ROUTINE ITEMS

WCESD BOARD OF TRUSTEES

ITEM NO. IV.A
DATE: March 14, 2017

SUBJECT TITLE: APPROVE AGENDA

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Approve agenda for the March 14, 2017 Regular Board Meeting.

BACKGROUND

Governing Board meeting agendas state the meeting time and place and briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda provides members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda also provides members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

The Superintendent, as Secretary to the Board, in consultation with the Board president, prepares the agenda for each regular and special meeting.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

Board of Trustees
Bob Dack, President
Gary Chavez, Clerk

Liz Faccinto, Member
Pete Mathew, Member
Rene Mendoza, Member

Secretary
Jesus Cruz, Superintendent/Principal

Regular Meeting AGENDA

Tuesday, March 14, 2017, 6:30 p.m.

Washington Colony School, Room M-5
130 E. Lincoln Avenue
Fresno, CA 93706

Persons wishing to address the Board of Trustees on a subject to be considered at this meeting, including any matter that may be designated for public hearing, are asked to notify the Washington Colony Elementary School District Office (see telephone/fax numbers below) by noon of the third working day before the scheduled meeting/hearing, stating the subject they wish to address, the organization they represent (if any), and the nature of their testimony. Time is set aside for individuals so desiring to speak on any topic NOT otherwise on the agenda. In all cases, the presiding officer reserves the right to impose time limits on presentations as may be necessary to ensure that the agenda is completed.

REASONABLE ACCOMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Washington Colony Elementary School District Board of Trustees, may request assistance by contacting the WCESD Office, 130 E. Lincoln Avenue, Fresno, CA 93706; telephone (559) 233-0706; fax (559) 233-9583.

I. Call to Order

II. Roll Call

III. Pledge of Allegiance

IV. Routine Items

A. Approve Agenda

Approve agenda for the March 14, 2017 Regular Board Meeting

B. Adopt Minutes

1. February 14, 2017 Regular Board Meeting

C. Public Comment/Board Comment

An opportunity for the public and/or the Board to address matters related to school district business which are not on the agenda. Although the item(s) may be discussed, no action may be taken on the item(s). Please see the *Welcome!* Pamphlet for additional information.

D. Correspondence

V. Reports/Discussion/Information

A. Administration/Business/Governance

1. Board History – J. Cruz

2. Financial Report(s)*

3. Budget Report

a) LCFF and 2nd Interim Report*

4. Policy Review

BP 6174 Instruction: Education For English Learners
AR 6174 Instruction: Education For English Learners

5. Superintendent's Report**

a) Telephone System update**

b) CA School Dashboard presentation**

B. Personnel/Students

1. ADA/Enrollment Report*

2. Suspension Report*

Denotes written information/report of a routine nature which will be addressed upon request of the Board
***** Denotes an oral report which may or may not include written back-up.***

VI. Action Items

A. Administration/Business/Governance

1. 2nd Interim Budget Report

Approve 2nd Interim Budget Report for the period ending January 31, 2017.

2. Policy Adoption

BP 0520.2 Title I Program Improvement Schools
AR 0520.2 Title I Program Improvement Schools
BP 0520.3 Title I Program Improvement Districts

3. Warrants

Review and Ratify Warrants paid for the period February 1 – February 28, 2017.

4. School Safety Plan

Adopt the 2016-17 Washington Colony Comprehensive School Safety Plan.

5. Rural School Bus Pilot Project Application

Approve the submission of the WCESD Rural School Bus Project Application to the North Coast Unified Air Quality Management District (NCUAQMD).

6. Contract/Service Agreements

a) FCSS Internet Access Services Agreement 2016-17 – 2019-20

Ratify agreement with FCSS for School Internet Services for 2016-17 – 2019–2020 school years.

B. Personnel/Students

1. Request of Leave

Approve the Request of Leave for Classified Preschool Employee – Martha Maravilla (Part-time position).

2. Interdistrict Attendance Permits

Ratify action on Interdistrict Attendance Permit for the 2016-17 school year.

VII. Closed Session

The Board will meet in closed session pursuant to:

Government Code section 54957
Public Employee Discipline/Dismissal/Release:

Government Code section 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: Superintendent

Government Code section 54957.6
CONFERENCE WITH LABOR NEGOTIATORS,
Agency Representative: Bob Dack, Board President
Unrepresented Employee: Superintendent

VIII. Reconvene

A. MANDATED REPORT(S)

1. APPROVE the Superintendent's Employment Agreement Amendment No. 1 Approve Amendment No.1 Effective July 1st 2016.

IX. Adjournment

WCESD BOARD OF TRUSTEES

ITEM NO. IV.B.1
DATE: March 14, 2017

SUBJECT TITLE: ADOPT MINUTES

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Adopt minutes of the February 14, 2017 Regular Board Meeting.

BACKGROUND

The secretary of the Governing Board keeps minutes and records all official Board actions. (Education Code 35145, 35163)

Copies of the minutes of each regular or special meeting are distributed to all Board members with the agenda for the next regular meeting.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

Board of Trustees
Bob Dack, President
Gary Chavez, Clerk

Liz Faccinto, Member
Pete Mathew, Member
Rene Mendoza, Member

Secretary
Jesus Cruz, Superintendent/Principal

Regular Meeting MINUTES

Tuesday, February 14, 2017, 6:30 p.m.

Washington Colony School, Room M-5
130 E. Lincoln Avenue
Fresno, CA 93706

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REASONABLE ACCOMODATION FOR ANY INDIVIDUAL WITH A DISABILITY

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I. Call to Order

The February 14, 2017 Regular Board Meeting was called to order at 6:30 p.m. by Bob Dack, Board President.

II. Roll Call

Members Present: Bob Dack, Pete Mathew, Liz Faccinto, Gary Chavez, Rene Mendoza; member(s) absent: None

III. Pledge of Allegiance

The Pledge of Allegiance was led by Liz Faccinto.

IV. Routine Items

A. Approve Agenda

The agenda for the February 14, 2017 Regular Board Meeting was approved on a motion by Gary Chavez, seconded by Liz Faccinto. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

B. Adopt Minutes

1. January 10, 2017 Regular Board Meeting

The minutes of the January 10, 2017 Regular Board Meeting were adopted on a motion by Liz Faccinto, seconded by Pete Mathew. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

C. Public Comment/Board Comment

No Public comments.

D. Correspondence

Mr. Cruz provided a letter to the Board from the Fresno County Superintendent of Schools regarding the 2016-17 First Interim Report Positive Certification.

V. Reports/Discussion/Information

A. Administration/Business/Governance

1. 6th Grade Camp presentation**

Mr. Cruz: showed a presentation to the Board. This is the first time students have seen snow, They had instructional time with owls the students, parents and staff greatly appreciative for the board for allowing this trip. This is a great opportunity for students. The chaperones and teachers roll played the activities. Board: made all positive comments.

Mr. Cruz: added that 6th/7th/8th attended the Math Competition for this year and they attended a conference at CSU

2. Board History – J. Cruz

The Board reviewed excerpts from the minutes of meetings held on February 11, 1992.

3. Financial Report(s)*

Cash and County Treasury Report for January 2017 – Written Report

4. Provision 2 Lunch Program** I. Keener

Irene Keener, Food Service consultant commented on Provision 2 Lunch Program:
Pick up conversation from May 2016. All students will get free lunch and district will get reimbursement. District will not need to collect cash going back and forth and less account monitoring for it. District is running at 84% free & reduced next year will be our base year in August, plus 3 years after. Once we are in the program, the district can resume back to current lunch operations, but any time the district do not need to do the 4 years. District is not allowed to make a profit. District has agreement with the state to spend down cafeteria extra funding. Most of the children will eat for free and less students bringing lunch from home, If a family is 1 dollar over the cut off then they must still pay for lunch. The Provision 2 will help families that are closed financially. It will not jeopardize

financial situation in fund 13. Next year the cost per meal will be bumped up. The district will have to raise breakfast/lunch cost next year which will put a strain for parents financial. The school will have more kids eating. More kids eating there will be more reimbursement financial. Right now, there are more kids eating lunch than breakfast. All families will have to complete lunch application and we have to keep them for 4 years.
Bob Dack: asked there are any programs affected?
Irene K: mentioned that LCFF will not be affected and that all families must submit an Alternative Income Form. Records must be kept until the end of the provision or renewal.
Pete Mathew: commented that the Provision 2 will have a positive impact since there will be no more paid or reduced lunch.
Irene K: The food needs to be fruit/ vegetables and we try new foods for the students to eat food. Food and drinks are not to be saved they must be thrown away, USDA and Environmental comes to school and will check the temperatures to make sure the right tempt.
Mr. Cruz: According to the Board discussion, the district will submit the Provision 2 application and we will keep the Board update once it is submitted.
Irene K: The Provision 2 application will be submitted to CDE in March.

a) San Joaquin Valley COOP**

San Joaquin Valley COOP: Belong to the San Joaquin COOP one of the new USDA start auditing if we have code of conduct, by belonging to COOP a lot better prices if we go with COOP. Gloria will come next year and she will see if district is COOP member. There needs to be a bid or supplies to get better prices and regulations. There are 27 districts that belong to COOP.

5. Policy Review

The Board reviewed and discussed these board policies that provide a new system of school support and improvement activities for Title I schools beginning in the 2017 -18 school as amended by the Every Student Succeeds Act (ESSA).

BP 0520.2 Title I Program Improvement Schools
AR 0520.2 Title I Program Improvement Schools
BP 0520.3 Title I Program Improvement Districts

6. Superintendent's Report**

a) Rural School Bus Pilot Project Application (RSBPP)**

Mr. Cruz: provided information to the Board regarding an opportunity to submit a Grant Application Part A for a Rural School Bus Pilot Project to the North Coast Unified Air Quality Management District (NCUAQMD). Once Application Part A is accepted then district will submit Application Part B that will required a Board Resolution.

b) Category 2 E-rate Funding available for Technology Improvements**

Mr. Cruz: mentioned that there are opportunities to apply for E-rate funding Category 2 if funding is available in order to improve Internet speed and efficiency of new hubs and switches.

c) CalSTRS and CalPERS Contribution Rates Overview 2017-18**

Mr. Cruz: discussed information regarding CalSTRS and CAlPERS Contribution Rates Overview 2017-18.

Based on the trend and increases in rates and due to longer life spans on retirees investment returns are nearly 0%. Therefore, analysts are predicting greater economic uncertainty and lower yields. Must keep in mind for future negotiation sessions. Also, the increase in minimum wage is another factor. This is something to take into account.

7. Completion of Electronic 700 Forms update**

Bob Dack: Reminded the board members regarding the completion of the electronic 700 Forms emailed by the Fresno County. The deadline is in April. It came in Feb. 6th by email as a reminder until complete.

B. Personnel/Students

1. ADA/Enrollment Report*

Enrollment for the period of February 14, 2017 was 438.

2. Suspension Report*

Mrs. Evelyn Diaz reported two out of school suspensions.

Denotes written information/report of a routine nature which will be addressed upon request of the Board
***** Denotes an oral report which may or may not include written back-up.***

VI. Action Items

A. Administration/Business/Governance

1. San Joaquin Valley Purchasing COOP

The Board ratified the Washington Colony's participation as a member of the San Joaquin Valley Purchasing COOP & Code of Conduct and Procurement Procedures for 2016 – 20017 on a motion by Pete Mathew, seconded by Gary Chavez. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

2. Warrants

The Board Reviewed and Ratified Warrants paid for the period January 1 – January 31, 2017 on a motion by Liz Faccinto, seconded by Pete Mathew. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

3. Contract/Service Agreements

a) Zoom Imagine Solutions, Inc. & CIT Lease Agreement

The Board approved the Lease Agreement with Zoom Imaging Solutions, Inc. & CIT to replace one school copier on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Dack, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: Chavez; Absent: None)

4. Conference Attendance

The Board approved and authorized to Board Trustee Dack & Board Trustee Mathew to attend the Annual Spring SSDA Conference in Sacramento CA, March 6 – 8, 2017 on a motion by Liz Faccinto, seconded by Gary Chavez. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

B. Personnel/Students

1. Adopt a Certificated Management Salary Schedule

The Board adopted a new Certificated Management Salary schedule regarding the position of Assistant Principal on a motion by Gary Chavez, seconded by Rene Mendoza. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

2. Interdistrict Attendance Permits

The Board ratified action on Interdistrict Attendance Permit for the 2016-17 school year on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

C. Curriculum/Instruction/Assessment

1. RossettaStone Software

The Board ratified the RossettaStone software fee proposal approval for online access to English Language lessons utilized during parent night workshops on a motion by Gary Chavez, seconded by Rene Mendoza. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

VII. Closed Session

The Board met in closed session beginning at 8:10p.m. on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None) pursuant to:

Government Code section 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: Superintendent

Government Code section 54957.6
CONFERENCE WITH LABOR NEGOTIATORS,
Agency Representative: Bob Dack, Board President
Unrepresented Employee: Superintendent

VIII. Reconvene

The Board reconvened at 9:06 p.m. on a motion by Pete Mathew, seconded by Liz Faccinto. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

IX. Adjournment

The meeting was adjourned at 9:07 p.m. on a motion by Gary Chavez seconded by Rene Mendoza. (Ayes: Dack, Chavez, Faccinto, Mathew, Mendoza; Noes: None; Abstentions: None; Absent: None)

Robert E. Dack, President

Gary Chavez, Clerk

WCESD BOARD OF TRUSTEES

ITEM NO. IV.C
DATE: March 14, 2017

SUBJECT TITLE: PUBLIC COMMENT/BOARD COMMENT

Action _____ Discussion ___√___ Information _____

BACKGROUND

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 are not asked to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting. Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent in writing.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Members of the public shall have an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.
2. At a time so designated on the agenda, members of the public may bring before the Board, at a regular meeting, matters that are not listed on the agenda. The Board may refer such a matter to the Superintendent or designee or take it under advisement, but may not take action at that time. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities.

   Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda.
4. 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. However, if the Board determines that the item has

been substantially changed since the committee heard it, the Board will provide an opportunity for the public to speak.

5. A person wishing to be heard by the Board will first be recognized by the president and may then proceed to comment as briefly as the subject permits.

   Individual speakers are allowed three minutes to address the Board on each agenda or non-agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

6. 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 Board may not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. In addition, the Board may not prohibit public criticism of district employees.

   Whenever a member of the public initiates specific complaints or charges against an employee, the Board president will inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code 54957.

7. The Board president will not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group will be grounds for the chair to terminate the privilege of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary. Individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings will concern only matters appearing on the agenda.

REPORTS
DISCUSSION
INFORMATION

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.1
DATE: March 14, 2017

SUBJECT TITLE: BOARD HISTORY

Action _____ Discussion _____ Information ___√___

BACKGROUND

The maintenance of accurate minutes of Board meetings provides a record of Board actions for use by district staff and the public. The secretary of the Board keeps minutes and records all official Board actions.

CONSIDERATION

"History with its flickering lamp stumbles along the trail of the past, trying to reconstruct its scenes, to revive its echoes, and kindle with pale gleams the passion of former days."

~Winston Churchill

Excerpts from the minutes of meetings held March 14, 1967; and March 10, 1992 follow for your review.

WASHINGTON COLONY SCHOOL
BOARD OF TRUSTEES

MINUTES OF REGULAR MEETING
March 14, 1967

Meeting was called to order in the Library of Washington Colony School at 7:30 p.m. by President of the Board, Henry Salwasser, with all members present and James Massie, Secretary to the Board. Also present were several citizens of the community.

MINUTES OF REGULAR MEETING OF FEBRUARY 14 were read and approved after a motion by John Pylman, seconded by Bud Barberich.

MAINTENANCE REGISTER PAGE 39 and WARRANTS Nos. 1052-1069 were approved for payment and were signed by members of the Board.

PRESENTATION OF RECOMMENDATIONS: Mrs. Robert Duffey, Spokesman for the group of visitors, presented to the Board a proclamation (see copy attached) for consideration. After a lengthy discussion, it was agred by the Board to give each item careful conisderation, and to see if there are ways in which the school can improve its curriculum, hiring of personnel, and its relationship with parents and community.

AUDIT AGREEMENT FOR NEXT YEAR: John Pylman made a motion, seconded by John Moran, that the Board sign the agreement to again enter with the Fresno County Schools into a contract with Roberson, Martin, Horg and Rykman, Accounting Firm, to allow them to audit our accounts for next year as in the past. Motion carried.

LIBRARY AND AUDIO-VISUAL SERVICES AGREEMENT: After a motion by Bruce Blacksill, seconded by John Pylman, it was agreed to sign the usual Ligrary and Audio-Visual Services Agreement allowing the Fresno County Schools Office to once again provide us with these services for next school term.

DEEDING OF 30' RIGHT OF WAY ON ABANDONED POPPY STREET TO CLIFTON B. TAYLOR,OWNER: Mr. Massie presented to the Board the agreement for the deeding of this Right of Way. Upon motion of John Pylman, seconded by Bruce Blacksill, the Board granted Mr. Massie authority to witness their signatures on this agreement before a Notary Public.

PROPOSED 8th GRADE FIELD TRIP TO SACRAMENTO: On motion of John Pylman, seconded by John Moran, the Board authorized the 8th grade class to take the annual field trip to Sacramento to visit the State Capitol and Sutter's Fort on May 16. They granted the school permission to furnish a school bus for transportation on this trip. It was agreed the the 8th grade students will furnish as much of the expense money for the trip as they are able to for payment of driver and gasoline.

MINUTES OF REGULAR MEETING, March 14, 1967 (continued)

CORRESPONDENCE: Mr. Massie read to the Board a letter from the State Division of Architecture stating that in the new classroom building specifications of the Education Code as to safety of design and construction have been observed.

ADJOURNMENT was by motion of John Moran, seconded by Bud Barberich.

Respectfully submitted:

James G. Massie,
Secretary to the Board

Approved by:

Henry L. Salwasser, President
(Henry L. Salwasser)

John G. Moran, Clerk
(John G. Moran)

WASHINGTON COLONY SCHOOL DISTRICT

BOARD OF TRUSTEES

Minutes of Regular Meeting

March 10, 1992

I. CALL TO ORDER

The meeting was called to order in the school cafeteria at 7:45 p.m. by board clerk, Pete Mathew. Board president, Mike Aguilar was present but not feeling well.

II. FLAG SALUTE

The flag salute was led by Chapter I students: Justin Jackson, David Martinez, Amber Christen, Felicia Cruz, Michelle Cruz, Keysha Cain, Kasandra Gonzalez, Illya Vasquez, and Jonathon Bravo.

III. ROLL CALL

Members present: Mike Aguilar, Ted Davis, Paul Demant, Pete Mathew, Joyce Quiroz, and LaVerne Carlson. Members absent; none. Others present; Marlene Phillips, Barbara Katanik, Linda Dubsick, Harriet Lichti, Priscilla Dack, Bob Dack, Linda Demant, Jan Cullins, Marilyn Mathew, Connie Mathew, Clara Golden, Docia Hannel, Betty Ann Daughtry, Lucy Martinez, Aurora Bravo, Chris Potzernitz, James Irwin, Betty Phillips, Dustin Phillips, Kathy Phillips, Pamela Martinez, Amy Jackson, Carmen Cruz, Carol Lichti, Nathan Lichti, Tom Scheppegrell, Elaine Scheppegrell, Brenda Pettitt, Mike Rios, John Franich, Linda Hofer, Joan Lindsey, Lee Christin, Kathy Kegel, Margaret Irwin, Darlene Vasquez, and Liz Faccinto.

IV. ROUTINE BUSINESS

A. AGENDA

The agenda was approved on a motion by Paul Demant, seconded by Joyce Quiroz. Motion carried.

B. MINUTES

FEBRUARY 11, 1992 REGULAR MEETING
The minutes of the February 11, 1992 regular meeting were approved on a motion by Joyce Quiroz, seconded by Paul Demant. Motion carried.
FEBRUARY 20, 1992 SPECIAL MEETING MINUTES
The minutes of the February 20, 1992 special meeting were approved on a motion by Paul Demant, seconded by Joyce Quiroz. Motion carried.
FEBRUARY 28, 1992 SPECIAL MEETING MINUTES
The minutes of the February 28, 1992 special meeting were approved on a motion by Joyce Quiroz, seconded by Paul Demant. Motion carried.

C. WARRANTS

Warrants #730651 to #730703 dated February 28, 1992 were approved on a motion by Joyce Quiroz, seconded by Paul Demant. Motion carried.

D. DISTRIBUTION OF MATERIALS

Materials were distributed to respective board members.

E. CORRESPONDENCE

There was no correspondence at this meeting.

F. PUBLIC PRESENTATION

There were no public presentations at this meeting.

G. TEACHER PRESENTATION - Linda Hofer, Ch I Teacher
Linda Hofer distributed information to the board regarding Chapter I and 1st Grade Reading Intervention. In addition, she explained how we use the Home Language Survey, Sustained Effects, and CTBS scores. She introduced Joan Lindsey, Chapter I Aide, and told the board about Joan's work with Chapter I students in grades 4, 5 and 6.

V. CLOSED SESSION

The board met in closed session prior to the regular session to discuss matters of personnel. They returned to closed session after the regular meeting.

VI. ACTION ITEMS

A. INTERIM BUDGET REPORT/CASH FLOW
The board approved the interim budget and cash flow analysis on a motion by Paul Demant, seconded by Joyce Quiroz. Motion Carried.

B. CALIFORNIA LITERATURE PROJECT
There was no action on this item due to lack of interest.

C. PARENTAL CHOICE/SCHOLARSHIP INITIATIVE
Material has been distributed to the board and to the staff regarding the Parental Choice/Scholarship Initiative. After discussion, the board approved a resolution in opposition of the initiative on a motion by Mike Aguilar, seconded by Joyce Quiroz. Motion carried.

E. BOARD POLICY REVISIONS - SECOND READING
The board approved the second reading of board policies BP/AR4112.4/4212.4/4312.4 Health Examinations, AR/E4112.9/4219.9/4312.9 Signed Statements, BP/AR4118 Supervision/Disciplinary Action, BP4119.21/4219.21/4319.21 Code of Ethics, BP4161.2/4261.2/4361.2 Personal Leaves, BP 5145.7 Sexual Harassment, BP/E5145.6 Notification Required by Law, BP5145.6 Complaints Regarding Employees of the District, AR5145.6 Student Grievance Procedure. The second reading of these revisions was approved on a motion by Paul Demant, seconded by Joyce Quiroz. Motion carried.

