

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA
Hamilton High School Library
Monday, November 16, 2015**

6:00 p.m. Public session for purposes of opening the meeting only.
6:00 p.m. Closed session to discuss closed session items listed below.
6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

_____ Tomas Loera, President
_____ Judy Twede, Clerk

_____ Rosalinda Sanchez
_____ Hubert "Wendall" Lower

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
2. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
3. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE: Report action taken in closed session (no earlier than 6:30 p.m.).

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
3. District Reports (in person).
 - a. Food Service Report by LeAnn Radtke.
 - b. Operations Report by Marc Eddy.
 - c. Technology Report by Frank James.
4. Principal and Dean of Student Reports and New Employee Introductions.
 - a. Cris Oseguera, Hamilton High School Principal.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - c. Maria Reyes, District Dean of Students.
5. Superintendent Report by Charles Tracy.

8.0 CORRESPONDENCE:

1. Thank you to Partnership for donating over 300 books to the Hamilton Elementary School Library. (Page 1)
2. CSBA – Call for Nominations for CSBA Delegate Assembly. (Page 2 – 6)
3. Williams Settlement – Hamilton Unified School District, 2015-16 Glenn County Schools Deciles 1-3 Report. (Page 7 – 8)

9.0 DISCUSSION ITEMS:

1. Public Hearing: Hamilton Unified School District Educator Effectiveness Spending Plan for the 2015-16, 2016-17 and 2017-18 Fiscal Years. (Page 9 – 10)
2. Board meeting dates for 2016. (Page 11 – 13)

3. Memorandum from Hamilton Teachers Association to Hamilton Unified School District, 2015-16 Contract Negotiations. (Page 14)
 - a. "The Association wishes to consider all Articles open for negotiations for the reopener of the Agreement Between the Hamilton Unified School District and the Hamilton Teacher's Association/CTA/NEA June 10, 2013 – June 10, 2016. As per the Agreement dated May 5, 2015 salary and benefits will not be reopened for negotiation."
4. First reading of Board Policy 6164.5 – Student Study Team. (Page 15 – 40)
5. First reading of Board Policy 6159 – Individualized Education Program (IEP). (Page 41 – 72)
6. MOU between HUSD and GCOE regarding Land Use Agreement. (Page 73 – 75)

10.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

11.0 **ACTION ITEMS:**

1. Approve Board meeting dates for 2016. (Page 11 – 13)
2. Approve Sunshine Letter - Hamilton Unified School District to Hamilton Teachers Association. (Page 76)
 - a. "All articles are open and subject to negotiations except salary and benefits and those matter settled in the TA dated May 5, 2015."
3. Approve purchase of 2016 Ford 12 passenger Transit 350 Van from Corning Ford via Nor-Cal Vans. (Page 77 – 80)
4. Approve MOU between HUSD and GCOE, Land Use Agreement. (Page 73 – 75)

12.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

1. Approve Warrants and Expenditures. (Page 81 – 109)
2. Approve Minutes for the Regular Board Meeting on October 19, 2015. (Page 110 – 113)
3. Approve 2015-16 Teacher Consent Forms (3). (Page 114 – 116)
 - a. Pursuant to Education Code, there is to be written documentation that the District obtained the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.
4. Approve Hamilton Elementary School Site Council Meeting Minutes for Monday, October 5, 2015. (Page 117 – 119)
5. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, November 9, 2015. (Page 120)
6. Approve Interdistrict Transfers (new or continuing students – elementary students reapply annually).
 - a. Approve Out:
 - i. Hamilton High School – 11th x 1
 - ii. Hamilton Elementary School – 8th x 1

1. Total Out: 2
7. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Robert Cabral – 7th/8th Grade Girls Basketball Coach
 - b. Resignations/Retirement: None

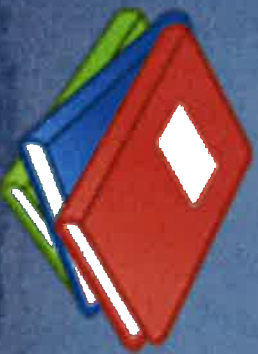
13.0 **ADJOURNMENT:**

Hamilton Elementary is D71 Partnership School



*The kids were so excited
to see new books!*

*THEY SAID
"GRACIAS"*



October 30, 2015



California School Boards Association

DEADLINE: Thursday, January 7, 2016

BOARD ACTION REQUIRED

Please deliver to all governing board members.

MEMORANDUM

To: All Board Presidents, Superintendents of CSBA Member Boards of Education

From: Jesús Holguín, President

Re: Call for Nominations for CSBA Delegate Assembly

Each year, member boards elect representatives from 21 geographic regions to CSBA's Delegate Assembly. The Delegate Assembly is a vital link in the association's governance and sets the general policy direction for the association. Working with local districts, county offices, the Board of Directors, and Executive Committee, delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year. In 2016, the first meeting will be May 14-15 in Sacramento and the second one will be November 30-December 1 in San Francisco preceding CSBA's Annual Education Conference and Trade show.

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Thursday, January 7, 2016**. Nomination instructions are listed below:

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion and may nominate as many individuals as it chooses by submitting a nomination form for each nominee.
- All nominees must serve on CSBA member boards and give their approval prior to being nominated.
- All nominees must submit a one-page, single-sided, candidate biographical sketch form. An optional one-page, one-sided résumé may also be submitted but cannot be substituted for the biographical sketch form.
- All nomination materials must be postmarked by the U.S.P.S., faxed or emailed no later than **Thursday, January 7**. It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by this due date. Late submissions will not be accepted.
- Ballots will be mailed by Monday, February 1, 2016 and are due Tuesday, March 15, 2016.
- Elected Delegates serve a two-year term beginning April 1, 2016 through March 31, 2018.

The following nomination materials and information related to the election process is available to download at www.csba.org/About/Leadership. For more information about the Delegate Assembly, please contact the Leadership Services department or Charlyn Tuter at ctuter@csba.org or (800) 266-3382, ext. 3281. Thank you.

- Nomination Form
- Candidate Biographical Sketch Form
- Important Dates
- List of all Delegates with expiration terms
- FAQ



Delegate Assembly Nomination Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

CSBA Region/subregion # _____

The Board of Education of the _____ wishes to
(Nominating District)

nominate _____ . The nominee is a member of the
(Nominee)

_____, which is a member of the California
(Nominee's District)

School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé.
- The nominee's required one-page, single-sided candidate biographical sketch form and optional one-page, single-sided résumé will be sent by the deadline date.

Board Clerk or Board Secretary (signed)

Date

Board Clerk or Board Secretary (printed)

PLEASE NOTE: The nomination and candidate biographical sketch forms may be emailed to nominations@csba.org, faxed to (916) 371-3407 or mailed to CSBA, Attn: Leadership Services, 3251 Beacon Blvd., West Sacramento, CA 95691 postmarked by the U.S.P.S. no later than **Thursday, January 7, 2016**. ***It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by the due date. Late submissions cannot be accepted.*** If you have any questions, please contact Leadership Services department at (800) 266-3382 or Charlyn Tuter at ctuter@csba.org. Thank you.

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: _____	CSBA Region-subregion #: _____
District or COE Name: _____	Years on board: _____
Profession: _____	Contact Number: _____
E-mail: _____	
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____ Date: _____



Frequently Asked Questions regarding Delegate Assembly Nominations and Elections

Who is eligible to serve on Delegate Assembly? To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

What is the term of office to serve on Delegate Assembly? The term of office for each Delegate is two years beginning April 1, 2016 through March 31, 2018. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

How is a board member nominated to serve on the Delegate Assembly? A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes, however, it is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

What does a nomination consist of? A nomination consists of a completed signed nomination and a one-page candidate biographical sketch form. In addition, an optional, one-page, single-sided, résumé may be submitted, (résumé cannot be substituted for the candidate biographical sketch form). The biographical sketch will be copied exactly as submitted and included with the ballots.

When are the nomination and biographical sketch forms due? The nomination and candidate biographical sketch forms must be delivered to the CSBA office either by fax (916) 371-3407, email nominations@csba.org, or mail, postmarked by the U.S.P.S., on or before **Thursday, January 7, 2016**. *It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department.*

How are nominees elected to serve on Delegate Assembly? Ballots are mailed by Monday, February 1 to each district or county board within the region or subregion. Ballots must be delivered to CSBA via U.S.P.S. postmarked by Tuesday, March 15, in order to be accepted. Ballots may not be faxed or emailed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All districts and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election will be held.

What are the required Delegate Assembly meeting dates? There are two required Delegate Assembly meetings each year. In 2016, the first meeting will be May 14-15 in Sacramento and the second one will be November 30 – December 1 in San Francisco preceding CSBA's Annual Education Conference and Trade show.

Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings? No, CSBA is not able to cover expenses.

For additional information, please contact the Leadership Services department at (800) 266-3382.



IMPORTANT DELEGATE NOMINATION AND ELECTION DEADLINES

Important 2016 Dates:

- Thursday, January 7: U.S.P.S. postmarked, fax, or email deadline for **required** Nomination and Candidate Biographical Sketch Forms
- By Monday, February 1: Ballots mailed to Member Boards
- February 1 – March 15: Boards vote for Delegates
- Tuesday, March 15: Deadline for the ballots to be returned to CSBA (U.S.P.S. POSTMARK ONLY)
- By Thursday, March 31: Ballots to be tallied
- By Friday, April 1: Election results, except for run-offs, posted on CSBA's Web site
- Friday, April 29: Deadline for run-off ballots to be returned to CSBA (U.S.P.S. POSTMARK ONLY)

Delegate Assembly Meeting Dates in 2016

- Saturday, May 14 – Sunday, May 15, Sacramento.
- Wednesday, November 30 – Thursday, December 1, San Francisco.



GLENN COUNTY
OFFICE of EDUCATION
Tracey Quarme, Superintendent

Glenn County Office of Education Educational Services

676 E. Walker Street, Orland, CA 95963
(530) 865-1267 x 2107 • fax (530) 865-1282

***Williams* Settlement – Hamilton Unified School District 2015-16 Glenn County Schools Deciles 1-3 Report**

November 4, 2015

In accordance with the *Williams* Settlement Legislation, California Education Code 1240 requirement, the County Superintendent of Schools must annually visit schools scoring in Deciles 1-3 on the 2012 Base Academic Performance Index and report observations to the Glenn County Board of Education. Hamilton Elementary School in the Hamilton Unified School District is ranked at Decile 1. A copy of this report has been given to the Glenn County Board of Education.

The purpose of the visits as specified in California Education Code Section 1240 is to:

1. Ensure that students have access to sufficient instructional materials in four core subject areas: English/Language Arts, Mathematics, History-Social Science, and Science.
2. Assess compliance with facilities maintenance to determine the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff; and
3. Determine if the school has provided accurate data for the annual School Accountability Report Card related to instructional materials and facilities maintenance.

The law further requires that the county superintendent to:

1. Annually monitor and review teacher assignments in 2012 Base API Deciles 1-3 Schools; and
2. Receive quarterly reports on Uniform Complaints filed with the school district concerning *Williams* issues of insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues.

CLARIFICATION OF TERMS

- “Sufficient instructional materials” means every pupil, including English learners, has a textbook in the four core areas to use in class and to take home.
- “Facilities standards” means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.
- “Good repair” is defined as maintaining schools that are clean, safe, and functional.

SUMMARY OF VISIT/OBSERVATIONS

The Glenn County Office of Education *Williams* Coordinator, Shirley Diaz, provides overall administration for the oversight responsibilities. Human Resources, Business Services, Maintenance and Educational Services all provided personnel and expertise to fulfilling reporting requirements. The *Williams* team visited Hamilton Elementary and met with administrators, teachers and staff to confirm materials sufficiency, facilities maintenance, and teacher assignments. In addition the latest School Accountability Report Card was reviewed and determined that data regarding sufficiency of materials and facility conditions was accurately reported for Hamilton Elementary.

Instructional Materials:

Hamilton Elementary was able to demonstrate sufficiency of instructional materials in all four core academic subjects (Reading/Language Arts, Mathematics, History-Social Science, Science). Availability was determined by comparing enrollment numbers with actual textbooks in the classroom or by textbook purchase orders/inventories. Core subject textbooks are all locally approved or current state adopted materials.

School facilities:

During the annual site inspection, no emergency facility situations were observed. Hamilton Elementary facilities are being maintained in a safe, clean, and functional condition.

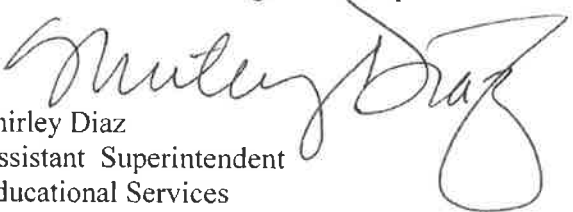
Teacher Assignments:

The County Office's ongoing credentials monitoring process has effectively incorporated the additional mandates of *Williams* legislation. Teacher assignment compliance reporting is made to the California Commission on Teacher Credentialing (CCTC). Upon review, Hamilton Elementary has classes that have 20% or more English Learners and all teachers assigned to these classes are holding appropriate certification and authorization to teach English Learners. Hamilton Unified School District is to be commended for having appropriately certified teachers.

