sections 15100 *et seq.*, 15264 *et seq.*, and Government Code Section 53506.

Section 5. That the authority for the specifications of this election order is contained in Education Code Section 5322.

Section 6. That the Kings County Registrar of Voters and the Kings County Board of Supervisors are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on November 8, 2016, within the District. Pursuant to Elections Code Section 10403 the Board acknowledges that the consolidation election will be held and conducted in the manner prescribed in Elections Code Section 10408.

Section 7. That the Secretary of the Board is hereby directed to deliver a certified copy of this Resolution to the Kings County Registrar of Voters no later than August 12, 2016.

Section 8. That any Bonds issued pursuant to Education Code Section 15264 *et seq.* hereto or pursuant to Government Code Section 53506. The maximum rate of interest on any Bond shall not exceed the maximum rate allowed by Education Code Sections 15140 to 15143, as modified by Government Code Section 53531.

Section 9. That the Board requests the governing body of any such other political subdivision, or any officer otherwise authorized by law, to partially or completely consolidate such election and to further provide that the canvass of the returns of the election be made by anybody or official authorized by law to canvass such returns, and that the Board consents to such consolidation. The Board further authorizes the submission of a tax rate statement and primary and rebuttal arguments, as appropriate, to be filed with the Kings County Registrar of Voters by the established deadlines.

Section 10. Pursuant to Education Code Section 5303 and Elections Code Section 10002, the Board of Supervisors of Kings County is requested to permit the Registrar of Voters to render all services specified by Elections Code Section 10418 relating to the election, for which services the District agrees to reimburse Kings County, such services to include the publication of a Formal Notice of School Bond Election and the mailing of the sample ballot and tax rate statement (described in Elections Code Section 9401) pursuant to the terms of Education Code Section 5363 and Elections Code Section 12112.

ADOPTED, SIGNED AND APPROVED this 22nd day of June, 2016.

BOARD OF TRUSTEES OF THE HANFORD
ELEMENTARY SCHOOL DISTRICT

By _____
President

Attest:

Secretary

STATE OF CALIFORNIA)
)ss
 KINGS COUNTY)

I, _____, do hereby certify that the foregoing is a true and correct copy of Resolution No. 21-16, which was duly adopted by the Board of Trustees of the Hanford Elementary School District at the meeting thereof held on the 22nd day of June, 2016, and that it was so adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

By _____
 Secretary

EXHIBIT A

“HANFORD ELEMENTARY SCHOOLS REPAIR MEASURE: To repair and upgrade aging elementary/middle school facilities by repairing outdated classrooms, upgrading inadequate electrical systems, restrooms, improving access for disabled students, provide access to computers/ modern technology, replacing aging portable classrooms and repairing, constructing, acquiring classrooms, facilities, sites and equipment, shall Hanford Elementary School District issue \$24,000,000 in bonds at legal rates, requiring independent audits, citizens’ oversight, no money for administrators, all funds staying local, without increasing current tax rates.

Bonds – Yes

Bonds – No

EXHIBIT B

FULL TEXT BALLOT PROPOSITION OF THE HANFORD ELEMENTARY SCHOOL DISTRICT BOND MEASURE ELECTION NOVEMBER 8, 2016

The following is the full proposition presented to the voters by the Hanford Elementary School District.

“HANFORD ELEMENTARY SCHOOLS REPAIR MEASURE: To repair and upgrade aging elementary/middle school facilities by repairing outdated classrooms, upgrading inadequate electrical systems, restrooms, improving access for disabled students, provide access to computers/ modern technology, replacing aging portable classrooms and repairing, constructing, acquiring classrooms, facilities, sites and equipment, shall Hanford Elementary School District issue \$24,000,000 in bonds at legal rates, requiring independent audits, citizens’ oversight, no money for administrators, all funds staying local, without increasing current tax rates.

PROJECT LIST

The Board of Trustees of the Hanford Elementary School District is committed to improving the quality of education and providing a modern learning environment in local schools with safe, secure and upgraded classrooms which keep pace with 21st Century technologies and learning standards. To that end, in developing the scope of projects to be funded, the Board evaluated the District’s urgent and critical facility needs, including safety issues, class size reduction, overcrowding, and computer and information technology. The District conducted a facilities evaluation and received public input in developing this Project List. Teachers, staff, community members and the Board have prioritized key health and safety projects so that the most critical facility needs are addressed.

The Project List includes the types of upgrades and improvements at District schools and sites described below:

Basic School Repair and Upgrade Projects

- **Upgrade inadequate electrical systems.**
- Make health and safety improvements, including fire alarms and lighting.
- **Improve student access to computers and modern technology.**
- Modernize outdated classrooms, restrooms, and school facilities.
- Replace aging temporary portables with permanent classrooms.
- Improve accessibility for students with disabilities.
- Remove asbestos.