F. BOARD POLICY REVISIONS - FIRST READING
The Board approved the first reading of board policies BP 1312 Complaints concerning the Schools, BP/AR/E 1312.3 Uniform Complaint Procedure, (Delete) BP/AR 1312.4 Complaints Concerning Categorical Programs, BP/AR 3515.4 Recovery for Property Loss or Damage, BP 4030 Nondiscrimination in Employment, AR 4031 Complaints Concerning Discrimination in Employment, BP 4116 Probationary/Permanent Status, AR 4117.4 Dismissal Certificated Personnel. The first reading of these revisions was approved on a motion by Mike Aguilar, seconded by Paul Demant. Motion carried.

G. GIFT FROM PARENT/TEACHER CLUB

Marlene Phillips read a letter of intent from Wallene Hawkins, PTC President. The PTC is offering to purchase four 15 gallon trees for the school at a cost not to exceed $45.00 per tree. The offer was approved by the board on a motion by Paul Demant, seconded by Joyce Quiroz. Motion carried.

H. AMENDMENT TO S E L F JOINT POWERS AGREEMENT

After discussion, the board directed Dr. Carlson to send a letter of response to the proposed amendment of the S E L F JPA. Under the proposed amendment, votes would be counted if the majority of the Districts respond. Currently, a non-vote is a "no" vote. Pete would like the letter to state that we do not approve the proposed amendment and would like to see more of the districts respond to proposals and express their vote. This was on a motion by Joyce Quiroz, seconded by Paul Demant. Motion carried.

I. INTERDISTRICT TRANSFER

The board approved an interdistrict transfer for Shelby Pettitt (Monroe to Washington Colony) on a motion by Paul Demant, seconded by Ted Davis. Motion carried.

J. FIRST GRADE TRIP TO CIRCUS

The board approved a field trip by the first grade to the Tehran Shriner's Circus on April 28. This has been an annual trip for the first grade classes and it will be the third trip this year for the first grade. Approval of the trip was on a motion by Paul Demant, seconded by Ted Davis. Motion carried.

K. RESOLUTION IN THE MATTER OF THE REDUCTION OR DISCONTINUANCE OF CERTAIN PARTICULAR KINDS OF SERVICES FOR 1992-93 SCHOOL YEAR

After discussion, the board approved resolution #9192-3-1 on a motion by Mike Aguilar, seconded by Joyce Quiroz. Motion carried. The resolution will allow for the discontinuance of four-tenths FTE (Physical Education Position) of the certificated staff.

VII. DISCUSSION/INFORMATION

A. ENROLLMENT

The school enrollment was 448 students as of March 5, 1992.

B. C S B A EXECUTIVE SEARCH UPDATE

Pete Mathew stated that Marge Peterson from CSBA Executive Search will be at the school on Thursday and Friday, March 12 and 13 to meet with parent, staff or community members. Anyone interested in scheduling an appointment may call Helen Cabrera in the school office.

VIII. SUPERINTENDENT'S REPORT

A. CASH FLOW

Cash flow information on all funds was distributed to the board.

B. GENERAL REPORT

1. Dr. Carlson reported to the board that a group of high school boys have been on campus at about 3:30 p.m. until late evening.

2. Washington Colony's GATE teams recently competed in the Odyssey of the Mind competition. The team did very well, finishing in second place.

3. The fourth grade will be going the Mission San Juan Bautista on March 16.

4. Open House will be held on April 30, 1992.

5. Grades 4 and 5 and A Band members will attend a Fresno Philharmonic Youth Concert on March 25, 1992

6. Washington Colony students will participate in the Honor Band Performance at Washington Union High School on April 7, 1992.

7. Grade 4 through 8 will see a presentation of "Anne Frank" on April 8, 1992.

IX. ADJOURNMENT

The board returned to closed session at 8:52 on a motion by Joyce Quiroz, seconded by Paul Demant. Motion carried. The meeting was adjourned at 10:10 p.m. on a motion by Paul Demant, seconded by Joyce Quiroz. Motion carried.

Mike Aguilar
Board President

Pete Mathew
Board Clerk

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.2
DATE: March 14, 2017

SUBJECT TITLE: FINANCIAL REPORTS

Action _____ Discussion _____ Information ___√___

BACKGROUND

The Governing Board is committed to ensuring accountability to the public for the fiscal health of the district. The Board adopts sound fiscal policies and oversees the district's financial condition. The Superintendent or designee regularly keeps the Board informed about the district's finances and submits timely reports so that the Board can take appropriate action to ensure the district's financial stability. The Superintendent or designee recommends amendments to the district's budgeted revenues and expenditures as may be necessary to maintain a balanced budget.

CONSIDERATION

The *Cash in County Treasury Report* for February 2017 follows for your review.

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 0100 (6150 60001) General Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$2,159,312.53
2/1/2017	TF -171282	0001762880 17-CURR. UNSEC. PRIOR 15-16	$273.74	$0.00	$5,429,259.40	$3,269,673.13	$2,159,586.27
2/3/2017	APY -20172	Accounts Payable 2/3/2017	$1,075.43	$79,437.31	$5,430,334.83	$3,349,110.44	$2,081,224.39
2/7/2017	CA -36479	383435 camp par fee	$350.00	$0.00	$5,430,684.83	$3,349,110.44	$2,081,574.39
2/7/2017	CA -36479	383435 chavez ins	$583.20	$0.00	$5,431,268.03	$3,349,110.44	$2,082,157.59
2/7/2017	CA -36479	383435 dack ins	$1,166.40	$0.00	$5,432,434.43	$3,349,110.44	$2,083,323.99
2/7/2017	CA -36479	383435 dec ins reim	$12,964.85	$0.00	$5,445,399.28	$3,349,110.44	$2,096,288.84
2/7/2017	TF -171216	#0793 STRS-DIST P&I CHARGES-DEC 2016 REP	$0.00	$31.79	$5,445,399.28	$3,349,142.23	$2,096,257.05
2/8/2017	TF -171284	0001763644 17-FEDERAL HOUSING IN LIEU FY	$35.20	$0.00	$5,445,434.48	$3,349,142.23	$2,096,292.25
2/9/2017	CA -36495	383566 asp donatn	$500.00	$0.00	$5,445,934.48	$3,349,142.23	$2,096,792.25
2/9/2017	CA -36495	383566 att reim	$11.37	$0.00	$5,445,945.85	$3,349,142.23	$2,096,803.62
2/9/2017	CA -36495	383566 chavez ins re	$583.20	$0.00	$5,446,529.05	$3,349,142.23	$2,097,386.82
2/9/2017	CA -36495	383566 conf reim	$254.00	$0.00	$5,446,783.05	$3,349,142.23	$2,097,640.82
2/9/2017	CA -36495	383566 jan cvt reim	$12,553.55	$0.00	$5,459,336.60	$3,349,142.23	$2,110,194.37
2/22/2017	APY -20172	Accounts Payable 2/22/2017	$0.00	$169,304.74	$5,459,336.60	$3,518,446.97	$1,940,889.63
2/23/2017	TF -171261	#0833 FICA CHARGES-2/28/2017 PAYROLL	$0.00	$3,863.04	$5,459,336.60	$3,522,310.01	$1,937,026.59
2/23/2017	TF -171262	#0834 MEDICARE CHARGES- 2/28/2017 PAYRO	$0.00	$3,055.89	$5,459,336.60	$3,525,365.90	$1,933,970.70
2/23/2017	TF -171265	#0841 STRS DIST CONT-2/28/2017 REGULAR PA	$0.00	$20,221.08	$5,459,336.60	$3,545,586.98	$1,913,749.62
2/23/2017	TF -171267	#0839PERS DIST CHRG-2/28/2017 REGULAR PA	$0.00	$6,117.82	$5,459,336.60	$3,551,704.80	$1,907,631.80
2/23/2017	TF -171283	JV# 847 16-17 PROP 39 CA CLEAN ENERGY JO	$112,162.00	$0.00	$5,571,498.60	$3,551,704.80	$2,019,793.80
2/24/2017	TF -171329	0001765913 16-17 CURRENT SECURED SUPPLE	$175.57	$0.00	$5,571,674.17	$3,551,704.80	$2,019,969.37
2/24/2017	TF -171330	0001765951 16-17 CURRENT UNSECURED	$12,209.33	$0.00	$5,583,883.50	$3,551,704.80	$2,032,178.70
2/24/2017	TF -171331	0001766129 16-17 CURRENT UNSECURED SUPP	$67.15	$0.00	$5,583,950.65	$3,551,704.80	$2,032,245.85
2/27/2017	TF -171311	0001764608 17-CURRENT SECURED INTEREST	$135.30	$0.00	$5,584,085.95	$3,551,704.80	$2,032,381.15
2/27/2017	TF -171332	JV#0001766154 NSF CHECK	$0.00	$50.00	$5,584,085.95	$3,551,754.80	$2,032,331.15
2/28/2017	TF -171287	JV# 849 16-17 (P-1) APPORTIONMENT FEB 201	$281,139.00	$0.00	$5,865,224.95	$3,551,754.80	$2,313,470.15
2/28/2017	TF -171289	JV# 851 16-17 FEBRUARY STATE APPT TRANS	$10,733.00	$0.00	$5,875,957.95	$3,551,754.80	$2,324,203.15
2/28/2017	PAY -22817	PAYROLL 2/28/2017	$102,107.13	$296,434.57	$5,978,065.08	$3,848,189.37	$2,129,875.71
	Total Activity		$549,079.42	$578,516.24			
	Ending Balance				$5,978,065.08	$3,848,189.37	$2,129,875.71

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 1200 (6150 60012) Child Development Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$80,578.11
2/3/2017	APY -20172	Accounts Payable 2/3/2017	$0.00	$1,736.98	$174,757.95	$95,916.82	$78,841.13
2/9/2017	CA -36495	383566 welch ins rei	$988.27	$0.00	$175,746.22	$95,916.82	$79,829.40
2/22/2017	APY -20172	Accounts Payable 2/22/2017	$0.00	$217.48	$175,746.22	$96,134.30	$79,611.92
2/23/2017	TF -171265	#0841 STRS DIST CONT-2/28/2017 REGULAR PA	$0.00	$397.86	$175,746.22	$96,532.16	$79,214.06
2/23/2017	TF -171267	#0839PERS DIST CHRG-2/28/2017 REGULAR PA	$0.00	$59.22	$175,746.22	$96,591.38	$79,154.84
2/28/2017	PAY -22817	PAYROLL 2/28/2017	$2,068.91	$11,055.31	$177,815.13	$107,646.69	$70,168.44
	Total Activity		$3,057.18	$13,466.85			
	Ending Balance				$177,815.13	$107,646.69	$70,168.44

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 1300 (6150 60008) Cafeteria Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$147,135.93
2/3/2017	APY -20172	Accounts Payable 2/3/2017	$0.00	$6,019.38	$365,546.69	$224,430.14	$141,116.55
2/7/2017	CA -36472	383425 ad mls 2/7/17	$7.50	$0.00	$365,554.19	$224,430.14	$141,124.05
2/7/2017	CA -36472	383425 st mls 2/7/17	$1,256.55	$0.00	$366,810.74	$224,430.14	$142,380.60
2/7/2017	CA -36473	383430 ad mls 2/7/17	$92.75	$0.00	$366,903.49	$224,430.14	$142,473.35
2/7/2017	CA -36473	383430st mls 2/7/17	$948.25	$0.00	$367,851.74	$224,430.14	$143,421.60
2/7/2017	CA -36479	383435 DEC AD ML	$179.50	$0.00	$368,031.24	$224,430.14	$143,601.10
2/7/2017	CA -36479	383435 NOV FED BKF R	$4,445.72	$0.00	$372,476.96	$224,430.14	$148,046.82
2/7/2017	CA -36479	383435 NOV FED LU RE	$211.20	$0.00	$372,688.16	$224,430.14	$148,258.02
2/7/2017	CA -36479	383435 NOV FED LUN R	$17,799.08	$0.00	$390,487.24	$224,430.14	$166,057.10
2/7/2017	CA -36479	383435 NOV FED SN RE	$2,057.98	$0.00	$392,545.22	$224,430.14	$168,115.08
2/7/2017	CA -36479	383435 NOV ST BK RE	$500.76	$0.00	$393,045.98	$224,430.14	$168,615.84
2/7/2017	CA -36479	383435 NOV ST LUN RE	$1,264.27	$0.00	$394,310.25	$224,430.14	$169,880.11
2/7/2017	CA -36479	383435 OCT SN REIM	$185.76	$0.00	$394,496.01	$224,430.14	$170,065.87
2/9/2017	CA -36495	383566 cde ap reim	$208.00	$0.00	$394,704.01	$224,430.14	$170,273.87
2/9/2017	CA -36495	383566 DEC FED BKFS	$3,182.55	$0.00	$397,886.56	$224,430.14	$173,456.42
2/9/2017	CA -36495	383566 DEC FED LUN	$13,075.88	$0.00	$410,962.44	$224,430.14	$186,532.30
2/9/2017	CA -36495	383566 DEC FED SN	$170.28	$0.00	$411,132.72	$224,430.14	$186,702.58
2/9/2017	CA -36495	383566 DEC ST BKFS	$357.23	$0.00	$411,489.95	$224,430.14	$187,059.81
2/9/2017	CA -36495	383566 DEC ST LUN RE	$915.89	$0.00	$412,405.84	$224,430.14	$187,975.70
2/9/2017	CA -36495	383566 jan adlt mls	$116.25	$0.00	$412,522.09	$224,430.14	$188,091.95
2/16/2017	CA -36562	383976 ad.mls 2/21	$92.25	$0.00	$412,614.34	$224,430.14	$188,184.20
2/16/2017	CA -36562	383976 st.mls 02/21	$837.25	$0.00	$413,451.59	$224,430.14	$189,021.45
2/16/2017	CA -36563	383973 st.mls 02/21	$588.15	$0.00	$414,039.74	$224,430.14	$189,609.60
2/22/2017	APY -20172	Accounts Payable 2/22/2017	$0.00	$10,155.98	$414,039.74	$234,586.12	$179,453.62
2/23/2017	TF -171267	#0839PERS DIST CHRG-2/28/2017 REGULAR PA	$0.00	$1,113.29	$414,039.74	$235,699.41	$178,340.33
2/28/2017	PAY -22817	PAYROLL 2/28/2017	$2,683.71	$12,382.03	$416,723.45	$248,081.44	$168,642.01
	Total Activity		$51,176.76	$29,670.68			
	Ending Balance				$416,723.45	$248,081.44	$168,642.01

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 1400 (6150 60005) Deferred Maintenance Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$100,200.95
		Total Activity	$0.00	$0.00			
		Ending Balance			$100,200.95	$0.00	$100,200.95

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 1500 (6150 60010) Pupil Transportation Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$45,935.21
		Total Activity	$0.00	$0.00			
		Ending Balance			$45,935.21	$0.00	$45,935.21

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 1700 (6150 60020) Special Reserve Fund for Other Than Capital Outlay Projects

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$104,613.47
		Total Activity	$0.00	$0.00			
		Ending Balance			$104,613.47	$0.00	$104,613.47

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 2000 (6150 60078) Special Reserve Fund for Postemployment Benefits

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$282,120.51
		Total Activity	$0.00	$0.00			
		Ending Balance			$282,120.51	$0.00	$282,120.51

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 2100 (6150 65069) Building Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$314.11
		Total Activity	$0.00	$0.00			
		Ending Balance			$314.11	$0.00	$314.11

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 2500 (6150 60006) Capital Facilities Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$7,722.15
		Total Activity	$0.00	$0.00			
		Ending Balance			$10,722.15	$3,000.00	$7,722.15

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 3500 (6150 60066) County School Facilities Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$14,033.08
		Total Activity	$0.00	$0.00			
		Ending Balance			$14,300.09	$267.01	$14,033.08

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 4000 (6150 60015) Special Reserve Fund for Capital Outlay Projects

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$13,283.77
		Total Activity	$0.00	$0.00			
		Ending Balance			$13,283.77	$0.00	$13,283.77

Cash In County Treasury
Aggregate

From 2/1/2017 thru 2/28/2017
Fund: 5100 (6150 65070) Bond Interest and Redemption Fund

Date	Reference	Description	Debit	Credit	Total Debits	Total Credits	Balance
Balance Forward as of 2/1/2017							$8,945.30
2/1/2017	TF -171282	0001762880 17-CURR. UNSEC. PRIOR 15-16	$17.89	$0.00	$44,036.95	$35,073.76	$8,963.19
2/24/2017	TF -171329	0001765913 16-17 CURRENT SECURED SUPPLE	$32.40	$0.00	$44,069.35	$35,073.76	$8,995.59
2/24/2017	TF -171330	0001765951 16-17 CURRENT UNSECURED	$415.23	$0.00	$44,484.58	$35,073.76	$9,410.82
2/27/2017	TF -171311	0001764608 17-CURRENT SECURED INTEREST	$15.15	$0.00	$44,499.73	$35,073.76	$9,425.97
	Total Activity		$480.67	$0.00			
	Ending Balance				$44,499.73	$35,073.76	$9,425.97

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.3
DATE: March 14, 2017

SUBJECT TITLE: Budget Report

Action _____ Discussion ___√___ Information _____

BACKGROUND

The Governing Board recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, priorities, local control and accountability plan (LCAP), and other comprehensive plans. The district budget guides decisions and actions throughout the year and serves as a tool for monitoring the fiscal health of the district.

CONSIDERATION

The Superintendent and the School Board will review and discuss Local Control Funding Formula (LCFF) and the 2nd Interim report for the current 2016-17 school year. The 2nd Interim Report is included in the Action Item VI.A.1. for your review.

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.4
DATE: March 14, 2017

SUBJECT TITLE: POLICY REVIEW

Action _____ Discussion ___√___ Information _____

BACKGROUND

The governing board adopts written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the board and superintendent, and communicate board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Policies are to be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

The Policy Development and Adoption Process is described in Board Bylaw 9310 *Board Policies.*

CONSIDERATION

BP 6174 Instruction: Education For English Learners – The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study. The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners. English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

AR 6174 Instruction: Education For English Learners – English learner, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306) Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test. (Education Code 313, 52164.1; 5 CCR 11511.

Board Policy

Education For English Language Learners

BP 6174

Instruction

~~***Note: The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners. In addition, 20 USC 6801-6871 (Title III, Part A) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE web site for FPM compliance monitoring instruments. ***~~

~~***Note: Contingent upon voter approval in the November 2016 statewide general election, SB 1174 (Ch. 753, Statutes of 2014) would amend and repeal various statutes effective July 1, 2017. If approved, the changes will include authorization for parents/guardians to select a language acquisition program that best suits their child and a requirement for districts to solicit input on language acquisition programs as part of the parent/guardian and community engagement process required for development of the local control and accountability plan (LCAP) (see BP 0460 - Local Control and Accountability Plan). ***~~

The Governing Board intends to provide English learners with challenging curriculum and instruction that develop proficiency in English as rapidly and effectively as possible while facilitating student achievement in the district's regular course of study.

~~***Note: Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula (LCFF) provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget. In addition, Education Code 52060 requires the district's LCAP to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including~~ English learners; see BP/AR 0460 - Local Control and Accountability Plan. ***

The district shall identify in its local control and accountability plan (LCAP) specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

~~***Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development, aligned with the Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. Education Code 60811 and 60811.4 require the State Superintendent of Public Instruction to recommend updated English language development standards that are also aligned with state standards for mathematics and science, and require the SBE to either adopt or reject those recommended standards by August 1, 2015.~~

~~Education Code 60211 authorizes the SBE to adopt, no later than November 30, 2015, K-8 instructional materials aligned to the state English language development standards. To bridge the gap until such materials are available, the SBE has approved a list of K-8 supplementary instructional materials which is available on the CDE's web site; this list is informational only. ***~~

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

~~***Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English Language Learners. ***~~

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Language Learners)

~~***Note: The following optional paragraph reflects professional development required under 20 USC 6825 for districts receiving federal Title III funds and may be revised or deleted by other districts to reflect district practice. 20 USC 6825 specifies that the professional development described below must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance (i.e., it must go beyond one-day or short-term workshops and conferences). ***~~

The Superintendent or designee shall provide to teachers, administrators, and other school staff research-based professional development that is designed to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. (20 USC 6825)

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

~~***Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. If district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan. ***~~

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, implementation, and evaluation of English language development programs. In addition, to support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Identification and Assessment

~~***Note: Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students. The California English Language Development Test (CELDT) is the state test designated for this purpose. However, in the 2016-17 school year the state will field test a new language proficiency assessment, English Language Proficiency Assessments for California (ELPAC), which is aligned with the 2012 state standards for English language development. The ELPAC will include both an initial screening test to identify students who may be English learners and a summative assessment which will be used to determine English learners' level of English proficiency and their progress in acquiring the skills of listening, speaking, reading, and writing in English. The CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration and identification and reclassification criteria. ***~~

The Superintendent or designee shall maintain procedures which provide for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

~~***Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 853.5 and 853.7, as amended by Register 2014, No. 35, during test administration. Education Code 60640, as amended by SB 858 (Ch. 32, Statutes of 2014), also authorizes districts to administer a primary language assessment to students in grades 2-11. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state English language development standards. The SBE is required to adopt such an assessment to be used no later than the 2016-17 school year. ***~~

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with allowable testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of

attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853.5, 853.7)

(cf. 6152.51 - State Academic Achievement Tests)

Placement of English Learners

~~***Note: Education Code 300-340, added by Proposition 227 (June 1998), require that English learners who have not yet attained a reasonable level of English proficiency be educated through a program of "structured English immersion," as defined in law and the accompanying administrative regulation, with the goal that students learn English as rapidly and effectively as possible. In McLaughlin v. State Board of Education, the court held that the SBE may not grant waivers related to Education Code 300-340 pursuant to its waiver authority in Education Code 33050. ***~~

Students who are English learners shall be educated through "structured English immersion" (also known as "sheltered English immersion"), as defined in law and the accompanying administrative regulation, for a temporary transition period not normally intended to exceed one year. Nearly all of the classroom instruction in the district's structured English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305-306)

~~***Note: The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction is provided in English pursuant to Education Code 306, and the SBE has declared that it is the responsibility of districts to determine the appropriate ratio of English to native language instruction. The following paragraph defines "nearly all" as to provide that all classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language. The following paragraph may be revised to reflect the district's definition of "nearly all." ***~~

"Nearly all," for the purpose of determining the amount of instruction to be conducted in English, means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

~~***Note: Pursuant to Education Code 305-306 and 5 CCR 11301, when a student has acquired a reasonable level of English proficiency, as measured by state or local assessment instruments, he/she shall be removed from the structured~~

~~English immersion classroom and placed in an English mainstream classroom in which the language of instruction is overwhelmingly in English. The term "overwhelmingly" is not defined in the Education Code nor in the state regulations.~~

~~The definition of "reasonable level of proficiency" is one that must be made at the local level. The following paragraph should be revised to specify the types of assessment instruments and scores and/or other local tools (e.g., student portfolios or grades) which will be used to determine whether a student has achieved a reasonable level of English proficiency for purposes of qualifying for transfer to an English mainstream classroom. The district should fill in the blanks below with its definition of "reasonable level of proficiency." ***~~

When an English learner has acquired a reasonable level of English proficiency as measured by any of the state-designated assessments approved by the California Department of Education, any district assessments, and/or other criteria adopted by the Board, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is overwhelmingly in English. (Education Code 305-306; 5 CCR 11301)

(cf. 6162.5 - Student Assessment)

An English learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

_____
_____
_____
_____
_____

~~***Note: 5 CCR 11301 allows a parent/guardian to have his/her child moved into an English language mainstream classroom at any time during the school year. According to the CDE, the parent/guardian only needs to request this placement; he/she does not need to go through the waiver process described below in the section entitled "Parental Exception Waivers." ***~~

~~***Note: Education Code 320 grants parents/guardians legal standing to sue~~

~~Governing Board members, teachers, or administrators if their child has been "willfully and repeatedly" denied the option of an English language mainstream classroom. The constitutionality of this section was upheld by the Ninth Circuit Court of Appeals in California Teachers Association v. the State Board of Education. Therefore, districts should ensure that requests from parents/guardians to place their child in an English language mainstream classroom are granted immediately. ***~~

At any time during the school year, the parent/guardian of an English learner may have his/her child moved into an English language mainstream program. (5 CCR 11301)

Parental Exception Waivers

~~***Note: Pursuant to Education Code 310-311, the district may, in three narrowly defined circumstances, grant parental exception waivers from the requirements of Education Code 305 regarding placement in the structured English immersion program and instead allow students to be taught through bilingual education or other permitted methodologies. For detailed procedures, see the accompanying administrative regulation. ***~~

When allowed by law, the parent/guardian of an English learner may submit a request that his/her child be exempted from placement in a structured English immersion program and instead be placed in a class where he/she is taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. (Education Code 310-311)

Each waiver request shall be considered on its individual merits with deference given to the parent/guardian's preference for student placement.