Uniform Complaint Procedure:

All school districts are required to provide a Uniform Complaint quarterly report to their governing boards and GCOE regarding *Williams* related issues. The required Uniform Complaint Procedure notice is posted in each classroom and in the school office.

The Glenn County Office of Education verifies that Hamilton Elementary is compliant with all *Williams* Settlement legislation requirements.


Shirley Diaz
Assistant Superintendent
Educational Services

Hamilton Unified School District

Educator Effectiveness Spending Plan For the 2015-16, 2016-17 and 2017-18 Fiscal Years

Background

On September 22, 2015, Governor Brown signed SB103, the Education Trailer Bill, into law, which contained revised appropriation language for the \$490 million to be disbursed to local educational agencies for purposes of enhancing the effectiveness of teachers and administrators. There are a number of activities that we have already undertaken, and continue to undertake, to improve teacher and administrator effectiveness. This new funding is provided specifically to support these activities:

- Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
- Professional Development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.
- Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

The funds must be spent by July 1, 2018. As a condition of receiving the funds, a spending plan for the funds must be presented at a public meeting of the governing board and then approved at a subsequent public meeting of the governing board. What follows is the proposed spending plan for the Educator Effectiveness funding that we will be receiving.

Funding

The estimated amount of one-time funds to be received for this purpose is \$60,436.

Uses

We plan to use the funds during 2015-16:

- Provide training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.
- Provide beginning teacher and administrator support and mentoring.

- Provide professional development for teachers and administrators that are aligned with the state content standards.
- Promote Professional Learning Communities.

Hamilton Unified School District
Hamilton High School Library
Board Meeting Schedule

Tuesday, January 19, 2016*

Tuesday, February 16, 2016*

Monday, March 21, 2016

Monday, April 18, 2016

Monday, May 16, 2016

Monday, June 20, 2016

Monday, July 18, 2016

Monday, August 15, 2016

Monday, September 19, 2016

Monday, October 17, 2016

Monday, November 21, 2016

Monday, December 19, 2016

*Indicates a date other than the third Monday of each month.

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and
Open Session will begin no earlier than 6:00pm.

Hamilton Unified School District
Board Meeting Schedule
Hamilton High School Library/Hamilton Elementary School Cafeteria

Tuesday, January 19, 2016**

Tuesday, February 16, 2016*

Monday, March 21, 2016

Monday, April 18, 2016

Monday, May 16, 2016

Monday, June 20, 2016

Monday, July 18, 2016**

Monday, August 15, 2016

Monday, September 19, 2016

Monday, October 17, 2016

Monday, November 21, 2016

Monday, December 19, 2016

*Indicates a date other than the third Monday of each month.

**Meet at Hamilton Elementary School Cafeteria.

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and
Open Session will begin no earlier than 6:00pm.

Hamilton Unified School District
Hamilton High School Library
Board Meeting Schedule

Thursday, January 21, 2016

Thursday, February 18, 2016

Thursday, March 24, 2016

Thursday, April 21, 2016

Thursday, May 19, 2016

Thursday, June 23, 2016

Thursday, July 21, 2016

Thursday, August 18, 2016

Thursday, September 22, 2016

Thursday, October 20, 2016

Thursday, November 24, 2016

Thursday, December 22, 2016

Unless otherwise advertised through agendas, Closed Session Meeting will begin at 5:30pm and
Open Session will begin no earlier than 6:00pm.

Memo

To: Charles Tracy, Superintendent HUSD

From: Alex Charlon, President HTA

Date: November 1, 2105

Re: HTA-HUSD Contract Negotiations 2015-16

The Association wishes to consider all Articles open for negotiations for the reopener of the *Agreement Between the Hamilton Unified School District and the Hamilton Teacher's Association/CTA/NEA June 10, 21013 - June 30, 2016*.

As per the Agreement dated May 5, 2015 salary and benefits will not be reopened for negotiation.

A handwritten signature in cursive script that reads "Alexandra Charlon".

Alex

Instruction

Student Study Team

The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish a student study team as needed to address individual students' needs.

(cf. 5113.1 - Truancy)
 (cf. 5147 - Dropout Prevention)
 (cf. 5149 - At-Risk Students)

The Superintendent or designee shall establish a process for initiating referrals of students to the student study team.

Each student study team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1020 - Youth Services)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 5141.3 - Health Examinations)
 (cf. 5141.6 - Student Health and Social Services)
 (cf. 5144 - Discipline)
 (cf. 5146 - Married/Pregnant/Parenting Students)
 (cf. 6020 - Parent Involvement)
 (cf. 6158 - Independent Study)
 (cf. 6159 - Individualized Education Program)
 (cf. 6159.4 - Behavioral Interventions for Special Education Students)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6171 - Title I Programs)
 (cf. 6172 - Gifted and Talented Student Program)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)
 (cf. 6176 - Weekend/Saturday Classes)
 (cf. 6177 - Summer School)
 (cf. 6178 - Vocational Education)
 (cf. 6178.1 - Work Experience Education)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

The student study team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

Student Study Team (Cont.)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

41505-41508 Pupil Retention Block Grant

48260-48273 Truancy

48400-48454 Continuation education

49600-49604 Educational counseling

51745-51749.3 Independent study programs

52200-52212 Gifted and talented student programs

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

WELFARE AND INSTITUTIONS CODE

4343-4352.5 Primary interventions program, mental health

18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

Student Success Teams: Supporting Teachers in General Education, 1997

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

WEB SITES

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

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

Adopted: 10/17/07

Approved: 8/6/14

Instruction

Student Study Team

Team Membership

Members of individual student success teams may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. Resource personnel or specialists, such as a school counselor, psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker or other person relevant to the student's situation

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school or district resource personnel
4. Arrange for observation of the student in the problem situation as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Ensure that the student's progress is monitored and that follow-up meetings are regularly scheduled

Adopted: 10/17/07

Approved: 8/6/14

SST Referral Packet

When should a student be referred for an SST meeting?

A student should be considered for referral to the SST after School-wide (Tier One) and Targeted (Tier Two) supports have been exhausted and he/she continues to demonstrate inadequate progress in the areas of academics, behavior, physical/mental health, or attendance. Students can be referred directly by their parent/caregivers, or by a staff member through the on-site case manager.

In the past, many have perceived the SST process as a vehicle for expediting students to Special Education. In reality, the SST is intended to assist students in becoming more successful so as to avoid Special Education whenever possible.

Why should I refer a student to the SST?

The purpose of an SST is to bring a group of people together who all possess different talents, knowledge and expertise. The function of the team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral.

The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths. Therefore, each SST team member accepts some responsibility in assisting the student through their ideas, strategies, or hands-on support. It is critical that schools explore new prevention and intervention strategies.

Teacher Preparation Checklist for SST Meeting

Be prepared to present specific background information about the student, including:

- Strengths (to develop interventions)
 - Academics – good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project
 - Social/emotional – wants to please adults, chosen by classmates as a friend and/or leader
 - Multiple intelligences – linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- Interests including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in: reading fluency/recognition/comprehension, oral language, written language and math – bring curriculum-based data to show levels, such as Running records, benchmark assessments, etc.
- Amount/quality of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern – academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern
- Implement, with support of the case manager, agreed upon classroom interventions
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: _____

Student Support Team

Confidential – Teacher Worksheet

Student Data

Name of Student _____

Date _____ Date of Birth _____ Age _____

Gender _____ Ethnicity _____ Present grade in school _____

Campus _____ Homeroom _____

Name of person(s) initiating intervention:

Reason for referral to SST:

School Data

Days absent this year _____. Is absenteeism a problem this year? Yes / No

Has absenteeism been a problem in previous years? Yes / No

Has student been retained? Yes / No If yes, which grade(s)? _____

Number of discipline referrals:

Attach copies of discipline referrals.

Have you contacted the parent about concerns before this meeting? Yes / No

Language

Student has Limited Proficiency in English Yes / No

Language constitutes a barrier to learning (limited English spoken at home). Yes / No

Expressive Language Skills: Poor / Average / Superior

Receptive Language Skills: Poor / Average / Superior

E 6164.5 (4)

Behavioral Observations

Rate this student's behavior in relation to his/her peers. For each behavior, mark:

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Generally cooperates or complies with teacher requests 1 2 3 4 5 N

Adapts to new situations without getting upset 1 2 3 4 5 N

Accepts responsibility for his/her own actions 1 2 3 4 5 N

Makes and keeps friends at school 1 2 3 4 5 N

Works cooperatively with others 1 2 3 4 5 N

Has an even, usually happy, disposition: Never / Sometimes / Usually / Always

Appropriate attention and concentration 1 2 3 4 5 N

Complies with teacher directives 1 2 3 4 5 N

Brings necessary materials to class 1 2 3 4 5 N

Fidgets, squirms, or seems restless: Never / Sometimes / Usually / Always

Completes tasks on time 1 2 3 4 5 N

Stays on task 1 2 3 4 5 N

Student is easily redirected 1 2 3 4 5 N

Remains seated 1 2 3 4 5 N

Takes turns, waits for turn (for younger students) 1 2 3 4 5 N

Behaves in a manner appropriate for the situation 1 2 3 4 5 N

Student exhibits extreme mood changes: Never / Sometimes / Usually / Always

Student responds appropriately to praise and correction 1 2 3 4 5 N

Other information:

Academics

- Has difficulty understanding abstract concepts
- Needs oral questions and directions frequently repeated
- Has difficulty retrieving and recalling information
- Requires slow, sequential, substantially broken down presentation of concept
- Fails to remember sequences
- Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
- Has difficulty comprehending what he/she reads
- Uses inappropriate spacing between words or sentences when writing
- Does not compose complete sentences or express complete thought when writing
- Fails to change from one math operation to another
- Fails to follow necessary steps in math problems
- Is unable to perform assignments independently
- Does not perform or complete classroom assignments
- Requires repeated drill and practice to learn what other students master easily
- Other (list)

 Other (list)

Instructional Rating

Rate the concerns you have about this student. For each skill, circle the appropriate rating.

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Basic Reading	1 2 3 4 5 N	Math Calculation	1 2 3 4 5 N
Reading Comp.	1 2 3 4 5 N	Math Problem Solving	1 2 3 4 5 N
Written Expression	1 2 3 4 5 N	Follows Written Directions	1 2 3 4 5 N
Spelling	1 2 3 4 5 N	Follows Oral Directions	1 2 3 4 5 N
Homework	1 2 3 4 5 N	Organizational Skills	1 2 3 4 5 N

Attempted Interventions

- Bilingual/ESL
- Tutorials
- Counseling
- Parent Contact/Assistance
- Office Referrals
- Classroom Accommodations Implemented
- Modified Assignments
- Redirection
- Other (list)

 Other (list)

Modifications/Interventions

Please check modifications that you have tried to help this student. Also, please circle "Tried" or "Effective" if the modification/intervention you tried was reasonably effective in helping this student.