* * *

The listed projects will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program/project management, staff training expenses and a customary contingency for unforeseen design and

construction costs. In addition to the listed projects stated above, the Project List also includes the acquisition of a variety of instructional, maintenance and operational equipment, the reduction or retirement of outstanding lease obligations and interim or bridge funding incurred to advance fund projects from the Project List; payment of the costs of preparation of all facility planning, facility studies, assessment reviews, facility master plan preparation and updates, environmental studies (including environmental investigation, remediation and monitoring), design and construction documentation, and temporary housing of dislocated District activities caused by construction projects. In addition to the projects listed above, the repair and renovation of school facilities may include, but not be limited to, some or all of the following: repair and replace heating/boiler, plumbing, gas, water/sewer, drainage and ventilation systems; renovate student and staff restrooms; install signage and fencing; acquire land and facilities for educational and administrative purposes; improve outdoor learning spaces and shade structures; repair and replace worn-out roofs, windows, walls, doors, doorframes and drinking fountains; improve school facilities for disability access; install or upgrade wiring and electrical systems to safely accommodate computers, technology and other electrical devices and needs; upgrade or construct a new school or classrooms and support facilities, including administrative, physical education, cafeteria, multi-purpose rooms, classrooms, and auditorium; replace portable classrooms; repair and replace fire alarms, emergency communications, intercoms, and security systems; resurface or replace hard courts, asphalt, playgrounds, turf and drainage/irrigation systems and campus landscaping; improve or expand parking and traffic circulation flow; enhance fire and maintenance access roads; interior and exterior painting and floor covering; construct various forms of storage and support spaces; upgrade classrooms; repair, upgrade or install interior and exterior lighting systems; improve athletic fields, playfields, parking lots, and play apparatus; and replace outdated security fences and security systems. The upgrading of technology infrastructure includes, but is not limited to, servers, switches, routers, network security/firewall, wireless technology systems and other miscellaneous equipment. The allocation of bond proceeds will be affected by the final costs of each project. The District may not be able to complete some of the projects listed above. The budget for each project is an estimate and may be affected by factors beyond the District's control. Some projects throughout the District, may be undertaken as joint use projects in cooperation with other local public or non-profit agencies. The final cost of each project will be determined as plans and construction documents are finalized, construction bids are received, construction contracts are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating more enhanced and operationally efficient campuses. Necessary site preparation/restoration or geological stabilization may occur in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, relocating fire access roads, and acquiring any necessary easements, licenses, or rights of way to the property.

Bond proceeds shall only be expended for the specific purposes identified herein. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code § 53410.

FISCAL ACCOUNTABILITY: IN ACCORDANCE WITH EDUCATION CODE SECTION 15272, THE BOARD OF TRUSTEES WILL APPOINT A CITIZENS' OVERSIGHT COMMITTEE AND CONDUCT ANNUAL INDEPENDENT AUDITS TO ASSURE THAT FUNDS ARE SPENT ONLY ON DISTRICT PROJECTS AND FOR NO OTHER PURPOSE. THE EXPENDITURE OF BOND MONEY ON THESE PROJECTS IS SUBJECT TO STRINGENT FINANCIAL ACCOUNTABILITY REQUIREMENTS. BY LAW,

PERFORMANCE AND FINANCIAL AUDITS WILL BE PERFORMED ANNUALLY, AND ALL BOND EXPENDITURES WILL BE MONITORED BY AN INDEPENDENT CITIZENS' OVERSIGHT COMMITTEE TO ENSURE THAT FUNDS ARE SPENT AS PROMISED AND SPECIFIED. THE CITIZENS' OVERSIGHT COMMITTEE MUST INCLUDE, AMONG OTHERS, REPRESENTATION OF A BONA FIDE TAXPAYERS ASSOCIATION, A BUSINESS ORGANIZATION AND A SENIOR CITIZENS ORGANIZATION. NO DISTRICT EMPLOYEES OR VENDORS ARE ALLOWED TO SERVE ON THE CITIZENS' OVERSIGHT COMMITTEE.

NO ADMINISTRATOR SALARIES: PROCEEDS FROM THE SALE OF THE BONDS AUTHORIZED BY THIS PROPOSITION SHALL BE USED ONLY FOR THE ACQUISITION, CONSTRUCTION, RECONSTRUCTION, REHABILITATION, OR REPLACEMENT OF SCHOOL FACILITIES, INCLUDING THE FURNISHING AND EQUIPPING OF SCHOOL FACILITIES, AND NOT FOR ANY OTHER PURPOSE, INCLUDING TEACHER AND SCHOOL ADMINISTRATOR SALARIES AND OTHER OPERATING EXPENSES.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider approval to purchase a school bus utilizing a piggyback bid issued by the Waterford Unified School District.

PURPOSE:

The District has one wheelchair bus that has a limitation of 1,000 miles annually due to emissions. Currently, the District contracts with Hanford Joint Union High School District to provide transportation for the wheelchair bound student during normal schedules. The Districts feels that a new bus would allow for the consolidation of routes and eliminate the need to contract with Hanford Joint Union High School District for these services.

FISCAL IMPACT:

The cost of the bus is estimated at \$118,000.

RECOMMENDATIONS:

Approve the use of the Waterford Unified School District piggyback bid for the purchase of a school bus.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: David Endo

DATE: 06/13/2016

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/22/2016

ITEM:

Consider declaring item surplus.

PURPOSE:

The following item is obsolete, beyond repair, and/or in need of being declared surplus:

Stitcher - Asset# 13000002

FISCAL IMPACT:

There could be some residual value to the equipment.

RECOMMENDATIONS:

Declare the item surplus and allow the Director of Facilities to dispose of the equipment.