~~***Note: 5 CCR 11309 mandates that the district's procedure contain the following paragraph. Pursuant to 5 CCR 11309, the district is required to grant all parental exception waiver requests unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student; see the accompanying administrative regulation. Therefore, the burden is on the district staff to show why a waiver request should not be granted. ***~~

~~***Note: In 83 Ops.Cal.Atty.Gen. 40 (2000), the Attorney General opined that a district may not deny a parent/guardian request for a waiver on the sole ground that the district has no alternative program. ***~~

A waiver request shall be granted in accordance with law unless the principal and

educational staff have determined that an alternative program would not be better suited to the student's overall educational development. (5 CCR 11309)

~~***Note: The following appeal process is optional. ***~~

If the Superintendent or designee denies the waiver request, he/she shall provide a written justification to the parent/guardian describing the reasons for the denial. A parent/guardian may appeal the decision in writing to the Board. The Board may consider the matter at its next regular Board meeting. The Board may decide not to hear the appeal, in which case the Superintendent's decision shall be final. If the Board hears the appeal, the Superintendent shall send the Board's decision to the parent/guardian within seven working days.

~~***Note: Pursuant to 5 CCR 11310, any parent/guardian who applies for a waiver may request that the SBE review the district's guidelines or procedures. The SBE shall review the guidelines only to make a determination as to whether the guidelines comply with 5 CCR 11309. ***~~

Program Evaluation

~~***Note: The following section may be revised to reflect indicators agreed upon by the Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. ***~~

~~***Note: Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.~~

~~Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1. ***~~

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English

2. The number and percentage of English learners reclassified as fluent English proficient

3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1

4. The achievement of English learners on standards-based tests in core curricular areas

5. Progress toward any other goals for English learners identified in the district's LCAP

6. A comparison of current data with data from at least the previous year.

The Superintendent or designee also shall provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:
EDUCATION CODE
300-340 English language education
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48985 Notices to parents in language other than English
52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52130-52135 Impacted Languages Act of 1984
52160-52178 Bilingual Bicultural Act
60200.7 Suspension of state instructional materials adoptions
60605.87 Supplemental instructional materials, English language development
60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
62005.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
853.5-853.7 Test administration; universal tools, designated supports, and accommodations
11300-11316 English learner education
11510-11517 California English Language Development Test
UNITED STATES CODE, TITLE 20
1701-1705 Equal Educational Opportunities Act
6312 Local education agency plans
6801-6871 Title III, Language instruction for limited English proficient and immigrant students

7012 Parental notification
COURT DECISIONS
Valeria G. v. Wilson, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014
California English Language Development Test (CELDT): 2013-14 CELDT Information Guide, 2013
English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014
English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012
Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments
U.S. DEPARTMENT OF EDUCATION NONREGULATORY GUIDANCE
Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students, May 2007
WEB SITES
California Department of Education: http://www.cde.ca.gov/sp/el
U.S. Department of Education: http://www.ed.gov

(11/02 11/12) 4/15

Administrative Regulation
Education For English Language Learners

AR 6174

Instruction

Definitions

English learner, also known as a limited English proficient student, means a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. (Education Code 306)

English language classroom means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language. (Education Code 306)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Structured English immersion (also known as "sheltered English immersion") means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Identification and Assessments

~~***Note: Education Code 52164.1 and 5 CCR 11307 and 11511 require the district to administer a home language survey to all enrolled students and, for students who are determined by the survey to have a primary language other than English, to follow up with administration of a state assessment of English proficiency. The California English Language Development Test (CELDT) is the state test designated for this purpose. However, in the 2016-17 school year the state will field test a new language proficiency assessment, English Language Proficiency Assessments for California (ELPAC), which is aligned with the 2012 state standards for English language development. The ELPAC will include both an initial screening test to identify students who may be English learners and a~~

~~summative assessment which will be used to determine English learners' level of English proficiency and their progress in acquiring the skills of listening, speaking, reading, and writing in English. ***~~

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

~~***Note: 5 CCR 11516-11516.6 specify allowable variations and accommodations in CELDT administration. These variations and accommodations are generally the same as those allowed for other state assessments; see AR 6162.51 - State Academic Achievement Tests. ***~~

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.7. Variations and accommodations in test administration may be provided pursuant to 5 CCR 11516-11516.7. Any student with a disability shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. If he/she is unable to participate in the assessment or a portion of the assessment with such accommodations, he/she shall be administered an alternate assessment for English language proficiency as set forth in his/her IEP. (5 CCR 11516-11516.7)

(cf. 6152.51 - State Academic Achievement Tests)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Parental Notifications

~~***Note: The following section specifies notifications that must be sent to~~

~~parents/guardians regarding assessment results and available programs for English learners. The district may choose to combine these notifications with notifications required for parental exception waivers, as detailed in the section "Parental Exception Waivers" below. The California Department of Education (CDE) has developed sample notification letters, available on its web site in multiple translations, to notify parents/guardians of the initial identification of the student as an English learner or as initially fluent English proficient and to notify them of the results of the annual assessment. ***~~

~~***Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language. ***~~

The Superintendent or designee shall provide the following written notifications to parents/guardians of English learners:

1. Assessment Notification: The district shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

2. Placement Notification: At the beginning of each school year, parents/guardians shall be informed of the placement of their child in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)

~~***Note: Items #3-4 below are for use by districts that receive federal Title III funds. ***~~

3. Title III Notifications: Each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 440; 20 USC 7012)

a. The reason for the student's classification as an English learner

b. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

c. A description of the program for English language development instruction, including a description of all of the following:

(1) The manner in which the program will meet the educational strengths and needs of the student

(2) The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards

(3) The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable

(4) Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

d. Information regarding a parent/guardian's option to decline to allow the student to be enrolled in the program or to choose to allow the student to be enrolled in an alternative program

e. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

~~***Note: Pursuant to 20 USC 6842, the CDE must develop annual measurable objectives for English learners served under federal Title III. These include targets for the percentage of English learners who are proficient on the assessments used in the calculations of "adequate yearly progress" for accountability purposes; see BP 0500 - Accountability. ***~~

4. Annual Measurable Objectives Notification: If the district fails to make progress on the annual measurable achievement objectives for English learners established pursuant to 20 USC 6842, the Superintendent or designee shall, within 30 days after such failure occurs, send a notification regarding such failure to the parents/guardians of each student identified for participation in a language instruction educational program supported by Title III funds. (20 USC 7012)

Parental Exception Waivers

~~***Note: Pursuant to Education Code 311, parents/guardians may request a waiver of their child's placement in a structured English immersion program under the circumstances described below. See the accompanying Exhibit for a~~

~~sample form that may be used to obtain and process the parent/guardian's waiver request. ***~~

A parent/guardian may, by personally visiting the school, request that the district waive the requirements pertaining to the placement of his/her child in a structured English immersion program if one of the following circumstances exists: (Education Code 310-311)

1. The student already possesses sufficient English language skills, as measured by standardized tests of English vocabulary comprehension, reading, and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth-grade average, whichever is lower.

2. The student is age 10 years or older, and it is the informed belief of the principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills.

~~***Note: Education Code 311 provides that a waiver may be granted when the student has such special physical, emotional, psychological, or educational needs that an alternate course of study would be better suited to the student's overall educational development, as provided in item #3 below. The State Board of Education (SBE) has declared that the definition of "special needs" is broader than special education, or any other specific medical condition, in that expert documentation justifying the waiver need not be presented by the parent/guardian. Rather, the determination as to whether a child has "special needs" should be based on the parent/guardian's opinion that an alternative program is better for his/her child. According to the CDE, for a special education student, the individualized education program determines placement of that student, and therefore a waiver pursuant to this section is not required. ***~~

3. The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the principal and educational staff that the student has special physical, emotional, psychological, or educational needs and that an alternate course of educational study would be better suited to the student's overall educational development.

~~***Note: 5 CCR 11309 mandates that districts establish procedures for granting parental exception waivers that contain the following two paragraphs. Pursuant to Education Code 311, waivers granted pursuant to item #3 above are subject to approval by the Superintendent under guidelines adopted by the Governing Board and ultimately subject to SBE guidelines. ***~~

Upon request for a waiver, the Superintendent or designee shall provide

parents/guardians with a full written description and, upon request, a spoken description of the intent and content of the structured English immersion program, any alternative courses of study, all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices. For a request for waiver pursuant to item #3 above, the Superintendent or designee shall notify the parent/guardian that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the waiver must be approved by the Superintendent pursuant to any guidelines established by the Governing Board. (Education Code 310, 311; 5 CCR 11309)

The principal and educational staff may recommend a waiver to a parent/guardian pursuant to item #2 or #3 above. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (Education Code 311; 5 CCR 11309)

~~***Note: If standardized tests are not available to measure a student's English language skills and for waivers pursuant to item #1 above, 5 CCR 11309 provides that the district may use equivalent measures as determined by the Board. The following optional paragraph should be revised to reflect district practice. ***~~

When evaluating waiver requests pursuant to item #1 above and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include district standards and assessment and teacher evaluations of such students.

Parental exception waivers pursuant to item #2 above shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)

Parental exception waivers pursuant to item #3 above shall be granted by the Superintendent if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological, or

educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)

All parental exception waivers shall be acted upon within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to item #3 above shall not be acted upon during the 30-day placement in an English language classroom. Such waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)

~~***Note: Education Code 310 provides that when 20 or more students in the same grade level at the same school receive a waiver, the school is required to offer an alternative class; otherwise it must allow the students to transfer to a public school in which such a class is offered. Districts that have questions about the requirement to offer a program should consult legal counsel as necessary. ***~~

Any individual school in which 20 or more students of a given grade level receive a waiver shall offer an alternative class where the students are taught English and other subjects through bilingual education techniques or other generally recognized educational methodologies permitted by law. Otherwise, the students shall be allowed to transfer to a public school in which such a class is offered. (Education Code 310)

In cases where a parental exception waiver pursuant to item #2 or #3 above is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)

Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

~~***Note: 5 CCR 11303 requires that the district's reclassification process include the criteria specified in items #1-4 below. The CDE's CELDT Information Guide includes recommendations for assessing each of the following criteria. ***~~

The following measures shall be used to determine whether an English learner shall be reclassified as fluent English proficient: (Education Code 313; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment

2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student

3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

~~***Note: Pursuant to Education Code 313, the fourth criterion requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from the CDE to district superintendents (Academic Criterion for Reclassification) dated August 11, 2014 clarifies that, when a state test of basic skills is unavailable, districts must select another measure which may include a local assessment. The CDE correspondence provides examples of appropriate measures and is available on the CDE web site. ***~~

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified

students to ensure their correct classification and placement. (5 CCR 11304)

~~***Note: The following optional paragraph may be revised to reflect district practice. ***~~

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committee

~~***Note: The following section should be revised to reflect district practice. Pursuant to 5 CCR 11308, a parent/guardian advisory committee is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committee are specified in 5 CCR 11308. ***~~

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Board on at least the following tasks: (5 CCR 11308)

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners

2. The districtwide needs assessment on a school-by-school basis

3. Establishment of a district program, goals, and objectives for programs and services for English learners

4. Development of a plan to ensure compliance with applicable teacher or aide requirements

5. Administration of the annual language census

6. Review of and comment on the district's reclassification procedures

7. Review of and comment on the written notification required to be sent to

parents/guardians pursuant to 5 CCR 11300-11316

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

~~***Note: The following section is applicable if the district's student enrollment includes at least 15 percent English learners, with at least 50 students who are English learners. Education Code 52063 requires that such districts establish an English learner parent advisory committee to review and comment on the district's local control and accountability plan; see BP 0460 - Local Control and Accountability Plan. 5 CCR 15495, as amended by Register 2015, No. 2, requires this committee to include a majority of parents/guardians of English learners. ***~~

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.5
DATE: March 14, 2017

SUBJECT TITLE: Superintendent's Report

Action _____ Discussion _____ Information ___√___

BACKGROUND

As part of the Governing Board's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities. (BP 0200)

CONSIDERATION

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup and school site, to ensure that district goals are aligned with student needs. Superintendent will discuss the District Goals and Objectives with the Board of Education. The Superintendent's report on specific objectives and activities follow for your review.

a) Telephone System update**
b) CA School Dashboard presentation**

March 8, 2017

Jeff Dronyk, Maintenance and Operations
Washington Colony Elementary School
130 E. Lincoln Ave.
Fresno, CA. 93706

RE: New Telephone System

In regard to your question about your telephone system, here is a snapshot of what we have seen over the past few months. Now, keep in mind that even if not mentioned here, because the symptoms vary and all over the place, the problem might still exist. I will just list the most frequent problems we see.

What we have found is that the telephone system is losing telephones on a daily basis. One day it might lose 3 phones and the next day they may come back and working, only to be replaced by five phones that are not working on a different part of the campus. We never know when a phone might stop functioning or which ones. Also, the phones might work long enough to dial but then cut out, with the call never having been made. This is where the decision to consider this a life safety issue became evident. A person making a 911 call cannot be assured that it actually went out, should that scenario come to be.

We have noticed the CPU in the existing system is acting up in other ways but the ones mentioned are the most obvious to everyone using the system.

In order to make a repair on this generation of telephone system, we would have to change the CPU Card and the Services Card, which are no longer manufactured. This would mean a so-called refurbished card of both types to begin to fix the problem. This might fix most of the problems but along with these two cards going bad, we have noticed that intermittently the station cards are not ringing the phones. This is an indicator that the IST cards probably have a bad ring generator or one that is going bad. Bottom line is that you can invest in these used cards but they only carry a 90 day warranty.

Our best recommendation is to replace the existing system in place. No rewiring needed.

Sincerely,

Jesse Mejorado
Account Manager

PROPOSAL

March 8, 2017

Jeff Dronyk, Director of Maintenance &Operations
Washington Colony School
130 E. Lincoln Ave.
Fresno, CA. 93706

Project Title, WASHINGTON COLONY SCHOOL TELEPHONE UPGRADE

EQUIPMENT PROVIDED:

1	IPECS/LG	UCP-100	UCP CALL SERVER EQUIPED FOR 8 CO LINES, 8 CHANNEL VOICE MAIL WITH 50 HRS OF STORAGE AND 50 IP PHONES
8	IPECS/LG	LIP-9030	GIGABIT IP PHONE 8 BUTTON W/ 3LINE LCD
1	IPECS/LG	LIP-8040E	GIGABIT IP PHONE W/ LCD DISPLAY
1	IPECS/LG	LIP-8040LSS	IP DSS 48 BTN
36	IPECS/LG	LIP-8002E	2 BUTTON IP PHONE
1	IPECS/LG	UCP-100	FACTORY MAINTENANCE LICENSE
1	IPECS/LG	UCP100-IPEXT50	UCP100 IP EXTENSION LICENSE 50

ALL HEADEND EQUIPMENT TO BE REMOVED AND INSTALLED IN PLACE. TECHNICIAN TO DOWNLOAD EXISTING PROGRAM AND UPLOAD TO NEW SYSTEM AND MAKE CORRECTIONS AND CHANGES AS NEEDED. SETUP NEW VOICE MAIL BOXES AS NEEDED. TECHNICIAN TO REMOVE EXISTING PHONES AND REPLACE IN PLACE WITH NEW IP PHONES, PROGRAM AND MAKE CHANGES TO PROGRAMMING AS NEEDED.

ALL EXISTING CABLE TO BE RE-USED TO MAKE ALL NEEDED CONNECTIONS.

COST OF LABOR TO PROGRAM AND SWAP EQUIPMENT.....$4,030.00

NEW HEADEND TELEPHONE SERVER AND ALL PHONES.....$19,210.00

$23,240.00

This * * Proposal * * is Valid for 30 Days.

_____

Jesse Mejorado

I ACCEPT THIS PROPOSAL_____DATE_____

WCESD BOARD OF TRUSTEES

ITEM NO. V.B.1
DATE: March 14, 2017

SUBJECT TITLE: ADA/ENROLLMENT REPORT (report generated 3/10/17)

Action _____ Discussion _____ Information ___√___

BACKGROUND

Washington Colony Elementary School ADA/Enrollment Report for the school year 2016-2017.

CONSIDERATION

The WCESD report for the February ADA 2016-17 school year follows for your review.

Enrollment by Teacher
Period Ending 03/14/2017
Month 8

Teacher	*Grade Level(s)*	*# of Students*	*YTD ADA*
Davis	K	30	28.43
Smith	TK	11	10.82
Smith	K	17	16.20
Partlow	1	21	21.81
Schaffer	1	25	23.58
Pallas	2	21	20.31
Sweet	2	21	19.44
Espinosa	3	20	18.96
Hefley	3	20	19.17
Owens	3	19	18.48
Brotnov	4	25	23.37
Lyles	4	25	22.67
Barker	5	23	22.24
Hawkins	5	24	22.19
Martinez	6	22	20.64
Gray	6	22	21.08
Green	7	17	15.78
Showalter	7	17	15.93
Marquez	8	24	20.96
Galleano	8	23	21.16
Taylor	K-8 SDC	7	5.66
TOTALS:		434	408.88

WCESD BOARD OF TRUSTEES

ITEM NO. V.B.2
DATE: March 14, 2017

SUBJECT TITLE: Suspension Report

Action _____ Discussion _____ Information __√__

BACKGROUND

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend a student from regular classroom instruction.

Suspended students are excluded from all school-related extracurricular activities during the period of suspension.

All requests for student suspension are processed by the principal or designee. The principal or designee reports the suspension, including the name of the student and the cause for the suspension, to the Superintendent and the Board.

CONSIDERATION

The Suspension Report is distributed separately as it contains confidential information.

ACTION ITEMS

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.1

DATE: March 14, 2017

SUBJECT TITLE: 2nd Interim Budget Report

Action ___√___ Discussion _____ Information _____

RECOMMENDATION:

Certify that based upon current projections the district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

BACKGROUND

The Superintendent or designee is required to submit two interim fiscal reports to the Governing Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data must also be made available by the district for public review.

****Note: Education Code 42131 requires the Board to use the interim reports to assess whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and for subsequent fiscal years, based on consideration of the state standards and criteria adopted pursuant to Education Code 33127.****

Within 45 days after the close of the period reported, the Board must assess the interim report on the basis of criteria adopted by the State Board of Education pursuant to Education Code 33127 and on current information regarding the adopted state budget, district property tax revenues if any, and ending balances for the preceding year. The Board must approve the fiscal report and send it to the County Superintendent of Schools in a format or on forms prescribed by the Superintendent of Public Instruction. In addition, the Board must submit its certification of the district's financial status based on current projections, in accordance with the following: (Education Code 42130, 42131; 5 CCR 15453-15463)

1. "Positive certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years
2. "Qualified certification" indicating that the district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years
3. "Negative certification" indicating that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year

If the second interim report of the fiscal year is accompanied by a qualified or negative certification as determined by the Board or subsequently by the County Superintendent, the Superintendent or designee MUST, no later than June 1,

Moved by _____ Second _____

Vote:

Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

provide to the County Superintendent, the Controller, and the Superintendent of Public Instruction a financial statement that reports data for the period ending April 30 and projects the district's fund and cash balances as of June 30. (Education Code 42131)

Whenever the district has a qualified or negative certification, it shall allow the county office of education at least 10 working days to review and comment on any proposed agreement with exclusive representatives of employees. The district shall provide the County Superintendent with all information relevant to provide an understanding of the financial impact of any final collective bargaining agreement. (Government Code 3540.2)

CONSIDERATION:

The Second Interim Report for Fiscal Year 2016-2017 is based upon and reviewed using the state-adopted Criteria and Standards pursuant to Education Code sections 33129 and 42130 and provides a "Positive Certification" indicating that the district will meet its financial obligations for the current fiscal year and two subsequent fiscal years.