Tried?	ENVIRONMENT	Effective?
Tried	Change Setting	Effective
Tried	Reduce distraction where possible	Effective
Tried	Change class	Effective
Tried	Change group	Effective
Tried	Create more physical space	Effective
Tried	Consider physical health problems	Effective
Tried	Special study area	Effective
Tried	Other: _____	Effective
Tried?	ASSIGNMENT	Effective?
Tried	Reading: adjusted difficulty of task	Effective
Tried	Writing: adjusted difficulty of task	Effective
Tried	Math: adjusted difficulty of task	Effective
Tried	Shortened reading assignments	Effective
Tried	Shortened writing assignments	Effective
Tried	Shortened math assignments	Effective
Tried	Extended time allowed for tasks	Effective
Tried	Use of notebooks for assign./tests	Effective
Tried	Other: _____	Effective
Tried?	MISCELLANEOUS	Effective?
Tried	Daily school/home communication	Effective.
Tried	Weekly sch./home communication	Effective
Tried	Confer with other school personnel	Effective

Tried	Review cumulative records folder	Effective.
Tried	Parent contacts	Effective.
Tried	Use of consultation	Effective
Tried	Peer tutoring	Effective
Tried	Mentoring	Effective
Tried	Other: _____	Effective
Tried?	TEACHING TECHNIQUES	Effective?
Tried	Vary voice volume	Effective
Tried	Use eye contact	Effective
Tried	Use hands on shoulder contact	Effective
Tried	Repeat instructions same way	Effective
Tried	List assign./instructions on board	Effective
Tried	Use visual aids in giving directions	Effective
Tried	Teach study skills	Effective
Tried	Provide individual instruction	Effective
Tried	Other: _____	Effective
Tried?	MATERIALS	Effective?
Tried	Use different materials	Effective
Tried	Manipulatives	Effective
Tried	Computer/tablet	Effective
Tried	Other: _____	Effective

Referral Process for Student Study Team Meeting

Activity	Person Responsible	Timeline
<p>Teacher, Admin or Parent refers to counselor for SST meeting. Meeting is scheduled, invitation is sent to parent. Included in invitation to parent is information handout about SST process. Those who may be invited are: referring person, admin, psychologist, sped teacher, teachers, coaches, mental health counselors or other community agency members.</p> <p>Counselor sends SST packet to teacher(s) for input.</p>	<p>Counselor of record for student.</p>	<p>Upon notification of referral</p>
<p>Study Team meeting is held. All information is shared and recommendations are made. Follow procedure for SST meetings. Information is documented.</p> <p>If parent does not attend SST meeting, recommendations of the SST are sent to the parent by mail. No actions that require parent consent can be taken without their written approval.</p>	<p>Counselor of Record</p>	<p>During SST</p>
<p>If the SST team recommends assessment for special education, the school psychologist must be immediately notified and provided a copy of the SST documentation. The psychologist or speech therapist will follow-up with parents in the timeline listed below regarding that assessment.</p> <p>If the team is concerned about medical issues for the student, the counselor will contact the school nurse to follow up with the family and establish a plan or referral for outside services.</p>	<p>Counselor of Record will notify appropriate staff</p>	<p>Immediately following SST meeting</p>
<p>Upon completion of the meeting, the counselor will make a copy of the SST notes to all members who are part of the action plan. All attending members will sign the participant signature page. The original SST document will be filed in the students cum file. A log of</p>	<p>Counselor of Record</p>	<p>Immediately following SST meeting.</p>

the SST will be made in the SST log book maintained at each site. Annual follow-up meetings will be scheduled until exit or further assistance is recommended.		
If an evaluation is recommended, the following actions will occur: Psychologist will contact parent within 15 days to get consent signed. Documents provided to parent at time of signature include: Prior Written Notice for Initial, Assessment Plan, Developmental History, Copy of Procedural Safeguards.	Psychologist/SLP	Within 15 days of SST meeting date.
Once forms are signed and received by psychologist, the psychologist will send all originals (SST notes, PWN Form, Assessment Plan, Dev History) to Director of Education.	Psychologist	Within 5 days of receipt
Comprehensive multi-disciplinary evaluation is conducted and IEP meeting is held to determine eligibility.	Psychologist	Within 60 calendar days of receipt of parent consent.

How do SSTs Problem-Solve?

Define the Problem (Problem Identification)

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/social)

Analyze the Problem

- Gain a clear understanding of the causes (functions) of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate Solutions

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan

- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor

- Select a method/tool to systematically monitor the student's progress toward written goal(s) - daily observation/log, weekly assessment of a specific skill, etc.

Evaluate the Intervention

- Review progress monitoring data
- Determine appropriate next steps

Helpful Suggestions for Effective SST Meetings

- Speak with the parents/caregivers in advance to let them know what to expect at an SST meeting
- Have appropriate translation when needed
- Have a separate facilitator and note taker
- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns
- Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use "education" or "mental health" jargon
- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
- Brainstorm strategies and interventions together
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SST, if appropriate
- Make parents/caregivers aware of availability of team members
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/caregivers for participating in the SST meeting
- Give copies of completed SST meeting summary form to parents/caregivers
- Have all participants sign the participants signature page

Student Study Team (SST)

Parent Information

Just what is the Student Study Team?

The Student Study Team is a positive school-wide early identification and early intervention process. As a team, the student, parents, teachers, school administrator and other related staff, work to identify the student's learning strengths and needs, upon which an improvement plan can be designed.

As a regular school process, the SST develops recommendations based on teacher/school concerns that will facilitate the student's success within his or her current program. Concerns are seen as obstacles to student success and not descriptors of the student or his or her character. The Team creates a plan with measurable, targeted interventions assigned to the student, the teacher(s), and the parents intended to support and encourage academic growth and a positive learning experience. Follow-up meetings are planned as needed to provide a continuous casework management strategy to maximize the student's success.

Is the SST process mandated?

California Education Code 56303 states, "A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." The SST develops recommendations that facilitate the student's success within his/her regular education program. It is only after those interventions have not been successful that the SST would refer for evaluation to determine if the student requires special educational instruction and services.

Why go through the SST process?

The SST process supports regular education teachers as they work with struggling students to identify their needs prior to the referral for evaluation of more specialized instructional supports. The 2004 authorization of the Individuals with Disabilities Education Act (IDEA) emphasized that students with disabilities should receive the maximum time appropriate in the regular classroom.

The SST also serves as the 1st step to determine the need for evaluation to assess eligibility for Section 504 Accommodation Plans and Special Education services. The SST process helps teachers to develop interventions to assist the student. Specific areas of concern are identified; information is gathered through observation, interview, review of school records and informal assessment.

The SST develops new strategies to help address the concerns. For example, a teacher may implement a behavior contract for a child who has difficulty maintaining appropriate classroom behavior and completing classroom assignments. Classroom teachers and parents implement these strategies for several weeks. The SST then reconvenes to assess the student's progress.

If the interventions are not successful, however, the SST may refer the student to the school Guidance Team who would determine if evaluation for Section 504 Accommodation Plan or Special Education eligibility is appropriate.

The SST is usually run by your student's Counselor as an administrative designee. In addition to you, as the student's parent/guardian, the student's teachers may be invited as well as any other support staff that is appropriate to that meeting (such as other teachers, special education teachers, and the school nurse or school psychologist). Community service providers may also be invited to attend.

E 6164.5 (11)

Who may request an SST?

The expertise of the SST is for the benefit of the entire school. Any unresolved problem that impedes learning may lead to a request to the SST by a teacher, administrator, parent or student. Typically, the student's teacher will initiate a meeting with the parent/guardian to discuss his/her concerns about the student's progress. Other times, the parent/guardian might request a parent/teacher conference in response to a school concern. Together, you will come up with strategies to address those concerns. If, after a sufficient period of time to implement the strategies, the concerns persist, the student's teacher initiates the referral to the SST for more support.

What happens at an SST meeting?

The SST works hard to maintain a positive, student-focused environment. The meeting usually begins with a statement from the parent/guardian (as well as other members present who know the student) about the student's strengths in any area. Identifying these strengths are extremely important in brainstorming possible intervention strategies; building off of what the student is already good at to increase the chances for his/her success.

Following the conversation about the student's strengths, relevant background information is discussed. At this time any important education information (like retention or previous school attendance), family information (such as changes in the family structure, primary caregiver, etc.) and health information (any medical conditions that may impact the student's academic success) is discussed. The parent/guardian is asked to complete a Background Information form prior to the SST meeting so that this information is readily available to the team. Following the SST, all documents including the Background Information form would be placed in the student's confidential educational record.

At this point, the team members discuss the main concerns that brought the student to the SST. The team brainstorms different strategies to address these concerns and creates a timeline for implementing and monitoring the strategies. The SST will discuss if a follow up meeting is necessary to review the student's progress and determine the need for future intervention.

What is my role in the SST as a parent/guardian?

You know your student best. Therefore, your insight into his/her background and behaviors at home is a critical part of viewing the whole child. Prior to the first SST meeting, you may be asked to complete a Background Information form about your student. Please complete this information and either return it to the school before the meeting or have it ready to share at the first SST. Next, be prepared to share your thoughts of your student's strengths, as well as any concerns you have. The SST will ask for your input about what you have successfully tried to help your student. Historically, the SST is most successful when the teacher(s) and parents work together to set similar expectations for behavior and learning for the student. The school will send home a pamphlet for parents/guardians about the SST process prior to the first SST meeting which you can review for additional information.

6164.5 (12)

Must a parent/guardian be present at an SST for their child?

Parents/guardians are invited to all SST meetings regarding their student and strongly encouraged to attend. However, if a parent/guardian cannot attend, the SST meeting can take place without parent consent and the SST plan can be implemented (except where parent consent is required, such as in the case of screenings or evaluation or change to the general education program). When the parent/guardian is absent, SST notes will be sent home and placed in the student's confidential educational record.

What kinds of recommendations come out of an SST?

The SST is a brainstorming process used to generate recommendations for addressing the specific teacher and parent concerns about the student. Therefore, recommendations are unique to the individual student and vary case by case. However, the SST might recommend different instructional strategies not yet tried by the teacher, or homework strategies not yet tried by the parent. Sometimes, the SST will refer the teacher and/or parent to other support systems where available, such as school-based counselling, academic intervention programs or after-school tutoring. On occasion, the SST may recommend that a specialist conduct a screening in the area of concern, such as attention or speech, at no cost to the parent. If there are health-related concerns, the SST may recommend that the parent/guardian look into further supports available through community resources. As a last resort, the SST can refer the student for consideration of a special education assessment.

Is parental consent required for screenings and evaluations?

The parent/guardian must give their consent for any screening, evaluation or participation in a program that will remove their student from their regular education program. However, the SST may request additional hearing and vision screenings; because these are given to every student in a particular grade, they would not require parental consent.

On occasion, the SST may request a screening of the student's abilities/skills in a particular area (such as attention or speech). With parental consent, these screenings are conducted by a specialist working for the school district who has expertise in that area. The results are shared with the parent/guardian, the SST, and become a part of the student's cumulative educational record. The screening is not an assessment for special education and does not result in a change of the student's academic placement.

Can the SST refer students for evaluation for special education consideration?

Yes, but only after several important decision criteria are met: 1) that reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

E 6164.5 (13)

Do all referrals for special education need to go through the SST?

Generally speaking, all referrals should go through the SST referral process. The SST interventions can be bypassed for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST of no help. This is a decision to be made by the school with parent input. The referral from the SST goes to the school's psychologist who reviews the student's records and interventions to date. The psychologist informs the parent/guardian of the decision to evaluate for special education (and obtains parental consent for the evaluation) or explains why the referral is not appropriate at that time.

How do you know that the SST is effective and not just delaying the special education evaluation process?

Many factors can show success of the SST process, from teacher/parent satisfaction to pre/post student performance. As a problem-solving process, the SST is a crucial step prior to special education referral to make sure all that can be tried within the general education environment has been tried. Only those students who have not shown a positive response to the SST intervention strategies should be referred for special education assessment. These students are likely to require special education support as all else has been unsuccessful.

STUDENT STUDY TEAM

PARENT REQUEST FOR SPECIAL EDUCATION TESTING

Student Name _____ SS # _____

DOB _____ Grade _____ School _____

Father's Name _____

Phone (home) _____ (work) _____

Address _____

Mother's Name _____

Phone (home) _____ (work) _____

Address _____

I am requesting that _____ be referred to the Student Study Team for review of his/her educational program. The review is requested because: [include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and with the classroom teacher(s)].

Has the classroom teacher indicated concerns about your child's academic performance? Yes / No. If yes, please list concerns

What classroom instructional strategies do you think would help your child?

Has your child had any previous evaluations through any school system or private provider? Can you provide a copy of who conducted the evaluation and when?

I would like for my child to begin the Student Study Team process immediately.

Parent(s) Signature

Date

-OR-

The counselor has explained the Student Study Team process to me in detail. I understand the process but wish to skip all interventions and have my child tested for Special Education. I understand that the process is in place to help prevent my child from being labeled as a child with a disability (GIVE COPY OF PROCEDURAL SAFEGUARDS). Begin the referral process.

Parent(s) Signature

Date

SST Meeting Agenda

- Introductions (2 minutes)
- Problem Identification (2 minutes)
 - Review Problem Identification/Clarification Form
 - Review Environmental/Functional Factors Form (if behavior is primary concern)
- Problem Analysis (10 minutes)
 - Complete SST Goal(s) Form
- Generate Solutions (10 minutes)
 - Complete SST Intervention Plan Form
- Determine Intervention Specifics (5 minutes)
 - Who:
 - What:
 - Where:
 - When:
 - How:
- Set up Progress Monitoring (1 minute)
- Schedule SST Follow-Up Meeting (10 weeks later)
 - Date:
 - Time:
 - Location:

Remember: Information shared during an SST Meeting is confidential

**Glenn County Special Education Local Plan Area
Authorization for Exchange of Confidential Information**

The purpose of this authorization is to allow the gathering and sharing of academic, psychological, and health information to develop an educational plan of comprehensive services for the student below.

Name(s): _____ Birthdate: _____

Parent or Guardian:

Name: _____ Phone: _____

Mailing Address: _____

Street Address: _____

Information to be released from: (Initial appropriate agencies/providers)

___ Glenn County Dept. of Employment and Social Services:

___ CSD ___ ASD ___ Eligibility

___ Glenn County Health Department

___ California Children's Services CHDP: _____

___ Immunization Clinic Other: _____

___ Glenn County Behavioral Health

___ Glenn County Office of Education

___ Glenn County SELPA

___ Glenn County Probation Department

___ Family Services Association

___ Far Northern Regional Center

___ Home Health Care Agency _____

___ Hospital/Medical Centers _____

___ Medical Clinics _____

___ Parent Education Network

___ Physicians/Health Care Providers _____

___ Audiologist _____

____ Ophthalmologist/Optometrlist _____

____ School District _____

____ Other (initial each entry) _____

____ Other _____

____ Other _____

Type or description of information requested: (Initial appropriate information.)

____ Educational records, including psycho-educational reports

____ Immunization records

____ Consultation or examination reports

____ Discharge summary

____ Psychological evaluation reports

____ Psychiatric summary including history, diagnosis, treatment, progress

____ Court records

____ Other (initial each entry) _____

____ Other _____

DURATION: This authorization shall become effective immediately and shall remain in effect until

_____ (enter date) or for one year from the date of signature, if no date entered.

E 6164.5 (17)

RESTRICTIONS: California law prohibits the Requestor from making further disclosure of my health information unless the Requestor obtains another authorization form from me or unless such disclosure is specifically required or permitted by law (FERPA).

YOUR RIGHTS: I understand that I have the following rights with respect to this Authorization:

1. I understand that signing this authorization is voluntary.
2. I (the student/child or, if a minor, his or her parent, guardian, parent surrogate or conservator) may receive a copy of this Authorization (Civil Code Section 56.10).
3. I may revoke this Authorization at any time. My revocation must be in writing, signed by me or on my behalf, and delivered to the agencies/persons listed above. My revocation will be effective upon receipt, but will not be effective to the extent that the Requestor or others have acted in reliance to this Authorization.

RE-DISCLOSURE: I understand that the Requestor (School District) will protect this information as prescribed by the Family Equal Rights Protection Act (FERPA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate, and least restrictive educational settings and school health services and programs.

SIGNATURE AUTHORIZING THIS RELEASE OF INFORMATION:

Date: _____

(Signature of Student)

(Printed name of student)

(Signature of parent or guardian)

(Printed name of parent or guardian)

(*Signature of Surrogate Parent)

(Signature of Witness)

*This signature releases only educational information.
Additional information release will require the signature of guardian.

Confidentiality of client maintained according to Education Code Section 49069; California Welfare Institution Code, Section 4514, 42 CFR Part 2.

This information has been disclosed to you from records protected by Federal confidentiality rules (42 CFR Part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

Any information released will meet requirements of HIPPA regarding disclosure and re-disclosure. Recipients are obligated to maintain HIPPA protections for any and all materials released under these conditions.

Student Study Team Summary

<i>Student:</i>		<i>School:</i>					
<i>Date:</i>	<i>Teacher:</i>	<i>Primary Lang.:</i>					
<i>Grade:</i>	<i>D.OB.</i>	<i>Parents:</i>					
<i>Known</i>		<i>Areas of Concern</i>	<i>Questions</i>	<i>Strategies Brainstorm</i>	<i>Actions Prioritize</i>	<i>Persons Responsible</i>	
<i>Strengths</i>	<i>Information</i>	<i>Modifications</i>				<i>Who?</i>	<i>When?</i>

Follow-Up Date: _____

Student Study Team Participant Signature Page

Date: _____

Student Name

Student Signature

Parent Name

Parent Signature

Administrator Name

Administrator Signature

Special Ed. Teacher Name

Special Ed. Teacher Signature

Counselor Name

Counselor Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Participant Name

Participant Signature

Participant Name

Participant Signature

Individualized Education Program

Instruction

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56347 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56392 Certificate of completion, special education
- 56500-56509 Procedural safeguards
- 60640-60649 California Assessment of Student Performance and Progress
- 60850 High school exit examination, students with disabilities
- 60852.3 High school exit examination, exemption for the class of 2006

FAMILY CODE

- 6500-6502 Age of majority

GOVERNMENT CODE

- 7572.5 Seriously emotionally disturbed child, expanded IEP team

WELFARE AND INSTITUTIONS CODE

- 300 Children subject to jurisdiction
- 601 Minors habitually disobedient

602 Minors violating law defined as crime
CODE OF REGULATIONS, TITLE 5
853-853.5 State assessments, accommodations
1215.5-1218 High School Exit Examination, accommodations for students with disabilities
3021-3029 Identification, referral and assessment
3040-3043 Instructional planning and the individualized education program
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
CODE OF FEDERAL REGULATIONS, TITLE 34
300.1-300.818 Individuals with Disabilities Education Act
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 157 (2002)
COURT DECISIONS
Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773
Schaffer v. Weast (2005) 125 S. Ct. 528
Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

(3/03 11/03) 3/06

Individualized Education Program

Instruction

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. The IEP shall be a written statement designed by the IEP team to meet the unique educational needs of a student with a disability. (Education Code 56344; 34 CFR 300.323)

Members of the IEP Team

The IEP team for any student with a disability shall include the following members: (Education Code 56341, 56341.5; 20 USC 1414(d)(1); 34 CFR 300.321)

1. One or both of the student's parents/guardians and/or a representative selected by them
2. If the student is or may be participating in the regular education program, at least one of the student's regular education teachers designated by the Superintendent or designee to represent the student's teachers

The regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of appropriate positive behavioral interventions, supports, and other strategies for the student, and supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student, consistent with 34 CFR 300.320. (Education Code 56341; 20 USC 1414(d)(3)(C); 34 CFR 300.324)

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

3. At least one of the student's special education teachers or, where appropriate, special education providers
4. A representative of the district who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of district and/or special education local plan area (SELPA) resources

(cf. 0430 - Comprehensive Local Plan for Special Education)

5. An individual who can interpret the instructional implications of assessment results

This individual may already be a member of the team as described in items #2-4 above or in item #6 below.

6. At the discretion of the parent/guardian or the Superintendent or designee, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate

The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.

7. Whenever appropriate, the student with a disability

In the development, review, or revision of his/her IEP, the student shall be allowed to provide confidential input to any representative of his/her IEP team. (Education Code 56341.5)

8. When the student is suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student such as a school psychologist, speech language pathologist, or remedial reading teacher

In accordance with 34 CFR 300.310, at least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

In the following circumstances, the Superintendent or designee shall invite other specified individuals to an IEP team meeting:

1. When the student has been placed in a group home by the juvenile court, a representative of the group home shall be invited to attend IEP team meetings. (Education Code 56341.2)

2. Whenever the IEP team is meeting to consider the student's postsecondary goals and the transition services needed to assist him/her in reaching the goals as stated in Education Code 56345(a)(8), the following individuals shall be invited to attend: (34 CFR 300.321)

a. The student, regardless of his/her age

If the student does not attend the IEP team meeting, the Superintendent or designee shall take other steps to ensure that the student's preferences and interests are considered.

b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for the transition services

3. If the student was previously served under the Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004), and upon request of the student's parent/guardian, the Superintendent or designee shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services. (Education Code 56341; 20 USC 1414(d)(1)(D); 34 CFR 300.321)

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and the district agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or

related service, the member may be excused from the meeting if the parent/guardian, in writing, and the district consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (Education Code 56341; 20 USC 1414(d)(1)(C); 34 CFR 300.321)

Contents of the IEP

The IEP shall include, but not be limited to, all of the following: (Education Code 56043, 56345, 56345.1; 20 USC 1414(d)(1)(A); 34 CFR 300.320)

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
 - c. For a student with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
 2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from his/her disability
 3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when the district will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards
 4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the IEP
- (cf. 3541.2 - Transportation for Students with Disabilities)
5. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and other nonacademic activities described in the IEP

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and districtwide assessments

If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or districtwide assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications

8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:

a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills

b. The transition services, including courses of study, needed to assist the student in reaching those goals

9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18, pursuant to Education Code 56041.5

Where appropriate, the IEP shall also include: (Education Code 56345)

1. For a student in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

2. Linguistically appropriate goals, objectives, programs, and services for a student whose native language is not English

(cf. 6174 - Education for English Language Learners)

3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education (FAPE)

(cf. 5148.2 - Before/After School Programs)

(cf. 6177 - Summer School)

4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or nonpublic, nonsectarian school into a regular education program in a public school for any part of the school day, including descriptions of activities intended to:

a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week

b. Support the transition of the student from the special education program into the regular education program

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6178 - Career Technical Education)

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

5. Specialized services, materials, and equipment for a student with low incidence disabilities, consistent with the guidelines pursuant to Education Code 56136

Development of the IEP

Within 30 days of a determination that a student needs special education and related services, the Superintendent or designee shall ensure that a meeting to develop an initial IEP is conducted. (34 CFR 300.323)

Any IEP required as a result of an assessment of a student shall be developed within 60 days from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. Days between the student's regular school sessions, terms, or vacation of more than five school days shall not be counted. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene. (Education Code 56344)

However, when the IEP is required as a result of an assessment of a student for whom a referral has been made 30 days or less prior to the end of the preceding regular school year, the IEP shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56344)

In developing the IEP, the IEP team shall consider all of the following: (Education Code 56341.1, 56345; 20 USC 1414(d)(3)(A); 34 CFR 300.324)

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille

However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.

8. The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, as described in Education Code 56345.

9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that the student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the team shall include a statement to that effect in the student's IEP. (Education Code 56341.1)

Provision of Special Education and Related Services

The district shall ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP. (Education Code 56344; 34 CFR 300.323)

The Superintendent or designee shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Superintendent or designee also shall ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP. (34 CFR 300.323)

Review and Revision of the IEP

The Superintendent or designee shall ensure that the IEP team reviews the IEP periodically, but at least annually, in order to: (Education Code 56043, 56341.1, 56380; 20 USC 1414(d)(4); 34 CFR 300.324)

1. Determine whether the annual goals for the student are being achieved
2. Revise the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 34 CFR 300.305(a)(2) and Education Code 56381(b)

- d. The student's anticipated needs
- e. Any other relevant matter

3. Consider the special factors listed in items #5-9 above under "Development of the IEP," when reviewing the IEP of any student with a disability to whom one of those factors may apply

The IEP team shall also meet at any other time upon request by the student's parent/guardian or teacher to review or revise the IEP. (Education Code 56343)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, the district shall notify the parent/guardian of the need for a written request and the procedure for filing such a request. (Education Code 56043, 56343.5)

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

If a participating agency other than the district fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP. (Education Code 56345.1; 20 USC 1414(d); 34 CFR 300.324)

If a student with a disability residing in a licensed children's institution or foster family home has been placed by the district in a nonpublic, nonsectarian school, the Superintendent or designee shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs. (Education Code 56157)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6173.1 - Education for Foster Youth)

To the extent possible, the Superintendent or designee shall encourage the consolidation of reassessment meetings and other IEP team meetings for a student. (20 USC 1414(d)(3)(A); 34 CFR 300.324)

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and the Superintendent or designee may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP. The IEP team shall be informed of any such changes. Upon request, the Superintendent or designee shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments. (20 USC 1414(d)(3)(D); 34 CFR 300.324)

Audio Recording of IEP Team Meetings

Parents/guardians and the Superintendent or designee shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Superintendent or designee gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to: (Education Code 56341.1)

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

Parent/Guardian Participation and Other Rights

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall send parents/guardians notices of IEP team meetings that: (Education Code 56341.5; 34 CFR 300.322)

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student, pursuant to Education Code 56341(b)(6)
 - b. The provision of Education Code 56341(i) relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs (Education Code 56425-56432) or the California Early Intervention Services Act (Government Code 95000-95004)

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age or older, or younger than 16 if deemed appropriate by the IEP team, the Superintendent or designee's notice to the student's parents/guardians shall include the following: (Education Code 56341.5)

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student pursuant to Education Code 56345.1, 20 USC 1414(d)(1)(A)(i)(VIII), and 34 CFR 300.320(b)

2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

(cf. 5145.6 - Parental Notifications)

At each IEP team meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request, before any IEP meeting, and in connection with any hearing or resolution session on matters affecting his/her child, including, but not limited to, initial formal assessment, procedural safeguards, and due process. Upon receipt of an oral or written request, the Superintendent or designee shall provide complete copies of the records within five business days. (Education Code 56043, 56504)

(cf. 5125 - Student Records)

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning. (Education Code 56341.1)

If neither parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (Education Code 56341.5; 20 USC 1414(f); 34 CFR 300.322)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Superintendent or designee is unable to convince the parent/guardian that he/she should attend. In such a case, the Superintendent or designee shall maintain a record of the attempts to arrange a mutually agreed upon time and place for the meeting, including: (Education Code 56341.5; 34 CFR 300.322)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

The Superintendent or designee shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (Education Code 56341.5; 34 CFR 300.322)

The Superintendent or designee shall give the parents/guardians of a student with a disability a copy of his/her child's IEP at no cost. (Education Code 56341.5; 34 CFR 300.322)

Parent/Guardian Consent for Provision of Special Education and Services

Before providing special education and related services to any student, the Superintendent or designee shall seek to obtain informed consent of the student's parent/guardian pursuant to 20 USC 1414(a)(1).