You will note that total unrestricted revenues are projected to decreased by $29,405 over the projection in the 1st Interim Report, while expenditures are projected to increase by $67,225. This results in an excess of unrestricted revenues over expenses of $457,212. After deducting for Other Sources/Uses there is a projected net decrease to the fund balance of $141,772.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT
2016-17 2nd Interim
As of January 31, 2017

UNRESTRICTED REVENUES:

1. LCFF Calculation (see attachment)

2015-16 P2 ADA = 407.70 = 2017 Budget ADA Minimum

2016-17 P1 ADA = 409.76

2016-17	TARGET(100% Funding)	= $ 4,195,076
	FLOOR(Est. Funding)	= $ 3,704,526
	Remaining GAP	= $ 490,550
2016-17	Funding GAP 55.28%	= $271,176
2016-17	Remaining GAP	= $219,374

2016-17 Est. Funding per ADA = $9,720

2. Lottery estimate = $140/ADA = $ 57,120

3. Mandated Cost Reimbursement $28/ADA = $11,587

4. One Time $214/ADA funding = $87,473

5. Interest on Cash in Treasury = $17,000

6. Other Local income $32,615

7. Supplemental/Concentration Grant: 87.57%

MPP(Minimum Proportionality Percentage) = 29.01% or $879,902

TOTAL UNRESTRICTED REVENUES:	**16-17 Proposed Budget**	**$ 4,135,540**
	16-17 1st Interim	**$ 4,207,731**
	16-17 2nd Interim	**$ 4,178,326**
		$ - 29,405

Revised LCFF calculation P1 = $-54,113;
Local income $24,547

UNRESTRICTED EXPENSES:

1. CERTIFICATED SALARIES:

16-17 Proposed Budget	$ 1,613,016
16-17 1st Interim	$ 1,613,929
16-17 2nd Interim	$ 1,562,603
	$ - 51,326

1st major budget revision since July 1 adoption which included original staffing projections. Conversion from formula to Salary Schedule

2. CLASSIFIED SALARIES:

16-17 Proposed Budget	$ 286,629
16-17 1st Interim	$ 292,629
16-17 2nd Interim	$ 338,033
	$ 45,404

1st major budget revision since July 1 adoption

3. STATUTORY BENEFITS:

16-17 Proposed Budget	$ 679,529
16-17 1st Interim	$ 679,771
16-17 2nd Interim	$ 697,368
	$ 17,597

Revised statutory benefits for salary adjustments

4. SUPPLIES:

16-17 Proposed Budget	$ 407,003
16-17 1st Interim	$ 483,720
16-17 2nd Interim	$ 490,145
	$ 6,425

Increased for S/C non capitalized computers

5. OPERATIONS:

16-17 Proposed Budget	$ 494,114
16-17 1st Interim	$ 516,363
16-17 2nd Interim	$ 534,477
	$ 18,114

Increase budget for copier rental $9,600; parent participation $1,344; FCOE Math contract $5,650; FCOE technology $1,500

6. CAPITAL OUTLAY:

16-17 Proposed Budget	$ 31,000
16-17 1st Interim	$ 39,000
16-17 2nd Interim	$ 85,811
	$ 46,811

S/C furniture

7. OTHER OUTGO:

16-17 Proposed Budget	$ 7,000
16-17 1st Interim	$ 28,477
16-17 2nd Interim	$ 12,677
	$-15,800

Adjust Special Ed Excess Cost

8. TOTAL UNRESTRICTED EXPENSES:

16-17 Proposed Budget	$ 3,518,291
16-17 1st Interim	$ 3,653,889
16-17 2nd Interim	$ 3,721,114
	$ 67,225

EXCESS OF UNRESTRICTED REVENUES OVER EXPENSES: $ 457,212

OTHER SOURCES/USES(ESTIMATES):

A.	Tfr to Post Employee Fund 20	$- 32,974
B.	Tfr to Deferred Mtc Fund 14	$- 42,000
C.	Tfr to Bus Replacement Fund 15	$- 38,605
D.	Transfer to Spec Res Cap Fund 40	$- 11,705
E.	Contribution to Special Education	$- 135,700
F.	Contribution to RRM (Mtc/Op)	$- 338,000
		$- 598,984

NET DECREASE TO FUND BALANCE: $-141,772

COMPONENTS OF ENDING FUND BALANCE:

7-01-16	Audited Beginning Bal	$ 1,648,991	
	Estimated Decrease	$- 141,772	
6-30-17	Estimated Ending Balance	$ 1,507,219	30%
	8% Reserve	$- 407,192	
	One Time $214/ADA	$- 87,473	
	SSC recommended 1 YR GAP	$- 68,700	
	UNDESIGNATED AMOUNT	$ 943,854	19%

Estimated Ending Balance June 30, 2017:

1200 Preschool	$ 15,765
1300 Cafeteria	$ 123,950
1400 Deferred Maintenance	$ 142,287
1500 Bus Replacement	$ 84,651
1700 Special Reserve Fund	$ 105,182
2000 Post-employee Benefits	$ 348,904
2500 Capital Facilities	$ 7,881
3500 County School Facilities Fund	$ 14,391
4000 Special Reserve (CAP)	$ 25,124

LCFF Calculator Universal Assumptions

Washington Colony Elementary (62513) - 2017 2nd Interim

Summary of Funding

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Target	$ 4,099,784	$ 4,144,042	$ 4,193,937	$ 4,195,076	$ 4,265,940	$ 4,359,678
Floor	**2,581,655**	**2,756,823**	**3,174,351**	**3,704,526**	**3,975,701**	**4,037,760**
Applied Formula: Target or Floor	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR	FLOOR
Remaining Need after Gap (informational only)	*1,335,928*	*968,832*	*483,716*	*219,374*	*221,539*	*148,565*
Current Year Gap Funding	182,201	418,387	535,870	271,176	68,700	173,353
Economic Recovery Target	-	-	-	-	-	-
Additional State Aid	-	-	-	-	-	-
Total Phase-In Entitlement	**$ 2,763,856**	**$ 3,175,210**	**$ 3,710,221**	**$ 3,975,702**	**$ 4,044,401**	**$ 4,211,113**

Components of LCFF By Object Code

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
8011 - State Aid	$ 1,475,846	$ 2,103,476	$ 2,384,702	$ 2,912,559	$ 3,178,374	$ 3,289,210	$ 3,498,881
8011 - Fair Share	-	-	-	-	-	-	-
8311 & 8590 - Categoricals	463,927	-	-	-	-	-	-
EPA (for LCFF Calculation purposes)	458,815	447,326	565,117	542,789	526,720	484,582	441,624
Local Revenue Sources:							
8021 to 8089 - Property Taxes		213,054	225,391	254,873	270,608	270,608	270,608
8096 - In-Lieu of Property Taxes		-	-	-	-	-	-
Property Taxes net of in-lieu	*197,725*	*213,054*	*225,391*	*254,873*	*270,608*	*270,608*	*270,608*
TOTAL FUNDING	$ 2,596,313	$ 2,763,856	$ 3,175,210	$ 3,710,221	$ 3,975,702	$ 4,044,401	$ 4,211,113
Less: Excess Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Less: EPA in Excess to LCFF Funding	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Phase-In Entitlement		**$ 2,763,856**	**$ 3,175,210**	**$ 3,710,221**	**$ 3,975,702**	**$ 4,044,401**	**$ 4,211,113**
8012 - EPA Receipts (for budget & cashflow)	*$ 456,110*	*$ 448,099*	*$ 564,869*	*$ 544,969*	*$ 526,720*	*$ 484,582*	*$ 441,624*

Summary of Student Population

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Unduplicated Pupil Population						
Agency Unduplicated Pupil Count	362.00	370.00	372.00	375.00	375.00	375.00
COE Unduplicated Pupil Count	2.00	2.00	1.00	-	-	-
Total Unduplicated pupil Count	364.00	372.00	373.00	375.00	375.00	375.00
Rolling %, Supplemental Grant	86.2600%	86.7100%	87.1300%	87.5700%	88.0100%	88.0300%
Rolling %, Concentration Grant	86.2600%	86.7100%	87.1300%	87.5700%	88.0100%	88.0300%

FUNDED ADA

Adjusted Base Grant ADA	*Prior Year*	*Current Year*	*Prior Year*	*Current Year*	*Prior Year*	*Current Year*
Grades TK-3	184.74	194.42	194.32	199.92	199.92	200.00
Grades 4-6	143.21	116.48	116.02	131.34	131.34	131.00
Grades 7-8	83.92	99.71	100.14	78.50	78.50	78.00
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	***411.87***	***410.61***	***410.48***	***409.76***	***409.76***	***409.00***
Necessary Small School ADA	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*	*Current year*
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
Total Necessary Small School ADA	-	-	-	-	-	-
Total Funded ADA	**411.87**	**410.61**	**410.48**	**409.76**	**409.76**	**409.00**
ACTUAL ADA *(Current Year Only)*						
Grades TK-3	192.51	194.42	198.95	199.92	200.00	200.00
Grades 4-6	119.02	116.48	119.75	131.34	131.00	131.00
Grades 7-8	93.80	99.71	90.45	78.50	78.00	78.00
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	**405.33**	**410.61**	**409.15**	**409.76**	**409.00**	**409.00**
Funded Difference (Funded ADA less Actual ADA)	*6.54*	-	*1.33*	-	*0.76*	-

Minimum Proportionality Percentage (MPP)

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Current year estimated supplemental and concentration grant funding in the LCAP year	$ 306,812	$ 544,782	$ 879,902	$ 1,069,071	$ 588,713	
Current year Minimum Proportionality Percentage (MPP)	10.93%	17.56%	29.01%	36.70%	16.54%	

NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards. (Pursuant to Education Code (EC) sections 33129 and 42130)

Signed: _____ Date: _____
District Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the governing board.

To the County Superintendent of Schools:
This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: March 14, 2017 Signed: _____
President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

X POSITIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

___ QUALIFIED CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

___ NEGATIVE CERTIFICATION
As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Betty Thompson Telephone: 559-431-4935

Title: Fiscal Consultant E-mail: bwt2021@gmail.com

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since first interim.	X	

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF Sources		8010-8099	3,962,684.00	4,025,516.00	2,157,967.16	3,971,403.00	(54,113.00)	-1.3%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	155,856.00	157,147.00	105,646.30	157,308.00	161.00	0.1%
4) Other Local Revenue		8600-8799	17,000.00	25,068.00	35,203.18	49,615.00	24,547.00	97.9%
5) TOTAL, REVENUES			4,135,540.00	4,207,731.00	2,298,816.64	4,178,326.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	1,613,016.00	1,613,929.00	763,102.97	1,562,603.00	51,326.00	3.2%
2) Classified Salaries		2000-2999	286,629.00	292,629.00	181,581.85	338,033.00	(45,404.00)	-15.5%
3) Employee Benefits		3000-3999	679,529.00	679,771.00	320,612.98	697,368.00	(17,597.00)	-2.6%
4) Books and Supplies		4000-4999	407,003.00	483,720.00	193,969.17	490,145.00	(6,425.00)	-1.3%
5) Services and Other Operating Expenditures		5000-5999	494,114.00	516,363.00	218,761.34	534,477.00	(18,114.00)	-3.5%
6) Capital Outlay		6000-6999	31,000.00	39,000.00	54,810.78	85,811.00	(46,811.00)	-120.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	7,000.00	28,477.00	12,677.00	12,677.00	15,800.00	55.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,518,291.00	3,653,889.00	1,745,516.09	3,721,114.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			617,249.00	553,842.00	553,300.55	457,212.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	125,284.00	125,284.00	0.00	125,284.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(333,180.00)	(361,180.00)	0.00	(473,700.00)	(112,520.00)	31.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			(458,464.00)	(486,464.00)	0.00	(598,984.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			158,785.00	67,378.00	553,300.55	(141,772.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,239,654.72	1,648,990.64		1,648,990.64	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,239,654.72	1,648,990.64		1,648,990.64		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,239,654.72	1,648,990.64		1,648,990.64		
2) Ending Balance, June 30 (E + F1e)			1,398,439.72	1,716,368.64		1,507,218.64		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	472,330.00	477,054.00		359,769.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	177,500.00	185,650.00		203,596.00		
Unassigned/Unappropriated Amount		9790	748,609.72	1,053,664.64		943,853.64		

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	3,971,403.00	1.84%	4,044,401.00	4.12%	4,211,113.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	157,308.00	-55.50%	70,000.00	0.00%	70,000.00
4. Other Local Revenues	8600-8799	49,615.00	-39.53%	30,000.00	0.00%	30,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(473,700.00)	8.72%	(515,000.00)	3.88%	(535,000.00)
6. Total (Sum lines A1 thru A5c)		3,704,626.00	-2.03%	3,629,401.00	4.04%	3,776,113.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,562,603.00		1,593,835.00
b. Step & Column Adjustment				31,232.00		31,876.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,562,603.00	2.00%	1,593,835.00	2.00%	1,625,711.00
2. Classified Salaries						
a. Base Salaries				338,033.00		344,793.00
b. Step & Column Adjustment				6,760.00		6,895.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	338,033.00	2.00%	344,793.00	2.00%	351,688.00
3. Employee Benefits	3000-3999	697,368.00	5.53%	735,900.00	9.22%	803,768.00
4. Books and Supplies	4000-4999	490,145.00	-0.03%	490,000.00	0.00%	490,000.00
5. Services and Other Operating Expenditures	5000-5999	534,477.00	0.10%	535,000.00	0.00%	535,000.00
6. Capital Outlay	6000-6999	85,811.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	12,677.00	-0.08%	12,667.00	2.63%	13,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	125,284.00	-13.57%	108,284.00	1.58%	110,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,846,398.00	-0.67%	3,820,479.00	2.84%	3,929,167.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(141,772.00)		(191,078.00)		(153,054.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		1,648,990.64		1,507,218.64		1,316,140.64
2. Ending Fund Balance (Sum lines C and D1)		1,507,218.64		1,316,140.64		1,163,086.64
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	359,769.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	203,596.00				
2. Unassigned/Unappropriated	9790	943,853.64		1,316,140.64		1,163,086.64
E. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,507,218.64		1,316,140.64		1,163,086.64

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	203,596.00		0.00		0.00
c. Unassigned/Unappropriated	9790	943,853.64		1,316,140.64		1,163,086.64
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)		1,147,449.64		1,316,140.64		1,163,086.64

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

LCFF projections based on P1 ADA 2017. Increases include additional estimated GAP funding. State revenues exclude prior year adjustments. Local revenue projections remain at same level excluding local receipts by district. Contribution to Restricted increases for salaries/benefits of Restricted Resources(Special Ed and Mtc). Salaries include average 2% step/column adjustments. STRS/PERS rated increases as reflected on SSC's Dartboard. Health Insurance capped at 2017 level. Supplies/operating expenses projected at same level as 2017. Capital outlay will be budgeted as board approves PO. Other outgo includes transfers out for Def Mtc, bus replacement, Retirees' benefits and playground equipment.

WCESD BOARD OF TRUSTEES

ITEM NO. V.A.2
DATE: March 14, 2017

SUBJECT TITLE: POLICY ADOPTION

Action ___√___ Discussion _____ Information _____

BACKGROUND

The governing board adopts written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the board and superintendent, and communicate board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

The Board recognizes the importance of maintaining a policy manual that is up to date and reflects the mandates of law. Policies are to be regularly reviewed at a time allocated for this purpose on the agenda of public Board meetings.

The Policy Development and Adoption Process is described in Board Bylaw 9310 *Board Policies.*

CONSIDERATION

BP 0520.2 Title I Program Improvement Schools – As amended by the Every Student Succeeds Act (ESSA) (P.L. 114-95), 20 USC 6311 provides for a new system of school support and improvement activities for Title I schools beginning in the 2017-18 school year. The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the district shall provide support and assistance to increase student achievement in any school that receives federal Title I funding and has been identified by the California Department of Education as a program improvement (PI) school.

AR 0520.2 Title I Program Improvement Schools – The following administrative regulation reflects the requirements of federal and state law for Title I schools that were identified by the California Department of Education (CDE) for program improvement (PI) for failing to make "adequate yearly progress" for two or more consecutive school years. Until a new system of school support and improvement is implemented beginning in the 2017-18 school year pursuant to 20 USC 6311, as amended by the Every Student Succeeds Act (ESSA) (P.L. 114-95), PI schools are required to implement the same interventions in the 2016-17 school year as were required in the 2015-16 school year, with specified exceptions.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Year 1 Program Improvement

For any district school in its first year of program improvement (PI), the Superintendent or designee shall implement a school improvement plan that was approved by the Governing Board.

(cf. 6171 - Title I Programs)

BP 0520.3 Title I Program Improvement Districts – As amended by the Every Student Succeeds Act (ESSA) (P.L. 114-95), 20 USC 6311 provides for a new system of support and improvement activities for Title I schools and districts beginning in the 2017-18 school year. Until the new system is in place, the CDE's Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016) requires that districts previously identified for PI must continue to implement their improvement plans and fulfill the requirements described in this policy.

The Governing Board desires to continuously improve educational programs and district operations to enable all students to achieve proficiency. The Superintendent or designee shall ensure the implementation and coordination of all district improvement plans and shall annually report to the Board regarding the district's performance in making progress toward student achievement standards.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0500 - Accountability)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 6011 - Academic Standards)
(cf. 6162.51 - State Academic Achievement Tests)

The district shall implement all actions required for Title I program improvement (PI) as required by law and the California Department of Education (CDE)

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.3
DATE: March 14, 2017

SUBJECT TITLE: WARRANTS

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Review and ratify warrants paid for the period February 1 – February 28, 2017.

BACKGROUND

The Governing Board recognizes the importance of developing a system of internal control procedures in order to help fulfill its obligation to monitor and safeguard district resources. To facilitate warrant processing, the Superintendent or designee ensures that purchasing, receiving, and payment functions are kept separate. He also ensures that invoices are paid expeditiously so that the district may, to the extent possible, take advantage of available discounts and avoid finance charges.

CONSIDERATION

The Superintendent signs all warrants and ensures that warrants have appropriate documentary support verifying that all goods and services to be paid for have been delivered or rendered in accordance with the purchase agreement.

The Board must approve all warrants at a regularly scheduled Board meeting.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
1563-A&J TRUCK & AUTO REPAIR INC	511991853	PV-170143	BUS 3 REPAIR	0100-09000-0-0000-3600-560005-000-00	4,996.74
				Warrant Total:	**4,996.74**
				Vendor Total:	**4,996.74**
387-AMERIPRIDE UNIFORM SERVICE IN	511991854	PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	80.26
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.11
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	80.26
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.11
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	87.65
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.11
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.11
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	87.65
				Warrant Total:	**596.26**
	511996944	PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	65.11
		PO-170080	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550005-000-00	80.26
				Warrant Total:	**145.37**
				Vendor Total:	**741.63**
1265-ATKINSON ANDELSON LOYA RUU	511991855	PO-170239	LEGAL BILLING FOR DECEMB	0100-00000-0-0000-7200-580018-000-00	984.38
				Warrant Total:	**984.38**
				Vendor Total:	**984.38**
1301-B FRESH PRODUCE INC.	511991856	PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	24.75
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	289.50
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	412.75
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	92.25
				Warrant Total:	**819.25**
	511996945	PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	280.00
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	24.75
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	54.00
		PO-170120	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	138.25
				Warrant Total:	**497.00**
				Vendor Total:	**1,316.25**
1547-BAKER DISTRIBUTING	511991857	PV-170152	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	2,299.23
		CM-170004	MAINT RETURN	0100-81500-0-0000-8100-430018-000-00	(1,075.43)
				Warrant Total:	**1,223.80**
				Vendor Total:	**1,223.80**

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
314-CALIFORNIA DEPARTMENT OF	511996946	PO-170118	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	241.80
				Warrant Total:	**241.80**
				Vendor Total:	**241.80**
375-CALIFORNIA'S VALUED TRUST	511991858	PV-170151	CERTIFICATED	0100-00010-0-0000-0000-951400-000-00	35,286.75
		PV-170151	MANAGMENT	0100-00010-0-0000-0000-951400-000-00	3,224.53
		PV-170151	TRUSTEES	0100-00010-0-0000-0000-951400-000-00	6,197.04
		PV-170151	CLASSIFIED	0100-00010-0-0000-0000-951400-000-00	7,036.29
				Warrant Total:	**51,744.61**
	511991859	PV-170151	PRESCHOOL	1200-00010-0-0000-0000-951400-000-00	7.56
		PV-170151	WELCH	1200-00010-0-0000-0000-951400-000-00	1,525.51
				Warrant Total:	**1,533.07**
	511991860	PV-170151	CAFETERIA	1300-00010-0-0000-0000-951400-000-00	885.18
				Warrant Total:	**885.18**
				Vendor Total:	**54,162.86**
614-CDW GOVERNMENT LLC	511991861	PO-170230	3834848 HP CHROMEBOOK 14 (	0100-09000-0-1110-1000-430000-000-00	174.37
		PO-170230	3834848 HP CHROMEBOOK 14 (	0100-09000-0-1110-1000-440000-000-00	1,122.94
		PO-170230	3834848 HP CHROMEBOOK 14 (	0100-09000-0-1110-1000-440002-000-00	600.00
		PO-170230	3834848 HP CHROMEBOOK 14 (	0100-09000-0-1110-1000-440002-000-00	5,138.45
				Warrant Total:	**7,035.76**
	511996947	PO-170235	2825821 MICROSOFT LIFECHAI	0100-31500-0-0000-2495-430000-000-00	539.88
				Warrant Total:	**539.88**
				Vendor Total:	**7,575.64**
60-CENTRAL DRUG SYSTEM INC	511996948	PO-170067	FMCSA FEDERAL MOTOR CA	0100-09000-0-0000-3600-430024-000-00	44.93
				Warrant Total:	**44.93**
				Vendor Total:	**44.93**
544-CIT	511991862	PO-170149	2016-2017 OPEN PURCHASE OR	0100-00000-0-1110-1000-560008-100-82	796.86
				Warrant Total:	**796.86**
				Vendor Total:	**796.86**
915-CRYSTAL CREMERY	511991863	PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	203.85
				Warrant Total:	**203.85**
	511996949	PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	276.03
		PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	308.35
		PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	273.76

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
	511996949	PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	244.28
		PO-170119	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	120.63
				Warrant Total:	**1,223.05**
				Vendor Total:	**1,426.90**
516-DELL MARKETING L.P.	511991864	PO-170228	OPTIPLEX 7040 SFF COMPUTE	1300-53100-0-0000-3700-440002-000-00	1,194.07
				Warrant Total:	**1,194.07**
				Vendor Total:	**1,194.07**
404-EASTON AUTO PARTS	511991865	PV-170145	TRANSP SUPPLIES	0100-09000-0-0000-3600-430024-000-00	5.95
				Warrant Total:	**5.95**
	511996950	PV-170155	SUPPLIES	0100-09000-0-0000-3600-430024-000-00	31.84
				Warrant Total:	**31.84**
				Vendor Total:	**37.79**
1556-EKC ENTERPRISES INC	511991866	PV-170144	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	1,202.96
				Warrant Total:	**1,202.96**
				Vendor Total:	**1,202.96**
1376-ERVIN, CARLY	511991867	PV-170154	MUSIC CONF 2/15-19 SAN JOSE	0100-31500-0-1110-1000-520000-000-00	325.85
				Warrant Total:	**325.85**
				Vendor Total:	**325.85**
557-FERGUSON ENTERPRISES INC	511996951	PV-170156	PRESCHOOL SUPPLIES	1200-61050-0-0001-1000-430000-000-00	79.20
				Warrant Total:	**79.20**
				Vendor Total:	**79.20**
122-FOCUS PACKAGING AND SUPPLY I	511991868	PV-170146	CUSTODIAL SUPPLIES	0100-81500-0-0000-8100-430006-000-00	389.79
		PV-170147	CUSTODIAL SUPPLIES	0100-81500-0-0000-8100-430006-000-00	141.88
				Warrant Total:	**531.67**
				Vendor Total:	**531.67**
131-FRESNO OXYGEN INC.	511996952	PO-170193	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-560000-000-00	48.36
				Warrant Total:	**48.36**
				Vendor Total:	**48.36**
141-GLACIER REFRIGERATION & AIR	511991869	PV-170148	M12/RM16 REPAIR	0100-81500-0-0000-8100-560003-000-00	250.00
				Warrant Total:	**250.00**
				Vendor Total:	**250.00**

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
1427-GOODYEAR COMMERCIAL TIRE	511996953	PV-170157	REPAIR	0100-09000-0-0000-3600-560005-000-00	352.01
				Warrant Total:	**352.01**
				Vendor Total:	**352.01**
1497-HERNANDEZ, JESUS C	511991870	PV-170149	PRK REIM	0100-11000-0-0000-2700-520000-000-76	3.50
		PV-170153	SUPT SYMP 2/8-10 INDIAN WEI	0100-11000-0-0000-2700-520000-000-76	323.16
		PV-170149	PKG REIM	0100-11000-0-0000-2700-520000-000-76	2.10
		PV-170149	PKG REIM	0100-11000-0-0000-7150-520000-000-76	0.90
		PV-170149	PKG REIM	0100-11000-0-0000-2700-520000-000-76	3.50
		PV-170149	PKG REIM	0100-11000-0-0000-7150-520000-000-76	1.50
		PV-170149	PKG REIM	0100-11000-0-0000-7150-520000-000-76	1.50
		PV-170149	PKG REIM	0100-11000-0-0000-2700-520000-000-76	4.20
		PV-170149	PKG REIM	0100-11000-0-0000-7150-520000-000-76	1.80
		PV-170149	PKG REIM	0100-11000-0-0000-2700-520000-000-76	2.80
		PV-170149	PKG REIM	0100-11000-0-0000-7150-520000-000-76	1.20
		PV-170153	SUPT SYMP 2/8-10 INDIAN WEI	0100-11000-0-0000-7150-520000-000-76	138.50
				Warrant Total:	**484.66**
				Vendor Total:	**484.66**
1361-ILLUMINATE EDUCATION INC	511991871	PO-170227	2.5 DAYS OF TRAINING SCHED	0100-40350-0-1110-1000-520000-000-00	2,250.00
				Warrant Total:	**2,250.00**
				Vendor Total:	**2,250.00**
1552-INDOOR ENVIRONMENTAL SERVIC	511996954	PO-170245	PROP 39 CONRACT TO RETROF	0100-62300-0-0000-8500-620000-000-00	157,469.00
				Warrant Total:	**157,469.00**
				Vendor Total:	**157,469.00**
1455-INDUSTRIAL CASTER & WHEEL CC	511996955	PV-170158	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	389.25
				Warrant Total:	**389.25**
				Vendor Total:	**389.25**
180-JONES SCHOOL SUPPLY INC.	511996956	PO-170237	P5518 SPECIAL RECONGNITIO	0100-11000-0-1110-1000-430000-000-00	403.20
				Warrant Total:	**403.20**
				Vendor Total:	**403.20**
220-MISSION LINEN SUPPLY INC.	511991872	PO-170121	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-8100-550005-000-00	73.83
		PO-170121	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-8100-550005-000-00	73.83
				Warrant Total:	**147.66**
	511996957	PO-170121	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-8100-550005-000-00	73.83

Vendor	Warrant No	Reference	Description Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
	511996957	PO-170121	2016-2017 OPEN PURCHASE OR 1300-53100-0-0000-8100-550005-000-00	73.83
			Warrant Total:	**147.66**
			Vendor Total:	**295.32**
663-ORIENTAL TRADING CO INC	511996958	PO-170224	JB-61144 PLUSH LONG ARM ZC 0100-90140-0-1110-1000-430000-000-00	31.47
		PO-170225	JB13625804 PERFECT ATTEND/ 0100-11000-0-1110-1000-430000-000-00	18.13
		PO-170225	JB13625804 PERFECT ATTEND/ 0100-09000-0-1110-1000-430000-000-00	72.79
			Warrant Total:	**122.39**
			Vendor Total:	**122.39**
1280-P & R PAPER SUPPLY COMPANY I	511996959	PO-170117	2016-2017 OPEN PURCHASE OR 1300-53100-0-0000-3700-430008-000-00	221.27
		PO-170117	2016-2017 OPEN PURCHASE OR 1300-53100-0-0000-3700-430008-000-00	390.45
			Warrant Total:	**611.72**
			Vendor Total:	**611.72**
385-PACIFIC GAS & ELECTRIC INC	511991873	PO-170079	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550001-000-00	172.50
		PO-170079	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550001-000-00	874.11
		PO-170079	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550001-000-00	1,268.82
		PO-170079	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550001-000-00	65.23
		PO-170079	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550001-000-00	1,265.70
			Warrant Total:	**3,646.36**
			Vendor Total:	**3,646.36**
1124-READ NATURALLY INC	511991874	PO-170226	EN1030 READ NATURALLY EN 0100-00000-0-1110-1000-410001-000-00	992.25
		PO-170226	EN1030 READ NATURALLY EN 0100-65000-0-5770-1110-430000-000-67	16.00
			Warrant Total:	**1,008.25**
			Vendor Total:	**1,008.25**
1312-ROBERT V. JENSEN INC.	511996960	PO-170052	2016-2017 OPEN PURCHASE OR 0100-09000-0-0000-3600-430009-000-00	733.62
			Warrant Total:	**733.62**
			Vendor Total:	**733.62**
1566-ROSETTA STONE LTD	511996961	PO-170234	ROSETTA STONE FOUNDATIO 0100-31500-0-0000-2495-580000-000-00	5,066.00
			Warrant Total:	**5,066.00**
			Vendor Total:	**5,066.00**
279-SAN JOAQUIN PEST CONTROL INC	511991875	PO-170106	2016-2017 OPEN PURCHASE OR 0100-81500-0-0000-8100-550006-000-00	65.00
			Warrant Total:	**65.00**
			Vendor Total:	**65.00**

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
1362-SCHOOL FOOD CONSULTANTS GR(	511996962	PO-170123	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-580000-000-85	1,122.00
				Warrant Total:	**1,122.00**
				Vendor Total:	**1,122.00**
1218-SIERRA UNIFIED SCHOOL DISTRIC	511991876	PO-170236	REGISTRATION FEE FOR JEFF	0100-09000-0-0000-3600-520000-000-00	120.00
				Warrant Total:	**120.00**
				Vendor Total:	**120.00**
1263-SPARKLETTS	511996963	PO-170232	OPEN PURCHASE ORDER FOR '	0100-81500-0-0000-8100-550009-000-00	99.27
				Warrant Total:	**99.27**
				Vendor Total:	**99.27**
308-SPURR	511996964	PO-170108	2016-2017 OPEN PURCHASE OR	0100-81500-0-0000-8100-550003-000-00	1,738.58
				Warrant Total:	**1,738.58**
				Vendor Total:	**1,738.58**
203-SYSCO FOOD SERVICE OF CENTRA	511991877	PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	200.58
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	2,301.04
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	63.84
				Warrant Total:	**2,565.46**
	511996965	PO-170243	2016-2017 OPEN PURCHASE OR	0100-00000-0-0000-7110-430014-000-00	242.40
				Warrant Total:	**242.40**
	511996966	PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	309.37
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	2,022.47
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	2,055.05
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	60.20
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	47.85
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	1,246.03
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	131.48
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-00	24.72
		PO-170116	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-470001-000-07	277.30
				Warrant Total:	**6,174.47**
				Vendor Total:	**8,982.33**
332-THE HOME DEPOT CREDIT SERVICE	511991878	PV-170150	MAINT SUPPLIES	0100-81500-0-0000-8100-430018-000-00	190.18
				Warrant Total:	**190.18**
				Vendor Total:	**190.18**
136-TOSHIBA AMERICA BUSINESS SOLU	511996967	PO-170103	2016-2017 OPEN PURCHASE OR	0100-09000-0-1110-1000-560008-200-84	739.39

Vendor	Warrant No	Reference	Description	Fu---Re----Y-Gl---Fn---Ob-----Si--Id	Amount
				Warrant Total:	**739.39**
				Vendor Total:	**739.39**
1568-VALERO FLEET SERVICES	511996968	PO-170246	2016-2017 FUEL FOR TRANSPO	0100-09000-0-0000-3600-430009-000-00	156.70
				Warrant Total:	**156.70**
				Vendor Total:	**156.70**
967-WASTE MANAGEMENT/USA WAST	511991879	PO-170035	OPEN PURCHASE ORDER FOR `	0100-81500-0-0000-8100-550008-000-00	494.76
				Warrant Total:	**494.76**
				Vendor Total:	**494.76**
785-WELLS FARGO FINANCIAL LEASIN	511996969	PO-170105	2016-2017 OPEN PURCHASE OR	0100-09000-0-1110-1000-560008-100-82	138.28
		PO-170105	2016-2017 OPEN PURCHASE OR	0100-09000-0-5770-1110-560008-000-00	138.31
				Warrant Total:	**276.59**
	511996970	PO-170105	2016-2017 OPEN PURCHASE OR	1200-61050-0-0001-1000-560008-000-00	138.28
				Warrant Total:	**138.28**
	511996971	PO-170105	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-560008-000-00	138.28
				Warrant Total:	**138.28**
				Vendor Total:	**553.15**
373-ZOOM IMAGING SOLUTIONS INC	511991880	PO-170114	2016-2017 OPEN PURCHASE OR	0100-09000-0-1110-1000-430000-100-82	203.91
		PO-170114	2016-2017 OPEN PURCHASE OR	0100-09000-0-5770-1110-430000-000-82	203.92
				Warrant Total:	**407.83**
	511991881	PO-170114	2016-2017 OPEN PURCHASE OR	1200-61050-0-0001-1000-430000-000-82	203.91
				Warrant Total:	**203.91**
	511991882	PO-170114	2016-2017 OPEN PURCHASE OR	1300-53100-0-0000-3700-430000-000-82	203.91
				Warrant Total:	**203.91**
	511996972	PO-170111	2016-2017 OPEN PURCHASE OR	0100-09000-0-1110-1000-430000-200-84	240.67
		PO-170112	2016-2017 OPEN PURCHASE OR	0100-09000-0-1110-1000-430000-100-82	465.29
				Warrant Total:	**705.96**
				Vendor Total:	**1,521.61**

Total # of Warrants: **59** **Grand Total:** **265,796.44**

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.4
DATE: March 14, 2017

SUBJECT TITLE: 2016-2017 Comprehensive School Safety Plan

Action ___√___ Discussion _____ Information _____

RECOMMENDATION:

Approve the 2016-2017 Comprehensive School Safety Plan.

BACKGROUND:

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1-12, inclusive, to write and develop a school safety plan relevant to the needs of that particular school.

The comprehensive safety plan requirement was enacted in 1997 and remains in effect due to legislation in 1999. Districts are required to review and update the Plan by March 1st of each year. The vision of this requirement is to ensure that districts maintain a safe school environment that is critical to success and is everyone's responsibility. A copy of the plan will be made available to the staff and public in the Washington Colony Elementary School office. In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California Public Schools as they develop their mandated comprehensive safety school plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

CONSIDERATION:

The Board will consider the annual approval of the 2016-17 Comprehensive School Safety Plan.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Comprehensive School Safety Plan
SB 187 Compliance Document

2016/2017
School Year

School: Washington Colony Elementary School

CDS Code: 10625136007405

District: Washington Colony Elementary School District

Address: 130 East Lincoln Ave.
Fresno, CA 93706-6043

Date of Adoption: March 14, 2017

Approved by:

Name	Title	Signature	Date
Bob Dack	Board President		
Gary Chavez	Board Clerk		
Liz Faccinto	Board Member		
Pete Matthew	Board Member		
Rene Mendoza	Board Member		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Washington Colony Elementary School's office.

Safety Plan Vision

Maintaining a safe environment is critical to success and is everyone's responsibility. This means school and district officials work towards ensuring that grounds and buildings are safe. We believe that our students have a right to learn in a safe environment.

The primary purpose of the safety plan is to help school officials protect the lives and well-being of students and staff through emergency preparedness planning and prompt and appropriate response of trained school personnel when a school crisis occurs.

School officials recognize that emergencies are fluid events and the emergency procedures outlined may not fit every situation. As such, administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

Components of the Comprehensive School Safety Plan (EC 32281)

Washington Colony Elementary School Safety Committee
Jesus Cruz, Evelyn Diaz, Becky Mitchell and Jeff Dronyk

Assessment of School Safety
1. Regular review and assessment of the current safety needs will be conducted regularly.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
2. Appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
a. Child abuse reporting procedures consistent with Penal Code 11164
b. Routine and emergency disaster procedures
c. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
e. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4
f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"
g. Procedures for safe ingress and egress of students, parents/guardians and employees to and from school
h. A safe and orderly environment conducive to learning at the school
i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
j. Procedures for reporting school crimes, including hate crimes, on the California Safe Schools Assessment

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Board Policy 5141.4 Child Abuse Reporting Procedures
Located in the District Office

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)
Board Policy 3526
Located in the District Office

Public Agency Use ofSchool Buildings for Emergency Shelters
Washington Colony School is available to governmental agencies such as law enforcement and fire as directed and needed.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Board Policy 5144.1 Suspension and Expulsion/Due Process
Located in the District Office

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Board Policy 5148
Available in the District Office

(E) Sexual Harassment Policies (EC 212.6 [b])
Board Policy 5145.7 Sexual Harassment
Available in the District Office

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Board Policy 5132 Dress and Grooming
Available in the District Office

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Board Policy 5142 Procedures for Safe Ingress and Egress
Available in the District Office

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Component 1: Safe Physical Environment

Element:
Creating a physical environment that ensures school-wide safety.

Opportunity for Improvement:
Update the procedures and address physical environmental needs to ensure a safe school environment .

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a current safety plan to ensure school-wide safety.	Update Safety Plan	Current Plan	Jesus Cruz/Evelyn Diaz/ Becky Mitchell	16/17
Update procedures and communicate the school-wide safety systems to increase awareness of safety procedures for all staff and students.	Update Procedures	Current Plan	Jesus Cruz/Evelyn Diaz	16/17
Increase student safety by adding additional safety locks to doors that lock from the outside also installing front gates entrance.	Confirm that each door has locks from the outside and front gates installed in front of the school entrance.	Maintenance	Jeff Dronyk	completed
Ensure student safety by practicing initial action drills with students and staff on a regular basis.	Conduct Initial Action Drills: Duck and Cover, Shelter in Place, Lock Down, and Evacuation/Fire Drill.	Safety Plan	Jesus Cruz/Jeff Dronyk	16/17
Update and maintain acceptable levels of emergency supplies on campus to be used in case of a major disaster or shelter in place/lockdown situation.	Purchase Emergency Kits and Supplies	Safety Plan	Jesus Cruz/Maria Rodriguez	16/17

Component:
Component 2: School Culture

Element:
Creating a positive atmosphere for learning.

Opportunity for Improvement:
Increase school spirt and pride. Work with stakeholders (students, staff, parents, and the community) in creating a positive learning environment that emphasizes high expectations of student conduct, responsible behavior, and respect for others.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase Parent Communication	Maintain: Website Marquee		Jesus Cruz, Sara Villegas	2016/2017
Working with Stakeholders in creating the LCAP for Washington Colony School.	Community Meetings		Jesus Cruz	2016/2017

Component:
Component 3: Personal Characteristics of Student and Staff

Element:
Traits that students, teachers, administrators, and other school personnel bring to campus.

Opportunity for Improvement:
Ensuring students, teachers, administrators, and other school personnel receive ongoing in-service training to meet the changing needs of the student body.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve student behavior and success.	Provide Parent Workshops, PBIS and Student Study Teams	FCOE: PBIS Parenting Partners	Jesus Cruz Katlin Kaundart/Priscilla Dack, Evelyn Diaz, Katlin Kaundart,and Lillie Esponiza	2016/2017
Provide professional development for teachers, administrators, and other school personnel.	Provide Professional Development	FCOE	Jesus Cruz	2016/2017
Implement PBIS Tier 2 Silver Level	Create a PBIS Team to plan an organize the implementation of PBIS and PBIS Store	FCOE Cohort VI Training	Evelyn Diaz/ Katlin Kaundart, and Susan Hatler,	2016/2017

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Washington Colony Elementary School Student Conduct Code
Standards of Behavior
At Washington Colony School we believe that every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility. In support of this belief, the Board of Trustees has adopted the following standards of behavior (examples follow each rule):

1. FOLLOW DIRECTIONS
Follow directions at any school sponsored function. Follow playground rules.
Follow rules in the classroom required by each of your teachers.
Follow rules while traveling between classes and while in lines.
Follow rules on the bus and in the cafeteria.
Follow directions of person in charge. Do it the first time. Be a good listener.

2. SHOW RESPECT
Be polite to everyone.
Use self-control; do not lose control of your temper. Keep your school clean and litter free. Respect the property of others.
Treat others the way you want to be treated.
Absolutely no disrespectful back-talk to adults.
Address adults politely using their titles (Mr./Mrs./Ms./Dr./,Pastor/etc.) No aggressive touching/fighting/pushing.
No cursing or bad language; use positive, appropriate language. No ethnic/racial slurs.
Respond respectfully and appropriately when spoken to by adults. Listen when someone else is talking. No mean spirited teasing.

3. BE PREPARED

Have necessary supplies: books, pencils, paper. Have your own work done and ready. Have homework completed when due. Be in your seat ready to work on time.
Wear clothing appropriate for school activities. Enter the classroom quietly. Work on assigned tasks.
Be willing to work cooperatively with everyone.

4. BE SAFE
No aggressive touching (shoving, pushing, fighting, hitting, etc.)
Leave medication in the office or at home (if not needed at school).
No weapons or dangerous items of any kind on campus.
No fighting (verbal or physical).
Do not lose control of your temper.
Follow all rules (classroom, yard, cafeteria, bus,etc.)
No inappropriate throwing of anything (e.g., trash, food, gum, etc.)
Notify any staff member of unsafe behavior.

5. BE RESPONSIBLE
Being Responsible has been added to the student expectation in 2015/2016 as part of implementing PBIS. Students are to complete assignments, care for school supplies and facilities, turn in books and work.

SEE DISCIPLINE MATRIX

Conduct Code Procedures
EXPLANATIONS - CONSEQUENCES OF STUDENT MISBEHAVIOR

Detention
Detention is the assignment of a student to a supervised area for a specified time before or after school, during recess, or during lunch. Supervision must be assigned to a certificated employee. The student shall be given adequate time to use the rest, get a drink or eat lunch.

School Attendance review Board (SARB)
School Attendance Review Board (SARB) reviews student attendance and disruptive behav- ior. Students may be referred to SARB for habitual truancy or irregular attendance. SARB may direct a student to take part in community services. SARB may involve the District At- torney, County Probation Department, Sheriff's Department, and County Health and Human Services in a student's case. SARB may transfer the student to another school or to an alter- native education program.

The Search and Seizure Policy
The Search and Seizure Policy governs the district's authority to search individual students and their property. School officials may search when there is a reasonable suspicion the search will uncover evidence that the student is violating the law or the rules of the district or school.

Suspension
Suspension is the removal of a student from the classroom for disciplinary reasons for a de- fined period of time by a teacher or a school administrator. A principal or a designee may suspend from school for up to five consecutive days. A teacher may suspend for the remain- der of the class in which the misbehavior occurred and for the next day's class. A suspension may be extended under certain conditions. There are two kinds of suspension: On-campus suspension and out of school suspension. Students placed on home suspension are not per- mitted on or near Washington Colony Elementary School Campus, nor are they allowed to participate in any school activities during the period of suspension. They may, however, be required to complete assignments and tests which will be made available to them through an intermediary. Students assigned on-campus suspension will not be allowed to participate in any school activities during the period of on-campus suspension, nor stay for the After School Program (if enrolled in the program).

Expulsion

Expulsion is the removal of a student from Washington Colony School District for violating the California Education Code as ordered by the Board of Education. The expulsion is for a defined period of time, but an application for re-admission must be considered within a speci- fied time period. State law provides for full due process and rights to appeal any order of expulsion.

State law mandates the Board of Education expel students for:

Possession, sale, or furnishing of a firearm;
Brandishing a knife;
Sale of Drugs
Committing or attempting to commit sexual assault or battery; Possession of explosives.
California Education Code requires a school administrator to recommend expulsion if a student commits one of the following offenses:

Causing serious physical injury to another person except in self-defense;
Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil;
Unlawful possession of any drug except for the first time offense of possession of not more than one ounce of marijuana;
Robbery or extortion;
Assault or battery upon a school employee.

A pupil shall not be disciplined, suspended, or recommended for expulsion unless the Superintendent, a designee or the principal of the school in which the student is enrolled determines the pupil has violated one or more parts of the Standards of Behavior. (Education Code 48900).

A pupil may be disciplined, suspended for a maximum of five consecutive days, or expelled for acts specified in the Standards of Behavior that are related to school activity or school attendance occurring at any district school or within any school district, including, but not limited to, any of the following.

While on school grounds
While going to and from school
During the lunch period whether on or off campus
During, going to, or coming from a school-sponsored activity.

Discipline Matrix available in the Student Handbook

STEP SYSTEM
When a student reaches Step 5 and is referred to the Principal or designee, the steps below will be followed. Once a student reaches the office for dis- cipline, any successive trips are cumulative.

1st Discipline Notice: Parent/Student conference with Principal or designee

2nd Discipline Notice: In-school Suspension/Campus Beautification 1 Day

3rd Discipline Notice: In-school Suspension/Campus Beautification 2 Days

4th Discipline Notice: Parent/principal or Designee Conference In-school Suspension/Campus Beautification 3 Days

5th Discipline Notice: Out-of-School Suspension - 2 Days, Referral to S.A.R.B. (School Attendance Review Board)

6th Discipline Notice: Out-of-School Suspension- 3 Days

7th Discipline Notice: Out-of-School Suspension - 5 Days

8th Discipline Notice: Out-of-School Suspension - 5 Days Hearing before Board of Trustees to consider Expulsion from school.