The district shall not provide services by utilizing the due process hearing procedures pursuant to 20 USC 1415(f) if the parent/guardian refuses to consent to the initiation of services. If the parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Superintendent or designee determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with FAPE, a due process hearing shall be initiated in accordance with 20 USC 1415(f). While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and the Superintendent or designee agree otherwise. (Education Code 56346)

If at any time subsequent to the initial provision of services, the student's parent/guardian, in writing, revokes consent for the continued provision of special education services, the Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Superintendent or designee shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student. (Education Code 56346; 34 CFR 300.300, 300.503)

Prior to the discontinuation of services, the Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services. In addition, the Superintendent or designee shall send a letter to the parent/guardian confirming the parent/guardian's decision to discontinue all services.

When the district ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Transfer Students

To facilitate the transition of a student with a disability who is transferring into the district, the Superintendent or designee shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from another school district within the same SELPA during the school year, the district shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the district agree to develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from a school district outside of the district's SELPA during the school year, the district shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, the Superintendent or designee shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law. (Education Code 56325; 34 CFR 300.323)

If the student transfers into the district from an out-of-state district during the school year, the district shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Superintendent or designee conducts an

assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate. (Education Code 56325; 34 CFR 300.323)

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Procedural Safeguards and Complaints for Special Education

Instruction

The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.

- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.6 - Parental Notifications)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education Students)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall represent the district in any due process hearing conducted with regard to district students and shall inform the Board about the result of the hearing.

The Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with the district's uniform complaint procedures.

- (cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

- 56000 Education for individuals with disabilities
- 56001 Provision of the special education programs
- 56020-56035 Definitions
- 56195.7 Written agreements
- 56195.8 Adoption of policies for programs and services
- 56300-56385 Identification and referral, assessment
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56509 Procedural safeguards, including due process rights
- 56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

- 3000-3100 Regulations governing special education
- 4600-4671 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act
- 1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

- 794 Section 504 of the Rehabilitation Act

UNITED STATES CODE, TITLE 42

- 11434 Homeless assistance

CODE OF FEDERAL REGULATIONS, TITLE 34

- 99.10-99.22 Inspection, review and procedures for amending education records
- 104.36 Procedural safeguards
- 300.1-300.818 Assistance to states for the education of students with disabilities, especially:
- 300.500-300.520 Procedural safeguards and due process for parents and students

COURT DECISIONS

Winkelman v. Parma City School District, (2007) 550 U.S. 516

Management Resources:

FEDERAL REGISTER

Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

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Procedural Safeguards And Complaints For Special Education**Instruction**

Prior Written Notice

The Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time: (20 USC 1415(c); 34 CFR 300.102, 300.300, 300.503; Education Code 56500.4, 56500.5)

1. Before the district initially refers the student for assessment
2. Before the district proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education (FAPE) to the student
3. Before the district refuses to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student
4. Before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include: (20 USC 1415(c); 34 CFR 300.503; Education Code 56500.4)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report the district used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program (IEP) team considered and why those options were rejected

(cf. 6159 - Individualized Education Program)

7. A description of any other factors relevant to the district's proposal or refusal

(cf. 5145.6 - Parental Notifications)

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and: (20 USC 1415(d)(1); 34 CFR 300.504; Education Code 56301)

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year
(cf. 1312.3 - Uniform Complaint Procedures)
3. Upon receipt of the first due process hearing request in a school year
4. In accordance with the discipline procedures pursuant to 34 CFR 300.530(h), when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under 34 CFR 300.148, 300.151-300.153, 300.300, 300.502-300.503, 300.505-300.518, 300.520, 300.530-300.536, and 300.610-300.625 relating to: (20 USC 1415(d)(2); 34 CFR 300.504; Education Code 56301)

1. Independent educational evaluation
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
4. Access to educational records
(cf. 5125 - Student Records)
5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for the district to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting
9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense

10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code 56500-56509, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. (Education Code 56321, 56321.5, 56321.6)

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible. (34 CFR 300.503; Education Code 56341, 56506)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

The district may place a copy of the procedural safeguards notice on the district's web site. (20 USC 1415(d))

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication. (34 CFR 300.505)

Due Process Complaints

A parent/guardian and/or the district may initiate due process hearing procedures whenever: (20 USC 1415(b); Education Code 56501)

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.

2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of FAPE to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.148.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying: (20 USC 1415(b); 34 CFR 300.508; Education Code 56502)

1. The student's name
2. The student's address or, in the case of a student identified as homeless pursuant to 42 USC 11434, available contact information for that student
(cf. 6173 - Education for Homeless Children)
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the Superintendent of Public Instruction or designated contracted agency. (Education Code 56502)

District's Response to Due Process Complaints

If the district has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the district shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint. (20 USC 1415(c)(1); 34 CFR 300.508)

If the district has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, the district shall send a response to the parent/guardian within 10 days of receipt of the complaint containing: (20 USC 1415(c)(1); 34 CFR 300.508):

1. An explanation of why the district proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report the district used as the basis for the proposed or refused action

4. A description of the factors that are relevant to the district's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, the district shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area. (34 CFR 300.507)

Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of FAPE for a student with disabilities. The Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. (Education Code 56502)

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of Education Code 56500.3. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

(3/05 11/06) 3/09

Nonpublic, Nonsectarian School And Agency Services For Special Education**Instruction**

The Governing Board recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

In selecting nonpublic, nonsectarian schools or agencies with which the district may contract for the placement of any district student with disabilities, the Superintendent or designee shall follow the procedures specified in law and accompanying administrative regulation.

Prior to entering into a contract to place any student in a nonpublic, nonsectarian school or agency, the Superintendent or designee shall verify that the school or agency is certified to provide special education and related services to individuals with disabilities in accordance with Education Code 56366. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any nonpublic, nonsectarian school with which the district has a contract to ensure that the school or agency's certification has not expired.

No district student shall be placed in a nonpublic, nonsectarian school or agency unless the student's individualized education program (IEP) team has determined that an appropriate public education alternative does not exist and that the nonpublic, nonsectarian school or agency placement is appropriate for the student. In accordance with law, any student with disabilities placed in a nonpublic, nonsectarian school or agency shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, the procedural safeguards, due process rights, and periodic review of his/her IEP. (Education Code 56195.8, 56342.1)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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

During the period when any student with disabilities is placed in a nonpublic, nonsectarian school or agency, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in his/her IEP.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

In accordance with Education Code 56366.2, the Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, 56366.3, and 56366.6.

(cf. 1431 - Waivers)

Legal Reference:

EDUCATION CODE

56034-56035 Definitions of nonpublic, nonsectarian school and agency
56042 Placement not to be recommended by attorney with conflict of interest
56101 Waivers
56163 Certification
56168 Responsibility for education of student in hospital or health facility school
56195.8 Adoption of policies
56342.1 Individualized education program; placement
56360-56369 Implementation of special education
56711 Computation of state aid
56740-56743 Apportionments and reports
56760 Annual budget plan; service proportions
56775.5 Reimbursement of assessment and identification costs

FAMILY CODE

7911-7912 Interstate compact on placement of children

GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to children with disabilities, especially:
7572.55 Seriously emotionally disturbed child; out-of-state placement

WELFARE AND INSTITUTIONS CODE

362.2 Out-of-home placement for IEP
727.1 Out-of-state placement of wards of court

CODE OF REGULATIONS, TITLE 5

3001 Definitions
3060-3070 Nonpublic, nonsectarian school and agency services

UNITED STATES CODE, TITLE 20

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.129-300.148 Children with disabilities in private schools

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative
Services: <http://www.ed.gov/about/offices/list/osers>

Nonpublic, Nonsectarian School and Agency Services for Special Education**Instruction**

Master Contract

Every master contract with a nonpublic, nonsectarian school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student.

Each master contract shall specify the general administrative and financial agreements for providing the special education and designated instruction and services, including student-teacher ratios, as well as transportation if specified in a student's individualized education program (IEP). The administrative provisions of the contract shall include procedures for recordkeeping and documentation, and the maintenance of school records by the district to ensure that appropriate high school graduation credit is received by any participating student. The contract may allow for partial or full-time attendance at the nonpublic, nonsectarian school. (Education Code 56366)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 6146.1 - High School Graduation Requirements)

The master contract shall include a description of the process to be utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether each student is making appropriate educational progress. (Education Code 56366)

With mutual agreement of the district and a nonpublic, nonsectarian school or agency, changes may be made to the administrative and financial agreements in the master contract at any time, provided the change does not alter a student's educational instruction, services, or placement as outlined in his/her individual services agreement. (Education Code 56366)

Placement and Services

The Superintendent or designee shall develop an individual services agreement for each student to be placed in a nonpublic, nonsectarian school or agency based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the nonpublic, nonsectarian school services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

(cf. 6159 - Individualized Education Program)

The IEP team of a student placed in a nonpublic, nonsectarian school or agency shall annually review the student's IEP. The student's IEP and individual services agreement shall specify the review schedules. (5 CCR 3069)

Appointment Of Surrogate Parent For Special Education Students

Instruction

In order to protect the rights of students with disabilities, the Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities as necessary in accordance with law. He/she shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3515.6 - Criminal Background Checks for Contractors)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6173 - Education for Homeless Children)
- (cf. 6173.1 - Education for Foster Youth)

Legal Reference:

EDUCATION CODE

56028 Parent

56050 Surrogate parents

56055 Rights of foster parents

GOVERNMENT CODE

7570-7587 Interagency responsibilities for providing services to disabled children, especially:

7579.5 Surrogate parent; appointment; qualifications; liability

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

361 Limitations on parental control

601 Minors habitually disobedient or truant

602 Minors violating laws

726 Limitations on parental control

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1415 Procedural safeguards

UNITED STATES CODE, TITLE 42

11434a Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

300.30 Definition parent

300.519 Surrogate parents

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

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

U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers/index.html>

(9/92 6/99) 3/05

Appointment Of Surrogate Parent For Special Education Students

Instruction

Conditions Necessitating a Surrogate

The Superintendent or designee shall appoint a surrogate parent to represent a student with disabilities under one or more of the following circumstances: (Government Code 7579.5; 20 USC 1415(b)(2); 34 CFR 300.519)

1. No parent/guardian for the student can be identified.
2. The district, after reasonable efforts, cannot discover the location of a parent or legal guardian of the student.
3. The student is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code 300, 601 or 602 and all of the following conditions are satisfied:
 - a. The court has referred the student for special education and related services or the student has a valid individualized education program (IEP)
 - b. The court has specifically limited the right of the parent/guardian to make educational decisions for his/her child
 - c. The student has no responsible adult to represent him or her pursuant to Welfare and Institutions Code 361 or 726 or Education Code 56055

(cf. 6159 - Individualized Education Program)

4. The student is an unaccompanied homeless youth not in the custody of a parent/guardian, as defined in 42 USC 11434a

(cf. 6173 - Education for Homeless Children)

5. The student has reached the age of majority but has been declared incompetent by a court of law

Appointment of Surrogate Parents

Upon a determination that a student needs a surrogate parent, the Superintendent or designee shall make reasonable efforts to ensure that the surrogate is appointed within 30 days. (20 USC 1412(b)(2)(B))

When appointing a surrogate parent, the Superintendent or designee shall give first preference to a relative caretaker, foster parent or court-appointed special advocate, provided any of these individuals exists and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the Superintendent or designee shall select the surrogate parent of his/her choice. If the student is moved from the home of the relative caretaker or foster parent who was appointed as the student's surrogate parent, the Superintendent or designee shall appoint another surrogate parent if a new appointment is necessary to ensure adequate representation of the student. (Government Code 7579.5)

(cf. 6173.1 - Education for Foster Youth)

Surrogate parents shall have no interests that conflict with the student's educational interests and shall have knowledge and skills that ensure adequate representation of the student. If a conflict of interest arises after the appointment of a surrogate parent, the Superintendent or designee shall terminate the appointment and appoint another surrogate parent. (34 CFR 300.519; Government Code 7579.5)

Duties of Surrogate Parent

The surrogate parent shall have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to 20 USC 1400-1482 and 34 CFR 300.1-300.818. The surrogate parent may represent the student in all matters relating to identification, assessment, instructional planning and development, educational placement, review and revision of the IEP, and in other matters relating to the provision of a free and appropriate public education. (Education Code 56050; Government Code 7579.5)

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

In addition, the representation of the surrogate parent shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to Government Code 7570-7587. (Education Code 56050)

(cf. 5141 - Health Care and Emergencies)

Surrogate parents shall volunteer their services to the district and serve without compensation. The district may reimburse them for mileage and other incidental expenses directly associated with their duties as surrogate parents.

(cf. 3350 - Travel Expenses)

Surrogate parents shall have access to the student's school records as necessary to fulfill their responsibilities as surrogate parents and in accordance with Board policy and administrative regulation.

(cf. 5125 - Student Records)

Termination of Appointment

The Superintendent or designee shall terminate the appointment of a surrogate parent under the following conditions:

1. When the student is no longer in need of special education (Government Code 7579.5)
2. When the student reaches 18 years of age, unless he/she chooses not to make education decisions for himself/herself or is deemed by a court to be incompetent (Government Code 7579.5)
3. Another responsible adult is appointed to make educational decisions for the student (Government Code 7579.5)
4. The right of the parent/guardian to make educational decisions for the student is fully restored (Government Code 7579.5)

5. When the surrogate parent no longer satisfies the requirements for appointment as a surrogate parent, as specified above

(6/94 6/99) 3/05

Behavioral Interventions For Special Education Students

Instruction

Generally, any student identified as a student with a disability pursuant to the Individuals with Disabilities Education Act, 20 USC 1400-1482, is subject to the same disciplinary measures applicable to all students for violations of the code of conduct, except when the student's behavior is determined to be a manifestation of his/her disability.

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

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

However, when the behavior of a student with a disability impedes his/her learning or the learning of others, the student's individualized education program (IEP) team shall consider the use of positive behavioral interventions and supports and other strategies consistent with 20 USC 1414(d) to address the student's behavior. (Education Code 56521.2; 34 CFR 300.324)

If, pursuant to a manifestation determination conducted as specified in 34 CFR 300.530, the student's behavior is determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) for the student. If a BIP is already in place for the student, the IEP team shall review and modify the BIP to address the student's behavior. (Education Code 56520; 34 CFR 300.324, 300.530)

In addition, when the disciplinary removal of a student with a disability will result in a change in the student's placement as specified in 34 CFR 300.530, the student shall receive an FBA and behavioral intervention services and modifications designed to address the student's behavior so that it does not recur. (34 CFR 300.530)

Functional Behavioral Assessment

Any FBA to be conducted for a student with a disability shall focus on identifying the function or purpose of the student's behavior.

Before any FBA is conducted, the Superintendent of designee shall notify the student's parent/guardian in accordance with Education Code 56321 and obtain the parent/guardian's consent. (Education Code 56321; 34 CFR 300.324)

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

If the parent/guardian disagrees with the result of an FBA, he/she has the right to obtain an independent educational evaluation at district expense, subject to the conditions specified in 34 CFR 300.502.

Behavioral Intervention Plan and Services

When any behavioral intervention, support, or other strategy is to be used by the district, the Superintendent or designee shall consider the student's physical freedom and social interaction, administer the intervention, support, or other strategy in a manner that respects the student's dignity and personal

privacy, and ensure the student's right to be placed in the least restrictive educational environment. (Education Code 56520)

When a student for whom a BIP is to be developed is also the responsibility of another agency for residential care or related services, the Superintendent or designee shall cooperate with the other agency to ensure that the BIP, to the extent possible, is implemented in a consistent manner. (Education Code 56520)

Behavior assessments and behavioral intervention services shall be provided only by individuals who possess the qualifications specified in Education Code 56525 or 5 CCR 3051.23.

Emergency Interventions

Emergency interventions may be used only to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. (Education Code 56521.1)

No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, staff shall seek assistance of the principal or law enforcement agency, as applicable to the situation. (Education Code 56521.1)

Emergency interventions shall not involve the use of force exceeding what is reasonable and necessary under the circumstances. In addition, use of locked seclusion or a device, material, or objects that simultaneously immobilize all hands and feet shall not be allowed except as allowed by law. (Education Code 56521.1)

Parents/guardians and, if appropriate, residential care providers shall be notified within one school day whenever emergency intervention is used or serious property damage occurs. A behavior emergency report shall immediately be completed, kept in the student's file, and forwarded to the Superintendent or designee for review. This report shall include all of the following information: (Education Code 56521.1)

1. The name and age of the student
2. The setting and location of the incident
3. The name of the staff or other persons involved
4. A description of the incident and the emergency intervention used
5. A statement of whether the student is currently engaged in a systematic BIP
6. Details of any injuries sustained by the student or others, including staff, as a result of the incident

If the behavior emergency report is for a student who does not have a BIP, the Superintendent or designee shall, within two days, schedule an IEP team meeting to review the emergency report, determine the necessity for an FBA, and determine the necessity for an interim BIP. The IEP team shall document the reasons for not conducting the FBA and/or not developing the interim BIP. (Education Code 56521.1)

If the behavior emergency report is for a student who has a BIP, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective shall be referred to the IEP team. The IEP team shall review the incident and determine whether the student's plan needs to be modified. (Education Code 56521.1)

Prohibited Interventions

The district prohibits the use of corporal punishment as defined in Education Code 49001 as an intervention. In addition, the district prohibits all of the following: (Education Code 56521.2)

1. Any intervention designed or likely to cause physical pain, including, but not limited to, electric shock
2. Any intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances near the student's face
3. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities
4. Any intervention that is designed to subject, used to subject, or likely to subject the student to verbal abuse, ridicule, or humiliation or that can be expected to cause excessive emotional trauma
5. Any restrictive intervention that uses a device, material, or objects which simultaneously immobilize all hands and feet, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained staff as a limited emergency intervention
6. Locked seclusion, unless in a facility otherwise licensed or permitted by state law to use a locked room
7. Any intervention that precludes adequate supervision of the student
8. Any intervention that deprives the student of one or more of his/her senses

Legal Reference:

EDUCATION CODE

49001 Prohibition of corporal punishment

56321 Notice of parental rights; consent of parents

56500-56508 Procedural safeguards, including due process rights

56520-56525 Behavioral interventions

CODE OF REGULATIONS, TITLE 5

3065 Staff qualifications - related services

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

Behavior Analyst Certification Board: <http://www.calaba.org/bacb.shtm>

U.S. Department of Education, Office of Special Education Programs:

<http://www2.ed.gov/about/offices/list/osers/osep>

(6/99 12/13) 8/14

Memorandum of Understanding
between
Hamilton Unified School District
and
Glenn County Office of Education
regarding
Land Use Agreement

This Memorandum of Understanding (MOU) is entered into by Hamilton Unified School District (HUSD) and Glenn County Office of Education (GCOE), Child and Family Services' (CaFS) Preschool classrooms located on the Hamilton Elementary campus.

WHEREAS, HUSD owns and has land available for use for a preschool and full-day program (hereafter called "PROPERTY").

WHEREAS, GCOE needs to utilize the designated PROPERTY in order to provide services to HUSD students and other families who qualify for Federal and State preschool and childcare services within Hamilton City.

WHEREAS, HUSD and GCOE acknowledge that both parties will mutually benefit since children within HUSD geographical boundaries and/or eligible for their educational services will benefit from GCOE's use of PROPERTY.

WHEREAS, HUSD and GCOE intend that this MOU supersedes any and all prior agreements pertaining to the GCOE's use of the PROPERTY.

THEREFORE, the parties hereto agree as follows:

1. Agreement:

HUSD is the owner of the PROPERTY. HUSD agrees to grant GCOE use of the PROPERTY at no cost.

2. Term of Agreement:

The term of this MOU shall be for a period of five (5) years commencing on July 1, 2015 and terminate on June 30, 2020. At which time, both parties may work to update this MOU to reflect any additional changes needed by either party.

3. Use of PROPERTY:

- a. To provide preschool and childcare services to children who are 3 to 5 years of age in a DSA approved facility.
- b. To provide a playground area that shall meet the licensing requirements of Title XXII and be in compliance with all Public Playground Safety requirements.

4. Utilities and Services:

GCOE shall be responsible for payment of all utilities, including, but not limited to electricity, gas, and telephone; water and sewer service; Internet, yard and janitorial services; facility, playground maintenance and food service.

5. Alterations and additions by GCOE:

GCOE, *with prior written consent of HUSD may*, during the term of this MOU, make alterations, modification, additions or improvements to the PROPERTY provided they shall not be detrimental to the premises.

6. Duty to repair and insure:

During the term of this MOU, GCOE shall keep and maintain the PROPERTY in good condition and repair and shall, at its own expense, insure the PROPERTY for public liability with HUSD named therein as an additional insured.

7. Uses prohibited:

The PROPERTY shall not be used except for the purposes specified in this MOU. GCOE shall not do or permit anything to be done in or about the PROPERTY, which shall in any way conflict with any law, ordinance, rule or regulation affecting the use of the PROPERTY. Nor shall GCOE use, or allow the PROPERTY to be used, for any improper, immoral, unlawful or objectionable purpose, and nothing shall be prepared, manufactured, or mixed in the PROPERTY which might emit an odor or noise into adjacent facilities.

8. Entry and inspection:

HUSD may, at any reasonable time, enter into and upon the PROPERTY for the purpose of inspection, or to make alterations or additions to the PROPERTY.

9. Assignment of MOU:

GCOE shall not assign this MOU to any other party.

10. Legal Title:

Legal title to PROPERTY shall remain that of HUSD.

11. Indemnity:

GCOE shall defend, indemnify and hold harmless the HUSD and HUSD's trustees, officers, employees and agents, from and against, any and all claims, actions, liability, damage, loss or obligations including all costs, demands, expenses and attorney's fees, arising out of an injury to

or death of any person or damage to or destruction of any property occurring in or on the PROPERTY.

12. Waiver:

None of the provisions of this MOU shall be considered waived by either party unless such waiver is specifically specified in writing and agreed to by both parties.

13. Venue/Governing laws:

This MOU shall be governed by the laws of the State of California and venue shall be in Glenn County.


14. Entire Agreement of an MOU:

This Agreement for land use represents the entire agreement between HUSD and GCOE, and supersedes all prior negotiations, representations or agreements, either written or oral. This MOU may be amended or modified only by an agreement in writing and signed by both HUSD and GCOE.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU, each by a representative duly authorized thereunto.

Charles Tracy
Superintendent
Hamilton Unified School District

Date _____



Tracey Quarne
Glenn County Superintendent of Schools
Glenn County Office of Education

Date 10/27/15

Hamilton Unified School District

To

Hamilton Teachers Associations:

September 21, 2015

All Articles are open and subject to negotiations except Salary and Benefits and those matters settled in the TA dated May 5, 2015.

CORNING FORD

Price..... 32,995.00
 Taxable A.M.O..... 0.00
 Doc Charge..... 80.00
 Dealer Smog Fee..... 0.00
 Sales Tax..... 2,480.63
 Non-Tax A.M.O..... 0.00
 Service Contract..... 0.00
 Subtotal..... 35,555.63
 DMV Fees..... 0.00
 State Emissions Charge 0.00
 State Tire Fee..... 8.75
 Electronic Veh Reg.... 0.00
 Total Insurance..... 0.00
 Total..... 35,564.38

Trade..... 0.00
 Payoff..... 0.00
 Net Trade..... 0.00
 Cash Down..... 0.00
 Deferred Down..... 0.00
 Rebate..... 0.00
 Total Down..... 0.00

APR..... 0.00
 Term..... 1
 Monthly Payment..... 35,564.38

Amount Financed..... 35,564.38
 Finance Charge..... 0.00
 Total of Payments..... 35,564.38
 Total Sale Price..... 35,564.38

Item ===== Term == C/D ===== Total
 Svc. Cont. 1 0.00 0.00
 Mo. Pmt 1 0.00 35564.38

*** Buyer ***

*** 2nd Buyer ***

HAMILTON UNIFIED SCHOOL DISTRICT
 PO BOX 488
 HAMILTON CITY, CA 95951

Soc. Sec. #:
 Home Phone #: (530) 826-3261
 Work Phone #:
 County: GLENN
 Drv. Lic. #:
 E-mail:

*ALL IN
 # 35,564.38*

*** Purchase ***

*** Trade 1 ***

*** Trade 2 ***

Stock #
 Year
 Make
 Model
 Body Style
 Color
 Trim
 Key1 #
 Key2 #
 Weight
 License
 Odometer
 I.D.
 Cylinders
 Vehicle Type

27020

USED

Out The Door!



*** Bank ***

*** Insurance ***

CNGP530 VEHICLE ORDER CONFIRMATION 10/22/15 14:31:07

==> Dealer: F72523 Page: 1 of 2

2016 TRANSIT NA

Order No: 9999 Priority: M3 Ord FIN: QI686 Order Type: 5B Price Level: 635
Ord PEP: 301A Cust/Flt Name: HAMILTON USD PO Number:

	RETAIL		RETAIL
X2C	TRAN 350 MR WAG \$38285	20B	9000# GVWR NC
	148" WHEELBASE	21L	PWTR CLO SD AB 150
YZ	OXFORD WHITE	425	50 STATE EMISS NC
C	CLOTH	58X	AM/FM/CD/SYNC 665
K	PEWTER	60C	CRUISE CONTROL 325
301A	PREF EQUIP PKG	63C	HVY DUTY ALTERN NC
	.XL TRIM	68H	RUNNING BOARD 160
57B	.MANUAL A/C NC	86F	KEYS 2 ADDL 75
99G	3.5L GTDI V6 1865		
446	.6-SPD AUTO SST		TOTAL BASE AND OPTIONS 42765
TC8	.235/65R16 BSW		
X31	3.31 REG X31 NC		
	JOB #1 ORDER		
	CA BOARD FEES NC		
	FRT LICENSE BKT NC		
942	DAYTIME LAMPS \$45		
	SP DLR ACCT ADJ		
	SP FLT ACCT CR		
	FUEL CHARGE		
B4A	NET INV FLT OPT NC		
	PRICED DORA NC		
	DEST AND DELIV 1195		

With NOR-CAL VANS
10 PASS. CONVERSION
And PARTITION. PER ATTACHED SPECS

Fed ID 94-2698111

Quote



Nor-Cal Vans, Inc.
1300 Nord Avenue Suite 125
Chico, CA 95926
(530) 892-0150

Order Number: 0003671
Order Date: 10/22/2015

Salesperson: Greg Hollis
Customer Number: 20-CORNING

Sold To:
CORNING FORD
2280 Short Drive
Corning, CA 96021
Confirm To:
Kelly

Ship To:
CORNING FORD
2280 Short Drive
Corning, CA 96021

Phone: 1- 800-273-3257

Customer P.O. Ship VIA F.O.B. Terms
PAYMENT PRIOR TO SHIPMENT

Item Number Unit Ordered Shipped Back Order Price Amount

Quote to provide 10-passenger modification to a 12-passenger Transit 350 Wagon.
Remove passenger-side 2-passenger rear seat.
Disable seat mounts so seat will be prevented from being re-installed.
Cover floor pockets with non-slip material of similar color to OEM floor
Re-weigh van and post new remaining weight carrying capacity on door jamb.
Re-classify and re-label vehicle as vehicle type MPV instead of Bus.