(J) Hate Crime Reporting Procedures and Policies
Board Policy 1312 Uniform Complaint Procedures
Available in the District Office

Safety Plan Review, Evaluation and Amendment Procedures

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

The Superintendent/Principal or designee oversees the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan includes violence prevention strategies and actions to be taken in the event of a crisis.

The school safety plan is reviewed and updated annually in March of each year.

The Board approves the plan at a regularly scheduled meeting of the Board and the adoption of the plan is not be a consent item. At a minimum, the Board discusses both of the following:

1. How the safety plan addresses the needs of the school and students within that school
2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills

The Board reviews the comprehensive districtwide safety plan in order to ensure compliance with state law, Board policy and administrative regulation.

The Superintendent/Principal ensures that an updated file of all safety-related plans and materials is readily available for inspection by the public.

Safety Plan Appendices

Emergency Contact Numbers

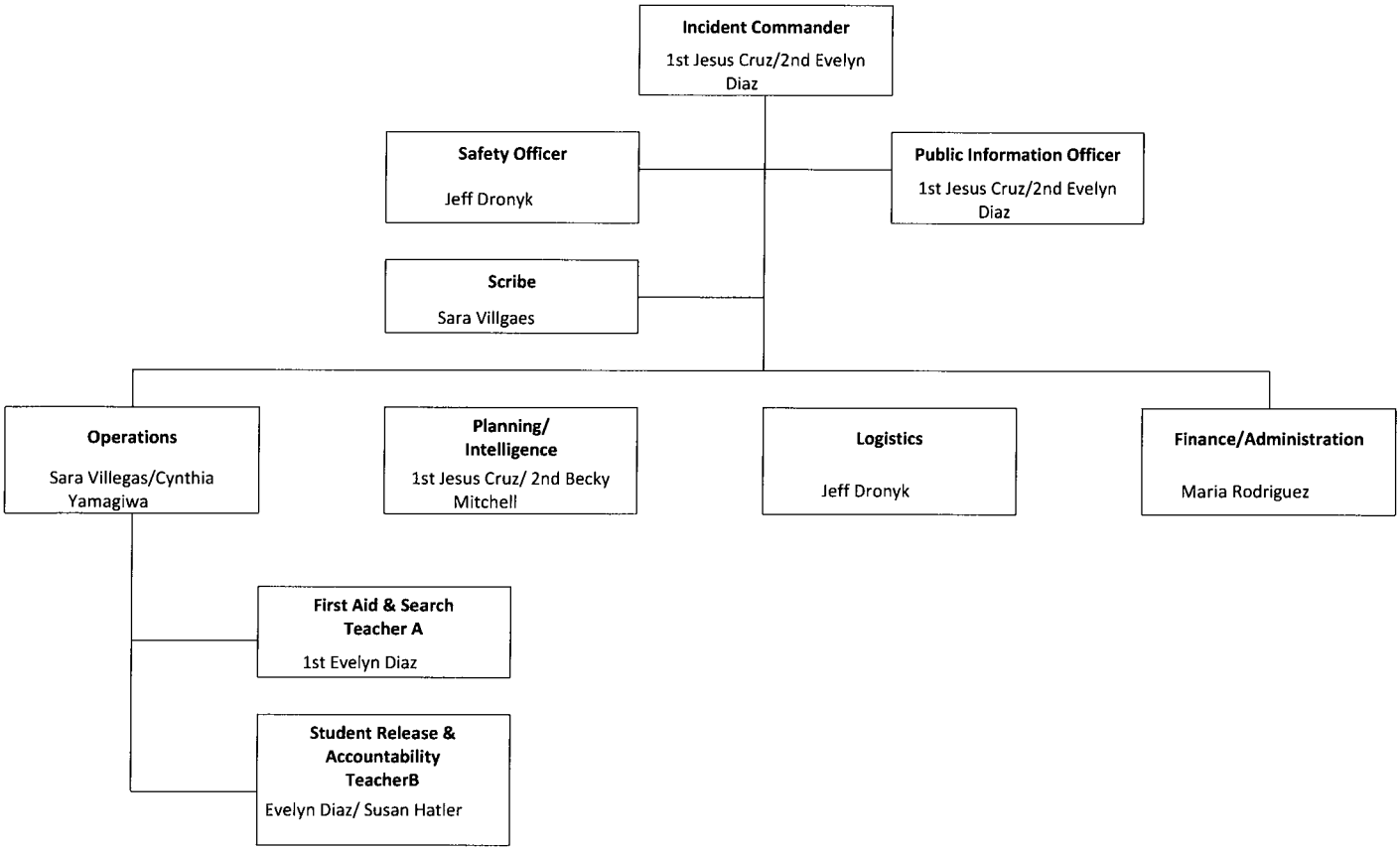
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Washington Colony School	(559) 233-0706	
Law Enforcement/Fire/Paramedic	Emergency #	911	
Law Enforcement/Fire/Paramedic	Sheriff Dept.	559 488-3111	
Other	Poison Control	1 (800) 222-1222	
Public Utilities	PG & E	1-800-743-5000	
Other	Air Quality Control District	(559) 230-6000	
Other	Department of Public Health	(559) 600-3200	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Training Update/Posters Distributed /Safety Procedures Review	3/6/2017	Online, email
Child Abuse Reporting for Educator Training Module	7/6/2017	complete
Injury & Illness Prevention Program Staff Training	4-1-2017	Online
Injury & Illness Prevention Program Board Adoption	10-13-2015	Online
School Safety Survey	TBD	District Wide/Online
Administrative Review of Plan	3-6-2017	District Office
Board Update & Review of Safety Plan	3-14-2017	WCSD RM M5

Washington Colony Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:
School Incident Command roles are assigned with alternates included in the absence of any position. Positions are filled as needed, based on size and scope of the emergency.

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Identification of the emergency is determined by the Incident Commander.

Step Two: Identify the Level of Emergency
Following the identification of the emergency, the Incident Commander will determine the level of emergency.

Step Three: Determine the Immediate Response Action
The level of the emergency is identified.
Following the determination, a response is identified according to our Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

Step Four: Communicate the Appropriate Response Action
Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.
Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.
Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and a sample Initial Actions Poster are located in Appendix C – Initial Actions.

Types of Emergencies & Specific Procedures

Aircraft Crash
Initial Action:
DUCK AND COVER ACTION

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.
The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.
Teachers will:

- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from widows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:

- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under desk or table
- Do not lie down, remain mobile and quiet
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the "All Clear" signal

School Incident Commander will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

Animal Disturbance
Initial Action:
SHELTER-IN-PLACE
To be used in the event of:
Animal threat on campus – bees, dogs, etc.

Teachers will:
Report to their rooms if possible
Get everyone inside their rooms, including students and staff seeking shelter
Close all doors and windows to exclude outside air if necessary!
Take roll, and document the names of all students present
Await further instructions from Incident Command staff or "All Clear" signal

Students will:
Report to the nearest classroom, common room or office area

Identify themselves to the teacher or staff member in charge
Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders
Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

Armed Assault on Campus
Initial Action:
LOCK-DOWN
To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logisitics) -Direct any buses enroute with students to an alternate location.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

INTRUDER ON CAMPUS PROCEDURE
When an unknown person (intruder) is found on school property:

Notify school office/Incident Commander.

- Ask another staff person to accompany you before approaching person.
- Politely greet person and identify yourself.
- Ask the purpose of the visit, and inform person all visitors must register at the office. ? If intruder's purpose is not legitimate, ask person to accompany you to office or exit.
- If intruder refuses to go to office or leave, or you become aware that intruder is armed:
- Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
- Provide a description of the intruder.
- Provide last known location.
- School office/Incident Commander will initiate an immediate school "LOCK DOWN".Initial Action:

LOCK-DOWN

To be used in the event of:

- Civil Disturbance
- Gunfire/Police action in vicinity
- Armed Intruder/Hostage situation on campus
- Hostage Crisis
- Other threat situation as appropriate

Teachers will:

- Immediately lock their classroom door
- Instruct students to move away from doors and windows, implement DUCK AND

COVER unless directed otherwise.

- Close all windows, blinds and curtains
- Turn off all lights
- Instruct students to remain silent
- Await further instruction from Incident Command staff or Police

Students will:

- Move away from doors or windows
- Assume DUCK AND COVER if directed by teacher
- Remain silent
- Await further instructions from teacher

Incident Command staff will:

- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel (Plans/Intel)
- Be prepared to assist with building access for emergency responders (Logisitics) Direct any buses enroute with students to an alternate location.

Action is rescinded when:

- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions
- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Provide description of the intruder, and whether intruder is known to be armed. ? Provide last known location of intruder.
- Describe actions being taken to safeguard staff and students.
- Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:

If hostage taker is unaware of your presence, do not intervene.
Notify the school office/incident Commander.
School Incident Commander will initiate immediate "LOCK DOWN".
School Incident Commander (or designee) will call 9-1-1 and:
Identify the school and location.
Provide description of the intruder, and whether intruder is known to be armed.
Provide last known location of intruder.
Describe actions being taken to safeguard staff and students.
Advise of the location of the school Incident Command Post.
If possible, maintain surveillance of intruder and update law enforcement upon arrival.
Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:
Treat the hostage taker as normally as possible and follow his/her instructions.
Do not panic and calm students if they are present.
Be respectful to hostage taker, ask to speak and do not argue or make suggestions.
If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

Biological or Chemical Release

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING: Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
- If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
- If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
- Could a Search and Rescue Group safely look for missing students?
- Should other buildings be evacuated?
- Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
- Are any evacuees contaminated, and should they be separated from others?
- Can First-Aid be started on injured persons without contaminating others?
- Should a "Student Release" or "Off-Campus Evacuation" be started?

- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:
- Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:
The most appropriate initial action for this type of release is Shelter-In-Place.
- The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
- The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.
- School Incident Commander (or designee) will call 9-1-1 and:
- Identify the school and location.
- Describe the nature of the emergency (fire, smoke, building collapse, etc.) Describe actions being taken to safeguard staff and students
- Provide the exact location of the problem.
- Advise of the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
- At this point parents should NOT come to the school and risk being exposed to the chemical release!
- The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
- Continue "Shelter-In-Place"
- Notify parents and initiate the "Student Release" procedure.
- Initiate an immediate "Off-Campus Evacuation" procedure.
- Issue an "ALL CLEAR" signal and resume normal school operations.

Bomb Threat/ Threat Of violence
BOMB THREAT PROCEDURE
(Response Procedure may also be applied to "Suspicious Objects")
This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:
- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION
Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.
Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The "CALL TAKER INSTRUCTIONS" sheet and "TELEPHONE BOMB THREAT REPORT" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT
Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received.

BOMB THREAT PROCEDURE
When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.
The "Telephone Bomb Threat Report" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

- LOW LEVEL - The probable motive is to cause disruption: The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.
- MEDIUM LEVEL - The probable motive is to cause disruption: The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.
- HIGH LEVEL – May be driven by conscience or other reason to issue warning: The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.
Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

BOMB THREAT
RESPONSE PROCEDURE – Part 1
CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)
CALL 9-1-1 and provide information about the emergency:
Confirm address of school.
Provide threat details – Supposed bomb location, Supposed detonation time, etc.
Provide location of school Incident Command post.
Describe best access for emergency responders – driveway/gate.
If possible, remain on line to provide updates.

Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:
If evacuating, announce any needed changes in evacuation routes and assembly

areas based on potential bomb location.
If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
Establish a school Incident Command Post
Be certain to take the school Crisis Response Box.

If threat is deemed credible:
Establish a command post at least 400 feet from campus buildings.
Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:
Conduct building /site search.
Cancel school and notify parents to pick up students from campus.
Evacuate students to an off-campus site for pick-up by parents.
Announce "All Clear" if and when it is deemed safe to do so.
Ensure that it is away from automobiles, refuse containers or mailboxes. ? Conduct a scan of the area for any suspicious items.
Employ runners to communicate.

BOMB THREAT
RESPONSE PROCEDURE – Part 2
CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF
Initiate "BUILDING EVACUATION" or "SHELTER-IN-PLACE" - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:
Have everyone in the room take their personal belongings with them. This will speed the "building search" process later.
Tell Students to turn off their cell phones - and leave them off - for safety.
While evacuating, perform a quick visual scan of the room and evacuation path to
detect unusual, out of place, or suspicious objects.
Report suspicious objects to the school Incident Commander as soon as possible.
As assembly area is approached, scan for unusual, out of place, or suspicious objects.
If anything seems out of the ordinary, move students to another location.
If possible, keep students at least 300 feet away from buildings.
Students should be in open areas away from cars, outbuildings, trash cans, etc.
If you relocate, report your new location and reason for move as soon as possible. Use Teacher Buddy system as needed to free staff to be "runners" to communicate
with the school Incident Commander and other staff.
Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:
Follow normal Shelter-In-Place procedures.
If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.
Take all other steps outlined in the section "IF EVACUATING" above.
Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.

BOMB THREAT PROCEDURE – continued
The person most qualified to search a given area is the person who is most familiar with that area! If familiar with an area, a person can quickly scan it and answer these critical questions:
1. Is there anything unusual?
2. Is there anything out of place?
3. Is there anything that looks suspicious?

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.
That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.
For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH
The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:
TEACHERS: Classrooms.
LIBRARIANS: Library, storage rooms, and any associated areas.
CAFETERIA PERSONNEL: Kitchen, cafeteria, and storage areas.
CUSTODIAL/MAINTENANCE PERSONNEL: Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
BUS DRIVERS: Buses and any bus related facilities on campus.
ADMINISTRATIVE PERSONNEL: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.
It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

BOMB THREAT
ROOM SEARCH PROCEDURE
Search teams should be comprised of two people whenever possible.
FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.
SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.
THIRD SEARCH: Search top of head to ceiling.
FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.
At the completion of a room search where no suspicious item is found, the person who searched the room will report to the school Incident Commander or designee for further instructions or assignment.
Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:
1. DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

BOMB THREAT PROCEDURE – continued CALL TAKER INSTRUCTIONS
Use the "Telephone Bomb Threat Report" form as a guide while talking with the caller.
Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers. Listen closely to detect other information about the caller:
Try to detect items in "Description of Caller" and "Other Clues" section of form.
Signal co-workers that you are receiving a bomb threat call.
If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
Stay calm and indicate your desire to cooperate with the caller. ? DO NOT antagonize or challenge the caller.
Ask caller to repeat or explain anything you did not understand. ? Prolong the conversation as long as possible.
Obtain as much information as possible.
Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:
1. Remain calm and politely advise the caller:

"I am a student. Please hold while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Name of person receiving the call:
TELEPHONE BOMB THREAT REPORT FORM

Bus Disaster
BUS ACCIDENT PROCEDURE
Bus Driver:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 9-1-1.
- Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- Dispatch a school representative to the accident location.
- School representative at the scene will access level of support needed and convey this to the school Incident Commander.
- School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- Ensure any special health information or medication for any injured student is sent to the hospital.
- Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

Disorderly Conduct
Initial Action:
LOCK-DOWN
To be used in the event of:
Civil Disturbance
Gunfire/Police action in vicinity
Armed Intruder/Hostage situation on campus
Hostage Crisis
Other threat situation as appropriate

Teachers will:
Immediately lock their classroom door
Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
Close all windows, blinds and curtains

Turn off all lights
Instruct students to remain silent
Await further instruction from Incident Command staff or Police

Students will:
Move away from doors or windows
Assume DUCK AND COVER if directed by teacher
Remain silent
Await further instructions from teacher

Incident Command staff will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel (Plans/Intel)
Be prepared to assist with building access for emergency responders (Logisitics)
Direct any buses enroute with students to an alternate location.
Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official)
Teachers are given the "All Clear" or other instructions

Earthquake
EARTHQUAKE PROCEDURE
Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.
The Initial Action for any earthquake will be "Duck and Cover".
School Commander (Principal or designee):
If necessary, call 9-1-1 to report damage and/or injuries
After the shaking stops, initiate an EVACUATE BUILDING alert.
If necessary, initiate parent notification procedures.
If necessary, establish an Incident Command post and activate appropriate Incident

Command functions. Consider need for:
First Aid Group
Utility Group
Security Group
Others, as needed.
Consider need to dismiss school due to power loss, building damage or other factors.
Consider need to evacuate staff and students to off-campus evacuation site.
Implement parent notification and Student Release procedures as necessary.
As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:
Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
Take attendance at the Assembly Area, and report any missing or injured students.
Initiate first-aid if needed.
Await further instructions from the school Incident Commander.

Explosion or Risk Of Explosion
Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:
Fire in building (on campus)
Chemical release in building
Gas leak in building
After significant earthquake
Building failure/potential failure due to damage or other condition
Or anytime building(s) must be immediately evacuated for any reason

Teachers will:
Secure their roll books
Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
Turn off light
Close and lock classroom door after insuring that all students are out of the room
Take roll once all students have arrived at the assigned area
Await further instructions from Incident Command staff

Students will:
File out of classrooms in a quiet orderly manner as directed by teachers
Assemble in the designated fire drill area for their classroom
Permit the teacher to take roll in a quiet and orderly manner
Await further instructions from their teacher

School Incident Commander will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff)
Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official)
Teachers are given the "All Clear" or other instructions

FIRE/EXPLOSION/BUILDING COLLAPSE
Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.
Administration (School Incident Commander/Designee)

- CALL 9-1-1 and provide information about the emergency:
- Confirm address of school.
- Provide exact location of fire, explosion or collapse.
- Describe current situation, including damage and estimated number of injured. ? Provide location of school Incident Command post.
- Describe best access for emergency responders – driveway/gate.
- If possible, remain on line to provide updates.
- Ensure fire alarm has been sounded
- If needed, announce changes in evacuation routes due to incident location.
- Establish a school Incident Command Post
- Assess situation and begin activating needed ICS functions, for example:
- First-Aid, Accountability, Utility and Security Groups
- Safety Officer, Public Information Officer, Operations Chief positions

- Meet arriving fire and police personnel
- Be certain to take school Crisis Response Box.
- Identify the location of fire, smoke, explosion or gas smell. Advise locations of injured or trapped persons.
- Provide last known location of any missing persons.
- Establish Unified Command with emergency response officials.
- Determine if it is necessary to:
- Cancel school and notify parents to pick up students from campus.
- Evacuate students to an off-campus site for pick-up by parents.
- Announce "All Clear" if and when it is safe to re-enter the buildings.

Teachers/Staff
Upon discovery of a fire, explosion or building collapse, activate the fire alarm.
- Implement Evacuation procedures
- Use a secondary route if the primary route is blocked or hazardous
- Close, but do not lock, doors when leaving
- Inform the school office/school Incident Commander of the emergency
- Following evacuation:
- Account for all students and check for injuries
- Immediately report any missing, extra or injured students
- Wait for additional instructions

Fire in Surrounding Area
Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:
- Fire in building (on campus)

Teachers will:
- Secure their roll books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Turn off light
- Close and lock classroom door after insuring that all students are out of the room
- Take roll once all students have arrived at the assigned area
- Await further instructions from Incident Command staff

Students will:
- File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

School Incident Commander will:
- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders

Action is rescinded when:
- It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

Fire on School Grounds
Initial Action:
EVACUATE BUILDING (Fire Alarm)
To be used in the event of:
Fire in building (on campus)

Teachers will:
Secure their roll books
Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
Turn off lights
Close and lock classroom door after insuring that all students are out of the room
Take roll once all students have arrived at the assigned area
Await further instructions from Incident Command staff

Students will:
File out of classrooms in a quiet orderly manner as directed by teachers ? Assemble in the designated fire drill area for their classroom
Permit the teacher to take roll in a quiet and orderly manner
Await further instructions from their teacher

School Incident Commander will:
Determine the level of response required for the incident
Establish an Incident Command Post (ICP)
Notify appropriate School District officials (District Emergency Manager/Staff) ? Convene Student Release team if needed (Operations)
Prepare incident status report for emergency response personnel
Be prepared to assist with building access for emergency responders

Action is rescinded when:
It is deemed safe by the Incident Commander (Principal or other official) ? Teachers are given the "All Clear" or other instructions

Flooding
Initial Action:
SHELTER-IN-PLACE
To be used in the event of:
Severe weather event:
Heat, Cold
Wind, Thunderstorm
Flood

Teachers will:
- Report to their rooms if possible
- Get everyone inside their rooms, including students and staff seeking shelter
- Close all doors and windows to exclude outside air if necessary
- Take roll, and document the names of all students present
- Await further instructions from Incident Command staff or "All Clear" signal

Students will:
- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:
- Determine the level of response required for the incident

- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel
- Be prepared to assist with building access for emergency responders
- Be prepared to shut down all HVAC systems, stop outside air intrusion!

Action is rescinded when:
- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

SEVERE WEATHER PROCEDURE
For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.
If a "Severe Weather Watch" has been issued by the National Weather Service:
- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into permanent buildings.
- Close facility doors, windows and blinds or curtains.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Review "Duck and Cover" procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a "Severe Weather Warning" has been issued in the school area, or if severe weather is being observed at or near the school:
- The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:
- The school Incident Commander will rescind the "Duck and Cover" order. o Shelter-In-Place should temporarily be continued.
- The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the school Incident Commander will:
- Continue "Shelter-In-Place" until campus can be made safe.
- Give the "ALL CLEAR" signal and resume normal school operations.
- Notify parents and initiate the "Student Release" procedure.
- Initiate an the "Off-Campus Evacuation" procedure.

Loss or Failure Of Utilities
UTILITY LOSS OR DAMAGE PROCEDURE
Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.
LOSS OF UTILITIES
Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.
When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

UTILITY LOSS OR DAMAGE

EMERGENCY PROCEDURES

Gas Leak - INDOOR:

Upon detecting gas odor, staff shall initiate EVACUATIONof the affected building.

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.

DO NOT turn off lights or other electrical equipment which may cause a spark.

Leave doors open to provide ventilation of the building.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what building and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Indicate that evacuation is underway and stay on the line to provide updates.

The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.

The school Incident Commander will determine whether to evacuate other buildings.

Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe Gas Leak - OUTDOOR:

Upon detecting gas odor, staff shall initiate EVACUATIONof the immediate area

Move everyone UPWIND, at least 100', more if leak is major

Post staff to prevent entry to the area

Prevent vehicles, including school service carts, etc. from entering area

Notify the school office/school Incident Commander

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what area of campus and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Request 9-1-1 operator to call Gas Company (they have rapid access).

Stay on the line to provide updates.

The school Incident Commander will determine whether to evacuate buildings.

Shelter in place may be most appropriate way to protect, unless gas is filling

buildings. In that case get everyone moved out and well upwind of leak.
If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

UTILITY LOSS OR DAMAGE PROCEDURE - continued Electrical System Damage or Failure:
If problem is in, or on, a school building and there is smoke or threat of fire:
Evacuate the building(s).
Close, but do not lock doors.
Notify the school office/Incident Commander.
The school Incident Commander/designee will call 9-1-1:
Give school name and address.
Give location and nature of the electrical problem.
Describe best access point for emergency responders – driveway/gate. ? Indicate if evacuation is underway.
Request 9-1-1 operator to call Electric Company (they have rapid access).
Stay on the line to provide updates.
Incident Commander will determine need to evacuate buildings, if not already done.
Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
Do not reenter the building(s) until fire or utility officials say it is safe.
If problem is outdoors, Incident Commander will direct staff to isolate the area and
stand watch until the power can be shut down.
If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break
If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
Notify the school office/school Incident Commander.
The school Incident Commander will activate the Utilities Group, or otherwise direct
staff to attempt to shut down water at main shut-off or building shut-off.
The school Incident Commander will assess situation and determine next step:
Whether to evacuate buildings, if not already done.
Need to remove water, and/or cover/remove contents to protect. ? Need to contact plumber, water removal specialists or others.
Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
If problem is outdoors, Incident Commander will direct staff to isolate the area and
stand watch until the leak can be shut down.

Motor Vehicle Crash
Appropriate actions and response procedures are communicated to staff and individuals using the School Incident Command Organizational Chart and following the Safety Plan.

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "INITIAL ACTIONS:"
1. Duck and Cover
2. Evacuate Building(s)
3. Shelter-In-Place
4. Lock-Down
When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

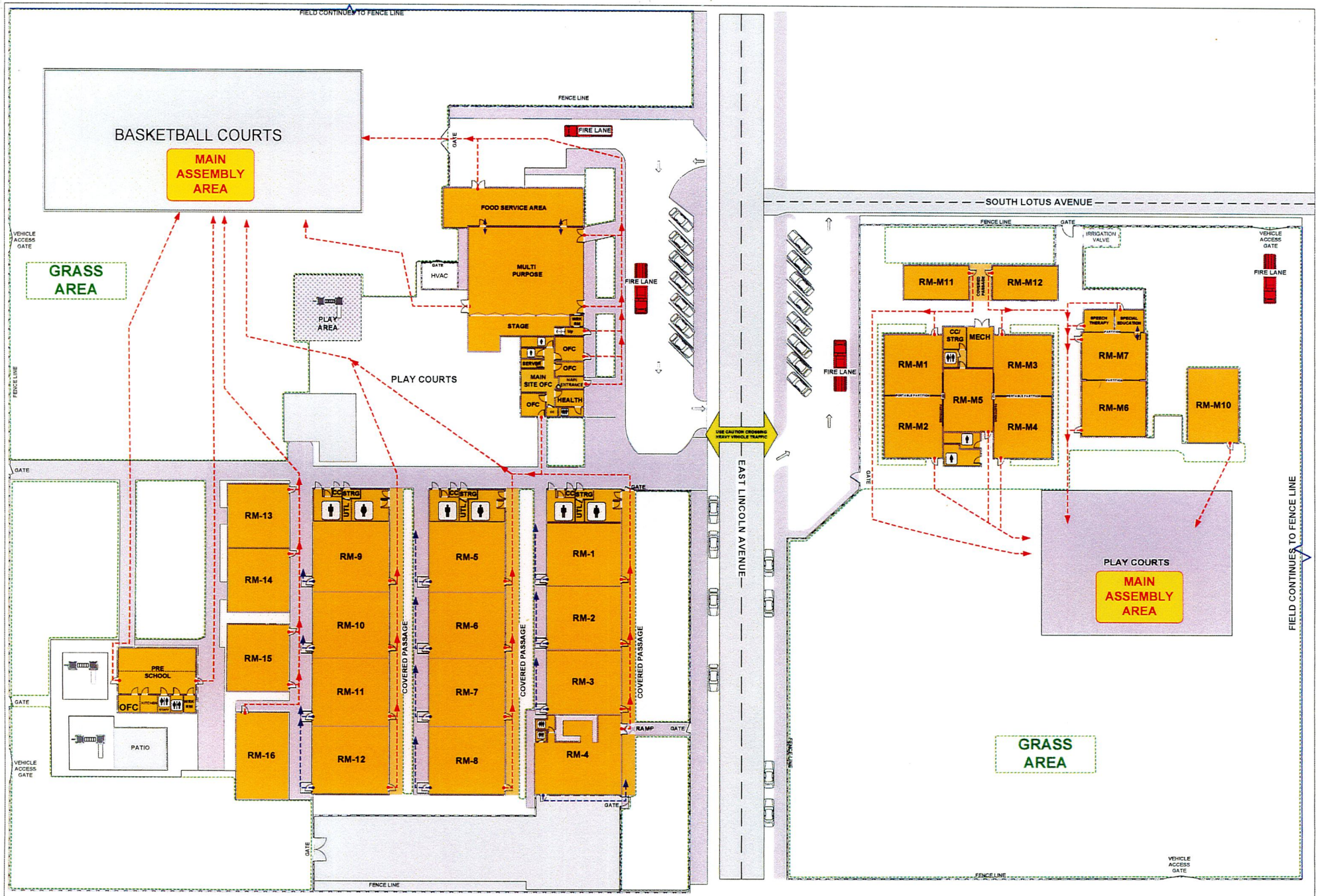
Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in Section V of this Crisis response Plan.
Detailed Duck and Cover, Evacuate, Shelter In Place and Lock Down procedures, and an Initial Actions Poster are located in all rooms – Initial Actions.

Psychological Trauma
In case of psychological trauma, the situation would be evaluated and then the appropriate steps would be followed The school psychologist would be involved any type of incident.

Suspected Contamination of Food or Water
The situation would be evaluated and then the appropriate steps would follow according to the safety needs of the students.

Unlawful Demonstration or Walkout
The situation would be evaluated and then the appropriate steps would follow in order to keep all students safe.
Initial Action: Shelter in Place and/or Lock Down, Evacuation/Relocation as needed.

Emergency Evacuation Map



WASHINGTON COLONY SCHOOL	2007
EMERGENCY SITE MAP	WASHINGTON COLONY SCHOOL DISTRICT

CHEMICALS · FIRE HYDRANT · ALARM PANEL · MAIN ROUTE · FIRE LANE · ELEVATOR · ELECTRICAL · GAS SHUT OFF · WATER SHUT OFF · REST ROOM · ALTERNATE ROUTE

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.5
DATE: March 14, 2017

SUBJECT TITLE: Rural School Bus Pilot Project Application

Action ___√___ Discussion _____ Information _____

RECOMMENDATION:

Approve the submission of the WCESD Rural School Bus Project **Application Part A** to the North Coast Unified Air Quality Management District (NCUAQMD).

BACKGROUND:

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

CONSIDERATION:

Washington Colony Elementary School District is taking the opportunity to apply for a bus replacement project sponsored by the North Coast Unified Air Quality Management District. According to the US EPA, more than half of today's buses have been in service for over a decade. These older school buses emit twice as much pollution per mile as a simi-truck.

According to the criteria required and researched by our maintenance director, Washington Colony meets the criteria for this Rural School Bus Pilot project. Our district owns and operates with an old bus that is over 20 year sold, and has its current CHP certification. The main goal of this grant program is accelerating the turnover of California school bus fleets to lower carbon transportation choices, especially in rural school district that have less access to other funding sources. If selected for funding, applicants will be required to complete **Application Part B** within 30 days, with additional documentation (Board Resolution) and submit it to NCUAQMD.

FINANCIAL IMPACT:

Total Grant Funding Requested: $165,000 (Matching funds depend on price of diesel bus)

FUNDING SOURCE:

General Fund (0100)

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

WASHINGTON COLONY ELEMENTARY SCHOOL DISTRICT

130 E. LINCOLN AVENUE, FRESNO, CA 93706
PHONE: (559) 233-0706 FAX: (559) 233-9583

March 14, 2017

NCUAQMD
Attn: Rural School Bus Pilot Project.
707 L Street
Eureka, CA 95501

Dear NCUAQMD District Administration,

On behalf of the Washington Colony Elementary School District, I would like to thank you in advance for the opportunity to take into consideration our Application Part A for the Rural School Bus Pilot Project. As per your information, Washington Colony Elementary School District is in a large pollution control district (San Joaquin Pollution Control District). It is my understanding that currently there are no grant opportunities for rural school bus replacements within the large pollution control district. Washington Colony Elementary School District meets all of the Baseline "Old School Bus" criteria and we are a K-8 Title I single elementary school district located in a rural area. Therefore, we respectfully are asking for an opportunity to participate in this small pollution control district (North Coast Unified Air Quality Management District) Rural School Bus Pilot Project Grant.

Attached to this correspondence you will find the Washington Colony Elementary School District's Application Part A with all of the required eligibility criteria and program requirements. Thank you for accepting our Application Part A and we look forward to being one of the new school bus project grant recipients.

We will follow-up on this request and status of Application Part A with a phone call, with any additional questions about our single school K-8 district. In the meantime, if you have any questions or need further details, please contact Jeff Dronyk, Director of Transportation, or myself, at your earlier convenience.

Sincerely,

Jesus Cruz

Superintendent-Principal

Jesus Cruz, Superintendent/Principal ~ Evelyn Diaz, Assistant Principal
Jeff Dronyk, Transportation & Maintenance Supervisor ~ Sara Villegas, Administrative Assistant ~ Maria C. Rodriguez, Financial Manager
Board of Trustees: Robert E. Dack ~ Gary Chavez ~ Liz Faccinto ~ Peter L. Mathew ~ Rene A. Mendoza

North Coast Unified Air Quality Management District
Rural School Bus Pilot Project
Application Package

According to the US EPA, more than half of today's school buses have been in service for over a decade. These older school buses emit twice as much pollution per mile as a semi-truck. Consequently, health risks for students, especially younger children, increase significantly because their respiratory systems are still developing. The main goal of this grant program is accelerating the turnover of California school bus fleets to lower carbon transportation choices, especially in rural school districts who have less access to other funding sources.



Application Process

The application process takes place in two-phases. Application Part A collects basic information about the applicant and desired technology type. This application is used for initial project ranking and selection. Application Part B requires in-depth information about the new school bus selected and required documentation. Part B is only sent to applicants initially selected for funding. The two-part application process was intended to limit the burden on the applicant and the school bus vendors/dealers.

Applicants must complete this application (Application Part A) and return it to the North Coast Unified Air Quality Management District (NCUAQMD) during the open application period, March 1, 2017 through March 30, 2017.

Please submit the application using the online application submittal page listed below:

http://www.ncuaqmd.org/index.php?page=rural.school.bus

Applications may also be accepted by mail (post marks accepted) or emailed. Faxed Applications will not be accepted.

Applications may be mailed to:
NCUAQMD
Attn: Rural School Bus Pilot Project
707 L Street
Eureka, CA 95501

Or Emailed to:
esquire@ncuaqmd.org
Subject: Rural School Bus Pilot Project

Please be aware: You may not change technology type of the New School Bus once you have submitted an application.

Eligible Applicants Include:

- California Public School Districts
- California Public Charter Schools
- Joint Power Authorities (JPA's)
- County Offices of Education
- Division of State Special Schools of the State Department of Education

To be Eligible, applicants must own their own school bus which must be 20 years old or older.

Project Types

Applicants may select from one of the following project types:

- Fleet expansion for zero-emission school buses
- Bus replacement for conventional fuel school buses with a hybrid or internal combustion engine. These projects will require the use of renewable fuel types.

Applicants selecting all-electric projects will be allowed to apply for up to three school buses, while projects using renewable fuel will be allowed one school bus per School District. A separate application must be completed for each school bus.

New School Bus Technology	Maximum Funding Level
Hybrid and combustion engine school buses and available incremental renewable fuel costs	$165,000 (includes school bus, taxes, and incremental renewable fuel costs)
Zero-emission school buses	$400,000
Electric school bus infrastructure	$5,000

Rural School Bus Pilot Project
Application Part A

Applicant Information

School District or JPA: Washington Colony School District	Contact Name, Title: Jeff Dronyk, Director Transportation	
Mailing address: !30 E. Lincoln Ave.		
City: Fresno	State: Ca	Zip Code: 93706
Physical address: 130 E. Lincoln Ave.		
City: Fresno	State: Ca	Zip Code: 93706
School or JPA Phone: 559-233-0706	Contact Phone: 559-417-5442	
Local Air District: San Joaquin Pollution control district	Email Address: jeffdronyk@washingtoncolony.org	
Type of Applicant: ■ Public School District □ Charter School District □ JPA □ County Office of Education □ Division of State Special Schools of the State Department of Education		

New School Bus Technology Type

Technology Type applying for : □ Zero-Emission ■ Hybrid or Internal Combustion Engine Using Renewable Fuel	
Zero-Emission Projects: Are you applying for infrastructure costs: □Yes ■ No Have you verified this technology will work for your route: □Yes □ No	
Hybrid or Internal Combustion Engine Projects: What Fuel type will you be applying for: ■Diesel □CNG □Propane Have you verified the availability of RENEWABLE FUEL: ■Yes □ No	
Total Grant Funding Requested: $ 165,000	

Funding Disclosure

Has the engine or vehicle in this application been considered for or awarded replacement funding from another public agency? □Yes ■ No
If Yes, please give the Agency name, status of application and funding amount requested:

Baseline School Bus ("old school bus")

Vehicle Identification Number (VIN):		School Bus Type:
1T75T4B20R1120670		1
Vehicle Manufacturer: Thomas	Model: Saf-t-liner	Year: 1993
Gross Vehicle Weight Rating (GVWR): 37,400	License Plate Number: E002176	Fuel Type: Diesel
Name of Registered Owner: Washington Colony School District		Horse power: 300
Engine Manufacturer: Cummins	Engine Model: 6CTA-300	Engine Year: 1993
Engine Serial Number: 44873005	Current Odometer Reading: 187,657	Is this school bus currently CHP Certified: ■Yes □ No
School Bus Storage Address: 130 E. Lincoln Ave Fresno Ca 93706		
Miles Traveled Last School Year: 9,247	Total Engine Mileage: (if different from Current Odometer Reading)	

I hereby certify that all information provided in this application are true and correct. I understand that this application is for evaluation purposes only and does not guarantee project funding. I certify that to the best of my knowledge, the information contained in this application and in any documentation accompanying this application or submitted in furtherance of this application is true and accurate. I certify that I have the legal authority to apply for funding on behalf of the applicant entity and that I am authorized to sign this application on behalf of applicant.

Printed name of representative:	Title:
Jeff Dronyk	Director Transportation
Signature of representative: Jeff Dronyk	Date: 2/17/2017

Eligibility Criteria and Program Requirements

Baseline "Old School Bus":

- Chassis must be 20 years old or older (non-engine portion of the bus)
- Must be owned by the applicant
- Gross Vehicle Weight Rating (GVWR): greater than 14,000 pounds GVWR
- Current CHP Certification
- For Hybrid and Internal Combustion projects, the old school bus is required to be dismantled. Dismantled means the old school bus is permanently and irreversibly incapable of functioning as originally intended.
- For zero-emission school bus projects, the old school bus is required to be designated as a back-up school bus.

New School Bus:

- All new school bus engines must be certified by the ARB for sale in California, comply with durability and warranty requirements, and be the current model year available.
- New school buses must be delivered and operational no later than February 1, 2020.
- New school buses purchased under this program must be operated and maintained according to the manufacturer's warranty specifications.
- New school buses must be owned and operated by the grant recipient for a minimum of three (3) years.
- New school buses must receive CHP Safety Certification before being placed in active service.
- For hybrid or internal combustion engines projects, grant recipient must purchase enough renewable fuel to power the bus for the mileage accumulated during the three year project life.
- New school buses with internal combustion engines are eligible for replacement funding if the engine's emissions are less than or meet the following criteria:

New School Bus Emission Standards	
NOx	PM
0.20 g/bhp-hr*	0.01 g/bhp-hr*
*grams per brake horsepower-hour	

Project Evaluation and Selection Process

All projects must meet the minimum requirements stated in the Air Quality Improvement Program (AQIP) and Low Carbon Transportation Investments (LCTI) from the Greenhouse Gas Emission Reduction Fund Rural School Bus Pilot Project (RSBPP) Grant Agreement. This document can be found on the NCUAQMD website at the address below:

http://www.ncuaqmd.org/index.php?page=rural.school.bus

Applications received will be ranked based on the size of the air district they are located in, age of the old school bus, and mileage of the old school bus. Projects will be selected in order of their ranking, until funding has been exhausted. Priority ranking is given to school districts located within the boundaries of a small air district, as defined by the California Air Pollution Control Officers Association (CAPCOA). A listing of Air Districts are available here:

http://www.ncuaqmd.org/files/List%20of%20Air%20Districts.pdf

Application Part B

If initially selected for funding, applicants will be required to complete Application Part B within 30 days, and submit it to the NCUAQMD. Application Part B will require the following documentation to be considered a complete application:

- ☐ Board Resolution: A resolution from the school district or JPA governing board authorizing submittal of the application and identifying the individual authorized to implement and administer the project.
- ☐ A Copy of the current CHP Safety Certification (CHP form 292)
- ☐ A Copy of Current DMV School Bus Registration
- ☐ A Photo of the School Bus Manufacturers ID Tag clearly showing the VIN and GVWR
- ☐ A Photo of the Engine Serial Number
- ☐ A Vendor Quote for the New School Bus
- ☐ Proof of Availability of Renewable Fuel (if applicable)
- ☐ An installation and material quote for electric charging infrastructure (if applicable). Installation quote must include the contractor's license number.
- ☐ ARB Executive Order showing new school bus engine meets required emission criteria (if applicable)

Once the information provided in Application Part B has been verified, the applicant will be required to enter into a 3-year agreement with the NCUAQMD. Agreements must be signed by both parties before the applicant may order a new school bus.

Failure to comply with this requirement will disqualify the applicant. A violation of any agreement term or condition may require the grant recipient to repay all or a portion of the grant award.

Post-Award Process

1. The grant recipient will have 30 calendar days from execution of the contract to place a purchase order for the new vehicle and/or equipment. The grant recipient must submit a copy of the purchase order(s) to the NCUAQMD within 10 days of submitting the purchase order(s). Failure to provide a purchase order within 10 days may result in termination of the grant award and agreement.
2. The grant recipient must provide a written notification to the NCUAQMD of new school bus delivery, within 10 days of receiving the new school bus.
3. The grant recipient will be required to complete and submit a Dismantler Certification Form (if applicable) and Reimbursement Request Form with required documentation and photos, within 60 days of receiving the new school bus.
4. The NCUAQMD will complete submittals within 10 days of receipt, and payment for complete projects will be made within an additional 10 days, provided all requirements for payment have been met.

Annual Reporting Requirement

Grant recipients will be required to submit annual reporting to the NCUAQMD at 12, 24, and 36 month intervals, after the new school bus has been put into active service. The school bus will be considered in "active service" on the date the new school bus receives CHP certification. The grant recipients will be required to report the following information: mileage (odometer reading), maintenance, CHP certification status, renewable fuel quantities purchased and costs, at minimum. **The District will require the grant recipient to record the odometer reading of the new school bus at two dates each year: 1) The anniversary date the new school bus was placed into active service; and 2) On December 31st of each year.**

Renewable fuel purchase quantities will be verified using information and documentation provided with the required annual report. The grant recipient may request funds for incremental renewable fuel costs when they submit annual reporting. Requests must be received no later than March 15, 2020. Incremental renewable fuel costs accrued after this date are the sole responsibility of the grant recipients.

Questions?

If you have any questions or would like any additional information please contact the NCUAQMD by email at esquire@ncuaqmd.org or by phone at (707) 443-3093.

WCESD BOARD OF TRUSTEES

ITEM NO. VI.A.6(a)
DATE: March 14, 2017

SUBJECT TITLE: FCSS Internet Access Services Agreement

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Ratify Internet Access Services Agreement between the Fresno County Superintendent of Schools ("FCSS") and the Washington Colony Elementary School District ("District") for the 3-year period of 2016-17 through 2019-20 school years.

BACKGROUND

As specified in law, the power to contract is invested in the Governing Board, and, by Board action, the Superintendent has been delegated the power to enter into contracts on behalf of the district. However, to be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Governing Board. (Education Code 17604).

CONSIDERATION

The Governing Board recognizes that the internet access is critical to the student's ability to learn in the classrooms with Technology integration. The Fresno County Superintendent of Schools will continue furnishing to Washington Colony School district the cost effective high-speed Internet access for the next 3 years starting with 2017-18 school year. Since 1998, FCOE has been a registered E-rate service provider. FCOE is well-established ISP and a K12 High Speed Network node site. Internet Service will be provided from FCOE network data center located at 1111 Van Ness Ave, Fresno CA and/or from the FCOE secondary node site located at 2840E Floradora Ave, Fresno CA. Internet service will be provided from the FCOE data center to the district specified location over the district's data connection.

FINANCIAL IMPACT:

Monthly Rate: $1,500

Annual Rate: $18,000

FUNDING SOURCE:

General Fund (0100)

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

Fresno County Office of Education
Information Systems & Technology
Raj Sra
1111 Van Ness Ave
Fresno, CA 93721
Phone: 559-265-3017 Fax: 559-497-3707
ERATE SPIN: 143014134

Proposal for:

Washington Colony Elementary

Project: Bundled ISP Services

RFP Number: 046-16A.5

Date: 1/20/2017

About FCOE

County offices of education are the intermediate level of the public education system in California. Fresno County Office of Education (FCOE) serves 32 school districts and more than 190,000 students. FCOE provides a full range of support programs and services. These include professional training and staff development, curriculum, business and finance support, health and pupil personnel services, technology support services as well as legislative and public policy leadership and advocacy at the local, state and federal level.

The Information Systems & Technology (IS&T) department at the Fresno County Office of Education provides technology services to FCOE and county school districts. We have a highly-qualified staff that that specializes in providing technology design and support services specifically tailored for K12 school district needs including, network infrastructure support, server infrastructure support and software development services.

FCOE has a well-established data communications network spanning across Fresno County and is a K12 High Speed Network node site. We provide cost effective high-speed Internet access to our clients, primarily Fresno County school districts. FCOE has been an Internet Service Provider (ISP) since 1997 and we are currently providing ISP and network support services to over 30 school districts within Fresno County.