/SPECIAL ORDER EACH 1.00 0.00 0.00 1,050.0000 1,050.00

10-passenger modification

Add luggage bulkhead behind rear row seats

/SPECIAL ORDER EACH 1.00 0.00 0.00 750.0000 750.00

Luggage Bulkhead

I have read and understand the terms of this proposal. I accept this proposal as presented.

Signature _____ Date _____

*Included in price
of Complete Van!*



Subtotal: 1,800.00

Freight: 0.00

Sales Tax: 0.00

Order Total: 1,800.00

10/23/2015

12:14:51PM

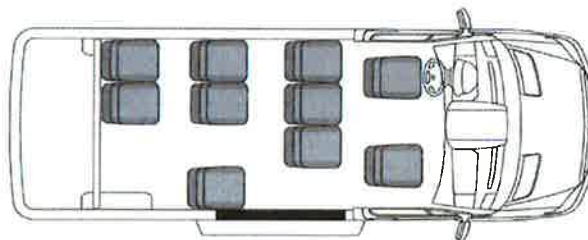
TRANSIT 10-PASSENGER VAN

Maximum Seating and Cargo without California Commercial Driver License

The Nor-Cal Vans 10-Passenger Conversion modifies the seating in the new Ford Transit 350 Long Wheel Base or Extended Length Wagon to establish a 10-passenger carrying capacity. This setup is ideal for schools, churches, hotels, and shuttle services that are looking to maximize the seating and cargo capacity of their Ford Transit without the requirement of a California Commercial Driver License.*

Options

- Luggage partition
- 12V and USB outlets
- Altro Transflor Wood flooring upgrade
- Compatible with CNG equipped vehicles



Advantages of the Nor-Cal Vans 10-Passenger Conversion

- Larger cargo area than factory 10-passenger Ford Transit
- Lower operating costs
- Allows for any trusted member of your staff with a Class C Driver License to transport passengers*

As a NHTSA certified vehicle alterer, Nor-Cal Vans will relabel your door tag. Removing seats is not enough to pass code enforcement inspection; the door tag must be relabeled to reflect the revised passenger capacity of the vehicle.

*Other regulations may apply. Please check with your local Department of Motor Vehicles or California Highway Patrol office.

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	Sit	Bdr	DD	Account num	TRMPS	Liq Amt	Net Amount
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001391/00	ABSOLUTE HEATING & AIR INC		510664349											
PO-000435	10/07/2015	3317100715		1 01-8150-0-0000-8100-5630-000-000-000000	NN	P							0.00	209.00
													TOTAL PAYMENT AMOUNT	209.00

000005/00	ACSA													
PO-016297	10/07/2015	1734604-86480316	HSUFUNTES	1 01-4035-0-0000-2700-5200-000-000-000000	NN	P							1000.00	1,000.00
													TOTAL PAYMENT AMOUNT	1,000.00

000332/00	BOARD OF EQUALIZATION													
PV-000043	10/02/2015	QTR 3 2015	DIESEL FUEL TAX	01-0000-0-0000-3600-4392-000-000-000000	NN	*							103.59	103.59
													TOTAL PAYMENT AMOUNT	103.59

000334/00	CALSTRS-JEM													
PV-000046	10/01/2015	JULY-SEPT 2015	ADMIN FEES	01-0000-0-0000-2700-5890-000-000-000000	NN	*							32.00	32.00
													TOTAL PAYMENT AMOUNT	32.00

000234/00	CAROLINA BIOLOGICAL SPLY CO													
PO-016349	10/09/2015	49269489	RI	1 01-0000-0-1110-1000-4300-100-000-000000	NN	F							212.98	210.09
													TOTAL PAYMENT AMOUNT	210.09

000770/00	GOPHER SPORT													
PO-016326	10/02/2015	9061291-POPUP	GOAL SET	1 01-0000-0-1110-1000-4300-800-000-000000	NN	P							425.12	425.12
													TOTAL PAYMENT AMOUNT	425.12

000183/00	GUILFORD PRESS													
PO-016338	10/02/2015	1039159		1 01-0001-0-1110-1000-4300-000-000-000000	NN	F							86.00	86.00
													TOTAL PAYMENT AMOUNT	86.00

000072/00	HILLIYARD													
PO-000412	10/07/2015	601808072		1 01-8150-0-0000-8100-4300-000-000-000000	NN	P							0.00	189.21
													TOTAL PAYMENT AMOUNT	189.21

012 HAMILTON UNIFIED SCHOOL DIST. J15258
 BATCH 20: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0020 BATCH 20: OCTOBER 19 2015
 Fund : 01 GENERAL FUND

APY500 L.00.10 10/15/15 08:44 PAGE 2
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Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	Bdr	DD	Account num	TRMPS	Liq Amt	Net Amount
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000801/00	HUNT & SONS INC			942209320															
PO-000400		10/07/2015	234748		1 01-0000-0-0000-3600-4392-000-000-00000	NN	P										0.00	1,690.22	1,690.22
TOTAL PAYMENT AMOUNT																			
																		1,690.22	

000214/00	J W PEPPER & SON INC.																		
PO-016316		09/28/2015	13591633		1 01-0000-0-1110-1000-4300-000-013-00000	NN	P										191.28	191.28	
PO-016316		10/08/2015	13594131		1 01-0000-0-1110-1000-4300-000-013-00000	NN	F										4.24	4.29	
TOTAL PAYMENT AMOUNT																			
																		195.57	

000973/00	JIVE COMMUNICATIONS INC			020783048															
PO-000442		09/01/2015	SEPT 2015 INV-000371276		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P										0.00	427.84	434.81
PO-000442		09/01/2015	OCT 2015 INV-000371276		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P										0.00	434.81	862.65
TOTAL PAYMENT AMOUNT																			
																		862.65	

001388/00	LARRY'S PEST & WEED CONTROL			141953612															
PO-000440		09/23/2015	SEPT ELEM PRESCH		1 01-0000-0-0000-8100-5590-000-000-00000	NY	P										0.00	30.00	30.00
PO-000440		09/23/2015	SEPT ELEM SPEC ED		1 01-0000-0-0000-8100-5590-000-000-00000	NY	P										0.00	30.00	30.00
PO-000440		09/23/2015	SEPT HS SPEC ED		1 01-0000-0-0000-8100-5590-000-000-00000	NY	P										0.00	30.00	30.00
PO-000440		09/23/2015	SEPT HS & ELEM		1 01-0000-0-0000-8100-5590-000-000-00000	NY	P										0.00	408.00	498.00
TOTAL PAYMENT AMOUNT																			
																		498.00	

000524/00	MJB WELDING SUPPLY																		
PO-016144		10/08/2015	010977037		2 01-0350-0-6000-1000-4300-000-000-00000	NN	P										0.00	265.31	265.31
PO-016144		10/06/2015	01097493		2 01-0350-0-6000-1000-4300-000-000-00000	NN	P										0.00	24.73	290.04
TOTAL PAYMENT AMOUNT																			
																		290.04	

000864/00	MONOPRICE			567987705															
PO-016360		10/15/2015	13107397		1 01-9150-0-0000-2420-4300-000-000-00000	NY	F										70.79	70.79	70.79
TOTAL PAYMENT AMOUNT																			
																		70.79	

000134/00	QUILL CORPORATION																		
PO-016135		09/30/2015	8278683		1 01-0000-0-1110-1000-4300-000-000-00000	NN	P										0.00	156.00	156.00
PO-016135		09/30/2015	8278683		2 01-0000-0-1110-1000-4300-100-000-00000	NN	P										0.00	211.43	211.43
PO-016135		09/30/2015	8288648		1 01-0000-0-1110-1000-4300-000-000-00000	NN	P										0.00	17.09	17.09

012 HAMILTON UNIFIED SCHOOL DIST. J15258
 BATCH 20: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0020 BATCH 20: OCTOBER 19 2015
 Fund : 01 GENERAL FUND

APY500 L.00.10 10/15/15 08:44 PAGE 3
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount
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000134 (CONTINUED)															
PO-016165	10/01/2015	8278557 ELLA B PRINTER		1	01-0000-0-3200-1000-4300-000-000-00000	NN	P							434.74	498.77
														TOTAL PAYMENT AMOUNT	883.29

000315/00	UC REGENTS														
PO-016291	09/30/2015	TPF013 HISTORY CONF REGIST		1	01-4035-0-1110-1000-5200-000-000-00000	NN	F							885.00	885.00
PO-016291	09/30/2015	TPF013 HISTORY CONF REGIST		2	01-4035-0-0000-2700-5200-000-000-00000	NN	F							295.00	295.00
														TOTAL PAYMENT AMOUNT	1,180.00

001148/00	UPS														
PV-000044	10/02/2015	00008V6291365			01-0000-0-0000-2700-5990-000-000-00000	NN								14.87	14.87
PV-000045	10/02/2015	00008V6291415			01-0000-0-0000-2700-5990-000-000-00000	NN								17.17	17.17
														TOTAL PAYMENT AMOUNT	32.04

000715/00	US BANK EQUIPMENT FINANCE														
PO-000437	09/28/2015	NOV 2015 288482144			01-0000-0-1110-1000-5620-100-000-00000	NN	P							0.00	666.18
														TOTAL PAYMENT AMOUNT	666.18

														TOTAL Fund	PAYMENT	8,623.79	**
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012 HAMILTON UNIFIED SCHOOL DIST. J15258
BATCH 20: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
BATCH: 0020 BATCH 20: OCTOBER 19 2015
Fund : 11 ADULT EDUCATION

APY500 L.00.10 10/15/15 08:44 PAGE 4
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Ldg Amt	Net Amount
000134/00	QUILL CORPORATION										
PO-016333	10/01/2015	8322698									
TOTAL PAYMENT AMOUNT											
1 11-0000-0-4110-1000-4300-000-000000 NN P											
474.81 *											
TOTAL Fund PAYMENT											
474.81 **											
474.81											
474.81											

TOTAL Fund PAYMENT 474.81 ** 474.81

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Reg Reference Date Description Pd Res Y Goal Func Obj Slt Bdr DD T9MPS Liq Amt Net Amount

000762/00 CRYSTAL CREAMERY

PO-000445	09/21/2015	14331339	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	90.05
PO-000445	09/21/2015	14331337	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	158.89
PO-000445	09/24/2015	14331335	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	251.33
			TOTAL PAYMENT AMOUNT	500.27	*			500.27

000764/00 DANIELSON CO

CM-000013	10/01/2015	85674	RETURN LESS RESTOCK FEES	13-5310-0-0000-3700-4700-000-000-00000	N			-51.38
PO-000425	10/05/2015	84803	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,926.88
PO-000425	10/05/2015	84801	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,305.51
PO-000425	10/12/2015	85535	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,000.79
PO-000425	10/12/2015	85538	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,218.67
PO-000425	10/05/2015	84803	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	177.34
PO-000425	10/05/2015	84801	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	88.80
PO-000425	10/12/2015	85535	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	255.49
PO-000425	10/12/2015	85538	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	72.55
PO-000425	10/08/2015	85204	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	59.25
PO-000425	10/12/2015	85538	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P	0.00	5.00
PO-000425	10/05/2015	84803	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P	0.00	8.00
			TOTAL PAYMENT AMOUNT	6,066.90	*			6,066.90

000209/00 GOLD STAR FOODS

PO-000415	10/12/2015	1468025	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	20.83
PO-000415	10/05/2015	1466571	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P	0.00	60.00
PO-000415	10/12/2015	1468025	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	2,467.37
PO-000415	10/12/2015	1466633	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	613.30
			TOTAL PAYMENT AMOUNT	3,161.50	*			3,161.50

000592/00 MISSION UNIFORM & LINEN

PO-000405	10/01/2015	501024330	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	36.14
PO-000405	10/01/2015	501024329	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	28.15
PO-000405	10/08/2015	501070145	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	36.14
			TOTAL PAYMENT AMOUNT	100.43	*			100.43

000763/00 PROPACIFIC FRESH

PO-000407	10/05/2015	6202835	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	906.61
PO-000407	10/12/2015	6205994	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	638.78
PO-000407	10/15/2012	6205947	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	470.34

012 HAMILTON UNIFIED SCHOOL DIST. J15258
 BATCH 20: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0020 BATCH 20: OCTOBER 19 2015
 Fund : 13 CAFETERIA

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Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD TRMPS Liq Amt Net Amount
 Reg Reference Date

000763 (CONTINUED)
 PO-000407 10/05/2015 6202766
 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 482.10
 TOTAL PAYMENT AMOUNT 2,497.83 * 2,497.83

TOTAL Fund PAYMENT 12,326.93 ** 12,326.93
 TOTAL BATCH PAYMENT 21,425.53 *** 21,425.53
 TOTAL DISTRICT PAYMENT 21,425.53 *** 21,425.53
 TOTAL FOR ALL DISTRICTS: 21,425.53 **** 21,425.53

Number of checks to be printed: 24, not counting voids due to stub overflows.