FCOE maintains a state of the art data center designed to help meet the demands of today's school districts including the need for high speed Internet access delivered to the class room. FCOE supports multiple data service connectivity options to provide Internet access. We currently work with leading area Telco circuit providers and support a variety of technologies including: T1, DS3, fiber, and microwave circuits. FCOE also maintains a private microwave network infrastructure that spans across Fresno County, providing Internet connectivity to multiple school districts.

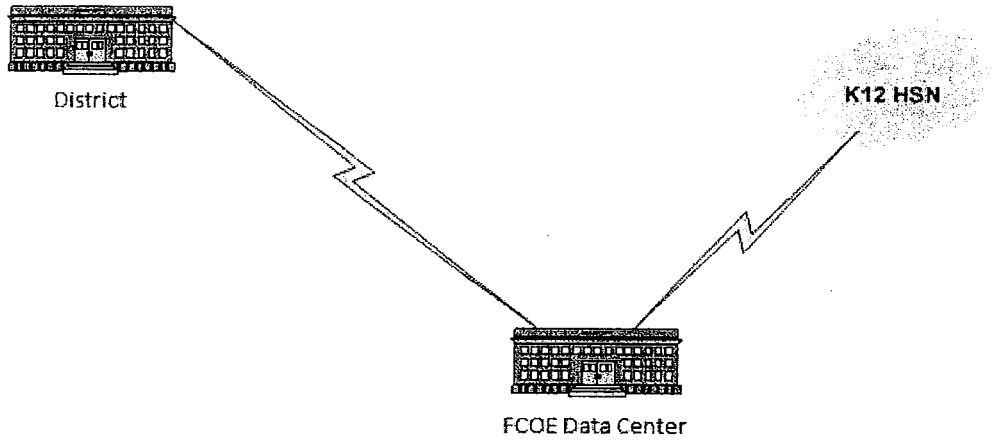
Since 1998, FCOE has been a registered E-Rate service provider. Our SPIN is 143014134. FCOE has filed a current E-rate Service Provider Annual Certification Form and is not currently under any "Red Light" restrictions from the FCC. We are well experienced with the E-Rate program and its billing process. Many school districts in Fresno County currently receive E-Rate discounts against Internet Access Service provided by FCOE.

Billing Process

FCOE follows an annual billing process for ISP services. Invoices are sent out annually in the month of February. If the 486 form has been received and acknowledged at the time of our billing, the approved discounts will be applied to the invoice. FCOE will invoice USAC directly for the remainder of the Funding Commitment amount. The entity will be directly billed the full contract amount if the 486 form has not been received and acknowledged at the time of our billing. The entity will then need to seek reimbursement directly from USAC through the BEAR 472 invoice form.

Implementation Plan

FCOE is well established ISP and a K12 High Speed Network node site. Internet Service will be provided from the FCOE network data center located at 1111 Van Ness Ave, Fresno, CA and/or from the FCOE secondary node site located at 2840 E Floradora Ave, Fresno, CA. Internet service will be provided from the FCOE data center to the district specified location over the district's data connection.



References

Project #1

Description of Project: ISP Services- 2Gbps
Customer: Kings Canyon Unified School District
Address: 675 W Manning Ave. Reedley, CA 93654
Phone Number: 559-305-7005

Contact Information
Name: Jerry Edmonds
Title: Technology Coordinator
Phone Number: 559-305-7040
Email: jedmonds@kcusd.com

Project #2

Description of Project: ISP Services- 10Gbps
Customer: Clovis Unified School District
Address: 1450 Herndon Ave. Clovis, CA 93611
Phone Number: 559-327-9000

Contact Information
Name: Dan Resciniti
Title: Network Services Manager
Phone Number: 559-327-9614
Email: danresciniti@clovisusd.k12.ca.us

Project #3

Description of Project: ISP Services- 10Gbps
Customer: Central Unified School District
Address: 5652 W Gettysburg Ave. Fresno, CA 93722
Phone Number: 559-274-4700

Contact Information
Name: Chris Martinez
Title: Director, Technology Services
Phone Number: 559-274-4700 x63216
Email: chrismartinez@centralusd.k12.ca.us

Internet Service Quote

Fresno County Office of Education
Information Systems & Technology
1111 Van Ness Ave
Fresno, CA 93721
Phone: 559-265-3017 Fax: 559-497-3707

E-Rate SPIN: 143014134

Fiscal Year:
2017-2018

Contract Term:
3 Year

Date:
1/6/2017

Customer

Organization:
Washington Colony Elementary

Contact:
Jesus Cruz

Address:
130 E Lincoln Ave Fresno, CA 93706

Phone:
559-233-0706

Internet Service

Service	One-Time Installation	Monthly Rate	Annual Rate
100Mbps Bundled ISP - Microwave Circuit		$1,500.00	$18,000.00
	One-Time Installation	Monthly	Annual
Total:	$0.00	$1,500.00	$18,000.00

Notes:

*Service does not include configuration and support of client wide-area or local-area networks, computers or servers.

Form 471 - Item 21 Attachment

Applicant:	Washington Colony Elementary
Service Provider:	Fresno County Office of Education
SPIN:	143014134
Term:	36 Months
Proposal Date:	1/6/2017

			Eligible Annual Cost	
Service Description	Quantity	Unit Cost	Recurring	Non-Recurring
Bundled Internet Service	100Mbps		$18,000.00	
		Total:	$18,000.00	$0.00

fresno county
superintendent of schools
Jim A. Yovino, Superintendent

Bundled Microwave Internet Service Pricing

Burst Speed	Monthly Rate	Annual Rate
100Mbps	$1,500	$18,000
200Mbps	$1,800	$21,600
400Mbps	$2,000	$24,000
1Gbps	$2,500	$30,000

FCOENet Internet services includes:

- **Internet access through K12 High Speed Network hub site**
- **Circuit status and utilization monitoring**
- **Telco circuit trouble call management**
- **InterNIC registered Class C address space**
- **Primary and secondary Domain Name Service**

#83358

INTERNET ACCESS SERVICES AGREEMENT
("Agreement")

COVER PAGE

A. "District" and Address/Contact Information:	B. "FCSS" and Address/Contact Information:
Washington Colony Elementary Attn: Jesus Cruz 130 E Lincoln Ave Fresno, CA 93706	Fresno County Superintendent of Schools Attn: Administrator, Information Systems & Technology Fresno County Office of Education 1111 Van Ness Avenue Fresno, CA 93721-2000
C. "Contract Effective Date":	D. "Contract Termination Date":
July 1, 2017	June 30, 2020
E. "Contract Amount":	F. Tier and Mbps (see Att. A)
See Art. 2 and Att. A	100Mbps Bundled ISP

This Agreement is entered into by and between FCSS and District as of the Contract Effective Date. FCSS and District are also referred to in this Agreement collectively as the "Parties" and individually as a "Party".

1. Contract Term. This Agreement shall commence on the Contract Effective Date and shall continue in full force and effect thereafter until and including the Contract Termination Date ("Contract Term"), unless this Agreement is terminated during the Contract Term as provided in Article 3 of this Agreement.

2. Agreement Documents. This Agreement contains and consists of this Cover Page, each Article that is listed below, and Attachment A:

Article	Title
1	Scope of Services and Obligations
2	Payment
3	Termination of Agreement
4	[Intentionally Left Blank]
5	Indemnity and Defense
6	Dispute Resolution
7	General Provisions

In consideration of the covenants, conditions, and stipulations set forth in this Agreement and for good and valuable consideration and/or the mutual benefits to be derived from this Agreement, the Parties, intending to be legally bound, agree as set forth in, and execute, this Agreement. Each person executing this Agreement on behalf of a Party represents that he or she is authorized to execute on behalf of, and to commit and bind, the Party to this Agreement.

DISTRICT

By: Jesus A. Cruz 2/24/17

Print Name: JESUS CRUZ

Title: Superintendent

FCSS

By: Dr. Kathryn Catania

Jim Yovino or Authorized Designee
Superintendent
Dr. Kathryn Catania, Deputy Superintendent

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

Section 1.1 **Recitals.** FCSS provides Internet access and technology services to school districts in Fresno County. District is a school district in Fresno County and desires to enter into this Agreement with FCSS for FCSS to provide District with Internet access and support services as set forth in this Agreement.

Section 1.2 **Duties and Obligations.** The Parties' duties and obligations under this Agreement shall include those set forth below in this Section.

1.2.1 FCSS's Duties.

1.2.1.1 Required Services. FCSS shall provide to District the Internet access and technology services (collectively "Services") designated on the Cover Page and described in **Attachment A.** District may change to a different tier of Services and/or Mbps listed in Attachment A by communicating the change to FCSS in writing to the address listed on the Cover Page or by e-mail to support@fcoe.org. Upon FCSS' receipt of District's change request and completion of any upgrades or other services required to implement the requested change, FCSS will notify District of the date upon which the requested change will take effect.

1.2.1.2 Additional Services. From time to time during the Contract Term, FCSS may be required to perform services other than those set forth in this Agreement ("Additional Services") at the request of District and upon agreement by FCSS, or in order to provide Internet services to District due to District's failure to provide FCSS with timely or accurate information. If FCSS performs any Additional Services, such Additional Services shall be charged to District on a "time and material" basis utilizing FCSS' then-existing schedule of charges. Unless agreed in writing otherwise, District shall pay FCSS for any Additional Services within 30 days of receipt of FCSS' invoice.

1.2.1.3 Limited Liability. In the event that FCSS, as a result of its sole negligence, fails to properly provide Internet services to District, FCSS' liability shall be limited to reimbursing to District the proportionate cost, on a time basis only, for the Internet services that District failed to receive. District further understands, covenants, and agrees that FCSS' performance under this Agreement is conditioned on District's timely and accurate provision of data and information to FCSS. Any error, omission or other failure of performance by FCSS caused, in part or in whole, by District shall be the District's sole and exclusive responsibility.

1.2.2 District's Duties.

1.2.2.1 At all times during the Contract Term, District, including all users of District's Internet services, shall comply with all of FCSS' policies, including FCSS' Internet access and acceptable use policies, in effect at the time the District makes use of the Internet services.

1.2.2.2 District shall be responsible for all use, authorized or not, of District's Internet service account and District's passwords.

1.2.2.3 District understands and agrees that FCSS has the right, but not the obligation, to disable access to anyone accessing or using District's Internet services and/or suspend District's Internet services, including but not limited to District's storage of a website when, in FCSS's sole opinion, such action is necessary to (i) conform to any applicable laws, rules, or regulations or comply with legal process, (ii) protect and defend the rights or property of FCSS, (iii) protect the personal safety of any person, (iv) respond to a complaint that material has been posted or transmitted via District's Internet services in violation of copyright laws, or (v) ensure conformity with any of FCSS' applicable policies, regulations, and procedures. However, District remains solely responsible for the use of its Internet services and the content

of any websites maintained for District sites and District agrees that FCSS is not liable for any action FCSS takes or fails to take concerning material posted or transmitted via District's Internet services.

ARTICLE 2 PAYMENT. As full consideration and compensation for FCSS' performance of the Services, District shall pay to FCSS for each "Fiscal Year" (July 1 to June 30 of the succeeding calendar year) an amount ("Annual Payment Amount") based on the tier and Mbps selected by District on the Cover Page and described on **Attachment A**, Schedule of Services and Rates, and as may be changed or modified pursuant to this Agreement. Attachment A is attached to and incorporated as part of this Agreement. District hereby authorizes FCSS to transfer, on or after March 1 of each Fiscal Year, funds from District's General Fund to the Fresno County School Service Fund to pay the then-existing Fiscal Year's Annual Payment Amount.

ARTICLE 3 TERMINATION OF AGREEMENT.

Section 3.1 Grounds for Termination. This Agreement shall terminate upon expiration of the Contract Term. During the Contract Term, a Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has provided the breaching Party with at least 30 days written notice before the effective termination date.

Section 3.2 Rights and Obligations Upon Termination. If this Agreement is terminated due to FCSS' material breach of one or more provisions of this Agreement, FCSS, upon such termination of this Agreement, shall be entitled to payment for all Services that FCSS provided before the effective date of termination of this Agreement. If this Agreement is terminated due to District's material breach of one or more provisions of this Agreement, FCSS, upon such a termination of this Agreement, shall be entitled to payment of the full Contract Amount within 30 days of the effective date of termination of this Agreement. If this Agreement is terminated due to FCSS' and District's material breach of one or more provisions of this Agreement, FCSS, upon such termination of this Agreement, shall be entitled to payment for all Services that FCSS provided before the effective date of termination of this Agreement.

Section 3.3 Force Majeure. The provisions in this Section shall apply if either Party is delayed or prevented from performing this Agreement by a Force Majeure Event, as that term is defined below. No Party shall be liable for any failure or delay in performing this Agreement if a Force Majeure Event caused the failure or delay, and such failure or delay is beyond the Party's control and which by the Party's exercise of due diligence could not reasonably have avoided the Force Majeure Event and such Force Majeure Event was not avoided. A "Force Majeure Event" shall mean events or circumstances beyond a Party's reasonable control and occurring without any fault or negligence of the Party, and which by the exercise of due diligence by the Party could not reasonably have been avoided and was not avoided, which events or circumstances, include, but are not limited to, acts of God, such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters; terrorist attacks; wars; strikes; lockouts; riots; explosions; or governmental acts or order, including sanction, embargo, and import or export regulation. A Force Majeure Event shall not include events or circumstances that are within a Party's reasonable control or that occurs as a result of or arises from a Party's act or omission, which events or circumstances include, but are not limited to, failure by a Party and/or its subcontractors, suppliers, or agents to meet their legal or contractual obligations where no Force Majeure Event has occurred; disruption in services to a Party caused by one or more of the following: disputes with subcontractors, suppliers, or other agents or parties, or disputes between a Party and its employees.

ARTICLE 3A RENEWAL OF AGREEMENT. Where this Agreement terminates by expiration of the Contract Term, the Parties may mutually agree in an addendum executed by the Parties to renew this Agreement for a successive period of the same duration as the Contract Term, or for a longer or shorter period.

ARTICLE 4 [INTENTIONALLY LEFT BLANK]

ARTICLE 5 INDEMNITY AND DEFENSE.

Section 5.1 Indemnity Obligations of District. To the fullest extent permitted by law, District shall defend, indemnify, and hold harmless FCSS and the Fresno County Board of Education, and their officers, employees, volunteers, students, and agents (collectively "FCSS and FCSS Personnel") from and against any claims, lawsuits, actions, and/or liability, whether actual or alleged, arising out of or relating to this Agreement, including but not limited to:

5.1.1 Use of the Internet/World Wide Web by District or anyone accessing the Internet via District's Internet connection.

5.1.2 The placement or transmission by District (or District's employees or students or anyone on District's behalf or accessing the Internet through District's Internet connection) of any message, information, software, or other materials on District's e-mail system or on the Internet/World Wide Web or on websites authorized by District, including but not limited to, messages, information, software, or other materials which contain:

5.1.1.1 Material which is or is likely to be unlawful, threatening, abusive, unethical, libelous, defamatory, pornographic, obscene or sexually explicit, or which contains illegal solicitations or tends to injure, intimidate, interfere with, oppress or threaten any person in the free exercise or enjoyment of any right or privilege granted under federal or state law because of the person's race, color, religion, ancestry, national origin, disability, gender, sexual orientation or perceived sexual orientation;

5.1.1.2 Information constituting or encouraging conduct which would be considered a criminal offense, give rise to civil liability, or otherwise violate local, state, or federal law;

5.1.1.3 A virus, cancelbot, Trojan horse, worm or other harmful component;

5.1.1.4 Any Universal Resource Locator (URL) address or link to such an address which displays or transmits information described in this section;

5.1.1.5 The submission or transmission of information which is protected by copyright or other proprietary rights without obtaining permission of the copyright owner or right holder; or

5.1.1.6 The failure to display any required copyright, trademark, or other proprietary notices or acknowledgments.

5.1.3 All claims or actions for damages or other loss or liabilities due to FCSS' failure to properly provide Internet services to District.

5.1.4 All claims or actions relating to any documents, graphics, data, materials, text, and/or other items that District and/or its officers, employees, students, or agents use in connection with Internet services and connection provided to District under this Agreement or on District's website or District-sponsored websites.

Section 5.2 No Limitation by Insurance and Survival of Obligations. Neither the existence of any insurance coverage carried by District nor the minimum coverage limits with respect to any such coverage, shall be deemed to limit or restrict in any way District's obligation or liability under this Article. District shall be obligated under this Article and liable to the FCSS as provided under this Agreement to the fullest extent permitted by law without regard to whether District's insurance provides coverage for the obligation or liability. The obligations set forth in this Article shall survive the termination of this Agreement.

ARTICLE 6 DISPUTE RESOLUTION. The Parties shall meet and confer in good faith to resolve any disputes between them arising out of, resulting from, or relating to this Agreement. During a dispute regarding payment under this Agreement, Agency shall pay FCSS the amount that is undisputed and due to FCSS; if a

disputed amount is finally determined to be due to FCSS, Agency shall pay such amount to FCSS within 30 days of the final determination. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after complying with this Article. The provisions of this Article shall survive the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

Section 7.1 **Entire Agreement, Conflicts, Execution, Amendment, and Waiver.** This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of and any conflicts or inconsistencies in this Agreement shall be resolved by giving precedence as follows: the Cover, these General Terms and Conditions, Required Documents marked as required on the Cover, any exhibit or attachment that is stated on the Cover, and any amendment entered into by the Parties in accordance with this Section. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any covenant, term, or condition of this Agreement only by a writing executed by them.

Section 7.2 **Interpretation, Applicable Laws and Time Zone, Venue, Severability, and Survival of Termination**. This Agreement is to be interpreted according to its fair meaning and not strictly for or against any Party, and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

Section 7.3 **Independent Contractor, Assignment, and Transfer.** Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an agency relationship, partnership, or joint venture between the Parties. A Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's' prior written consent; however, this provision shall not be read or construed to prohibit FCSS from contracting with one or more third parties to provide all or a part of the Services.

Section 7.4 **Notices.** Except as may be specifically stated otherwise in this Agreement, each Party shall give any notices, demands, invoices, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at the address, FAX number, and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier services that tracks the delivery; (C) sent by certified mail, return receipt requested, first class postage prepaid; or (D) sent by regular mail *and* transmitted by facsimile or e-mail; and, ***if to FCSS, a copy thereof, not to include invoices and communications regarding normal implementation of this Agreement, by facsimile to***: Lead Legal Counsel at (559) 265-3054. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

Attachment A
To Internet Access Services Agreement

SCHEDULE OF SERVICES AND RATES

1. Rates: Services under this Agreement are provided to District based on the tier and Mbps selected by District from the table below. District selects the tier and Mbps indicated on the Cover Page and agrees to pay an Annual Payment Amount based on the monthly rate associated with the selected tier and Mbps.

Total Bundled Internet Service Pricing		
Internet Access Bandwidth	**Monthly Rate**	**Annual Rate**
100Mbps w/ Microwave Circuit	$1,500	$18,000

2. Rates Subject to Change. The above rates are subject to change by FCSS upon FCSS providing District with at least 90 days written notice.

3. The Services to be provided to District under this Agreement include the following:

FCOENet Internet services includes:

3.1 Internet access through K12 High Speed Network hub site
3.2 Circuit status and utilization monitoring
3.3 Telco circuit trouble call management
3.4 InterNIC registered Class C address space
3.5 Internet filtering service
3.6 Primary and secondary Domain Name Service

4. Service Level Agreement Objectives:

4.1 Network Availibility- 99.9%
4.2 Packet Delivery Rate- 99.99%
4.3 Network Latency- 150ms one-way
4.4 Mean time to repair- 4 hours

WCESD BOARD OF TRUSTEES

ITEM NO. VI.B.1
DATE: March 14, 2016

SUBJECT TITLE: Request of Leave

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Approve the Request of Leave Without Pay for a Classified Preschool employee (part-time position 3.75 hours)

BACKGROUND:

Consider approval of the Request of Leave Without Pay for a classified Preschool employee, Martha Maravilla (part-time position 3.75 hours). The letter of request of leave without pay is attached for your review.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____

March 8, 2017

Re: Leave of Absence

Dear Members of the Board of Trustees,

I am requesting a leave of absence for the following reason.

I have a 2 year old daughter and a 6 week old daughter who was born January 24, 2017 and because I am having childcare issues I have decided to take the remainder of the 2016-2017 school year off and return to work in the August 2017-2018 school year. I don't have anyone who can watch my daughters at the moment but by August I should have this problem figured out. I really love my job, the children, and everyone I work with but my daughters need me home with them at the moment, so I know this is what I need to do. Thank you to everyone who is a part of this great Washington Colony team, you have made it my second home.

I would like for you to consider granting me the leave of absence for the remainder of the 2016-2017 school year and returning in the 2017-2018 school year in August.

Sincerely,

Martha Maravilla

Martha Maravilla

WCESD BOARD OF TRUSTEES

ITEM NO. VI.B.2
DATE: March 14, 2017

SUBJECT TITLE: INTERDISTRICT ATTENDANCE PERMITS

Action ___√___ Discussion _____ Information _____

RECOMMENDATION

Ratify action on Interdistrict Attendance Permit request for the 2016-17 school year.

BACKGROUND

The Governing Board recognizes that parents/guardians of students who reside in one district may, for a variety of reasons, choose to enroll their child in a school in another district. The Board may enter into an agreement with any other school district for the interdistrict attendance of students who are residents of the districts. The agreement shall specify the terms and conditions under which interdistrict attendance is to be permitted or denied. Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The district is not required to provide transportation beyond any school attendance area. However, upon request, the Superintendent or designee may authorize transportation for students living outside an attendance area to and from designated bus stops with the attendance area ifs space is available.

CONSIDERATION

The Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. When the student has been determined by staff of either the district of residence or district of proposed attendance to be a victim of an act of bullying as defined in Education Code 48900(r)
2. To meet the child care needs of the student
3. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
4. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
5. To allow the student to complete a school year when his/her parents/guardians have moved out of the district during that year
6. To allow the student to remain with his/her 8th grade graduating class
7. When the parent/guardian provide written evidence that the family will be moving into the district in the immediate future and would like the student to start the year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the School Attendance Review Board or by county child

welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence.

10. When there is valid interest in a particular educational program not offered in the district of residence.
11. To provide a change in school environment for reasons of personal and social adjustment.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level or other considerations that are not arbitrary.

Moved by _____ Second _____

Vote:
Ayes:_____ Noes_____ Abstentions:_____ Absent:_____