Prepared by: Christa Durbin 10/15/15
 Date: _____
 Authorized by: _____
 Date: _____

012 HAMILTON UNIFIED SCHOOL DIST. J15460
 BATCH 21-SPECIAL: NOVEMBER 16

ACCOUNTS PAYABLE PRELIST
 BATCH: 0021 BATCH 21: NOVEMBER 16 2015
 Fund : 40 SPECIAL RESERVE - CAP PROJECTS

APY500 L.00.10 10/19/15 13:02 PAGE 1

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Fund Obj Sit Bdr DD Account num T9MPS Liq Amt Net Amount
 Reg Reference Date
 000609/00 FRANKLIN CONSTRUCTION INC 680174771

PO-016221	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														3482.50	3,482.50
PO-016222	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														744.05	744.05
PO-016223	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														645.00	645.00
PO-016224	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														402.70	402.70
PO-016225	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														500.00	500.00
PO-016226	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														685.90	685.90
PO-016227	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														622.25	622.25
PO-016228	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														726.00	726.00
PO-016229	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														643.25	643.25
PO-016230	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														505.10	505.10
PO-016259	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														115.95	115.95
PO-016259	10/15/2015	PROJ#21532	2	40-6225-0-0000-8100-5630-800-003-00000	NN	F														72.25	72.25
PO-016364	10/15/2015	PROJ#21532	1	40-6225-0-0000-8100-5630-800-001-00000	NN	F														23135.00	23,133.33

TOTAL PAYMENT AMOUNT 32,278.28 * 23,133.33
 TOTAL Fund PAYMENT 32,278.28 ** 32,278.28
 TOTAL BATCH PAYMENT 32,278.28 *** 32,278.28
 TOTAL DISTRICT PAYMENT 32,278.28 **** 32,278.28
 TOTAL FOR ALL DISTRICTS: 32,278.28 ***** 0.00 32,278.28

Number of checks to be printed: 1, not counting voids due to stub overflows.

Prepared by Chris Davis 10/19/15
 Date
 Authorized by _____
 Date

Vendor/Addr Remit name Description Tax ID num Deposit type Pd Res Y Goal Func Obj Sit Bdr DD T9MPS Lfd Amt Net Amount
 Req Reference Date

000008/00 CALIFORNIA'S VALUED TRUST H/W
 PO-000444 10/16/2015 NOVEMBER 2015 1 01-0000-0-0000-0000-9571-000-000-00000 NN P 0.00 22,412.62
 PO-000444 10/16/2015 NOVEMBER 2015 2 01-0000-0-0000-0000-9572-000-000-00000 NN P 0.00 58,135.51
 PO-000444 10/16/2015 NOVEMBER 2015 3 01-0000-0-0000-0000-9573-000-000-00000 NN P 0.00 12,586.31
 TOTAL PAYMENT AMOUNT 93,134.44 *

002047/00 DANNIS WOLLIVER KELLEY 943172834
 PO-016145 09/25/2015 SEPTEMBER LEGAL FEES 1 01-0000-0-0000-7110-5815-000-000-00000 NY P 7574.00 7,574.00
 TOTAL PAYMENT AMOUNT 7,574.00 *

000584/00 STANDARD
 PO-000408 09/21/2015 OCT CT503202 DIV3000 1 01-0000-0-0000-0000-9573-000-000-00000 NN P 0.00 296.48
 TOTAL PAYMENT AMOUNT 296.48 *

TOTAL Fund PAYMENT 101,004.92 **
 TOTAL BATCH PAYMENT 101,004.92 ***
 TOTAL DISTRICT PAYMENT 101,004.92 ****
 TOTAL FOR ALL DISTRICTS: 101,004.92 *****

Number of checks to be printed: 3, not counting voids due to stub overflows.

Prepared by Walter Hamman 10/20/15
 Date
 Authorized by _____
 Date

012 HAMILTON UNIFIED SCHOOL DIST. J15658
 BATCH 23: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0023 BATCH 23: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

APY500 L.00.10 10/21/15 15:45
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount
001488/00	CONTINENTAL ATHLETIC SUPPLY														
PO-016367	08/24/2015	0082931-IN		1 01-0000-0-1110-1000-4300-000-006-00000	NN	P								130.34	130.34
PO-016367	09/04/2015	0083370-IN		1 01-0000-0-1110-1000-4300-000-006-00000	NN	P								82.32	82.32
				TOTAL PAYMENT AMOUNT										212.66	212.66
000158/00	CORNING LUMBER CO INC														
PO-016365	09/24/2015	1509-209621		1 01-0350-0-6000-1000-4300-000-035-00000	NN	P								82.73	82.73
				TOTAL PAYMENT AMOUNT										82.73	82.73
000099/00	CREATIVE COMPOSITION														
PO-016318	10/06/2015	90563		1 01-7010-0-3800-1000-4300-000-000-00000	NN	P								329.86	329.86
PO-016318	10/02/2015	90562		1 01-7010-0-3800-1000-4300-000-000-00000	NN	P								337.95	354.06
				TOTAL PAYMENT AMOUNT										683.92	683.92
000162/00	GRAINGER														
PO-000409	10/14/2015	9867745912		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P								0.00	159.08
				TOTAL PAYMENT AMOUNT										159.08	159.08
000072/00	HILLYARD														
PO-000412	10/14/2015	601816587		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P								0.00	68.27
				TOTAL PAYMENT AMOUNT										68.27	68.27
001136/00	JOLENE TOWNE														
PV-000048	10/15/2015	FUEL FOR AERIES CONF TRAVEL		01-0000-0-0000-2700-5200-000-000-00000	NN									16.01	16.01
				TOTAL PAYMENT AMOUNT										16.01	16.01
000524/00	MJB WELDING SUPPLY														
PO-016144	10/13/2015	01098128		2 01-0350-0-6000-1000-4300-000-000-00000	NN	P								0.00	124.51
				TOTAL PAYMENT AMOUNT										124.51	124.51

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD Account num TrmPS Liq Amt Net Amount
 Reg Reference Date

000164/00 MPS
 CM-000016 08/10/2015 76308561-CM to 71021817 01-6300-0-1110-1000-4300-100-000-00000 NN
 PO-016124 08/10/2015 71021817 2 01-6300-0-1110-1000-4300-100-000-00000 NN F
 TOTAL PAYMENT AMOUNT 537.50 * 537.50 -48.59 586.09 537.50

000309/00 OFFICE DEPOT

CM-000014 10/13/2015 798535524001 01-0000-0-1110-1000-4300-100-000-00000 N
 PO-016100 10/14/2015 799645060001 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 79.61 -31.37 79.61
 PO-016255 10/02/2015 797634915001 1 01-0000-0-3200-1000-4300-000-000-00000 NN P 94.39 94.39 94.39
 PO-016329 10/02/2015 797584686001 1 01-0000-0-1110-1000-4300-800-000-00000 NN P 57.01 57.01 57.01
 PO-016329 10/02/2015 797584842001 1 01-0000-0-1110-1000-4300-800-000-00000 NN P 18.47 18.47 18.47
 PO-016340 10/02/2015 797693519001 1 01-0000-0-1110-1000-4300-100-000-00000 NN P 31.37 31.37 31.37
 PO-016340 10/02/2015 797693290001 1 01-0000-0-1110-1000-4300-100-000-00000 NN P 28.35 28.35 28.35
 PO-016340 10/07/2015 798540390001 1 01-0000-0-1110-1000-4300-100-000-00000 NN P 34.19 34.19 34.19
 PO-016350 10/09/2015 799026462001 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 50.28 50.28 50.28
 PO-016354 10/14/2015 799645730001 1 01-0000-0-1110-2420-4300-000-026-00000 NN F 42.95 42.95 42.95
 TOTAL PAYMENT AMOUNT 1,797.07 * 1,391.82 1,391.82 1,797.07

000084/00 PGE&E

PO-000416 10/14/2015 OCT HS 9921774729-6 01-0000-0-0000-8100-5590-000-000-00000 NN P
 TOTAL PAYMENT AMOUNT 12,121.06 * 12,121.06 12,121.06

000512/00 PLATT ELECTRIC SUPPLY INC

PO-000432 10/06/2015 H796622 01-8150-0-0000-8100-4300-000-000-00000 NN P
 TOTAL PAYMENT AMOUNT 119.81 * 119.81 119.81

000137/00 SCHOOL SERVICES OF CALIF INC

PO-000426 09/30/2015 SEPT 2015 0103123-IN 01-0000-0-1110-1000-5890-000-000-00000 NN P
 TOTAL PAYMENT AMOUNT 230.00 * 230.00 230.00

000654/00 WALMART

PO-016149 09/20/2015 CLASS SUPPLIES B CARTER 01-0801-0-1110-1000-4300-800-563-00000 NN F 200.00 197.76 197.76
 PO-016370 10/05/2015 BABY GATES ELEM 01-0000-0-1110-1000-4300-800-000-00000 NN F 144.74 144.74 144.74
 TOTAL PAYMENT AMOUNT 342.50 * 342.50 342.50

012 HAMILTON UNIFIED SCHOOL DIST. J15658
 BATCH 23: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0023 BATCH 23: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Pd Res	Y Goal	ABA num Fund Obj	Account num Sit Bdr DD	Liq Amt TRMPS	Net Amount
TOTAL Fund				PAYMENT		16,495.12	**		16,495.12

012 HAMILTON UNIFIED SCHOOL DIST. J15658
 BATCH 23: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0023 BATCH 23: NOVEMBER 16 2015
 Fund : 12 CHILD DEVELOPMENT

APY500 I.00.10 10/21/15 15:45 PAGE 4
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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	TrmPS	Liq Amt	Net Amount
000309/00	OFFICE DEPOT								
CM-000015	10/02/2015	791444948001		12-6105-0	1110-1000-4300-000-000-000000	N			-20.87
PO-016339	10/02/2015	797690534001		12-6105-0	1110-1000-4300-000-000-000000	NN F		120.60	120.60
TOTAL PAYMENT AMOUNT									99.73 *
TOTAL FUND PAYMENT									99.73 **

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Pd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	TRMPS	Liq Amt	Net Amount
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000762/00	CRYSTAL CREAMERY								
PO-000445	09/28/2015	14352525		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	101.12
PO-000445	09/28/2015	14352522		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	228.22
PO-000445	10/07/2015	14369719		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	300.36
PO-000445	10/07/2015	14369712		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	205.01
PO-000445	10/05/2015	14369714		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	105.77
TOTAL PAYMENT AMOUNT									940.48 *

000764/00	DANIELSON CO								
PO-000425	10/19/2015	86136		1 13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	88.85
PO-000425	10/19/2015	86137		1 13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	29.60
PO-000425	10/19/2015	86136		3 13-5310-0-0000-3700-5890-000-000-00000	NN P			0.00	5.00
PO-000425	10/19/2015	86136		2 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	875.24
PO-000425	10/19/2015	86137		2 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	1,173.91
TOTAL PAYMENT AMOUNT									2,172.60 *

000258/00	LEANN RADTKE								
FV-000047	10/19/2015	TRAINING MILEAGE/MEAL 10/8/15		13-5310-0-0000-3700-5200-000-000-00000	NN				40.30
TOTAL PAYMENT AMOUNT									40.30 *

000592/00	MISSION UNIFORM & LINEN								
PO-000405	10/15/2015	501114835		1 13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	29.30
PO-000405	10/15/2015	501114836		1 13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	36.14
TOTAL PAYMENT AMOUNT									65.44 *

000763/00	PROPACIFIC FRESH								
PO-000407	10/19/2015	6209106		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	412.02
PO-000407	10/19/2015	6209213		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	104.00
PO-000407	10/19/2015	6209134		1 13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	820.56
TOTAL PAYMENT AMOUNT									1,336.58 *

TOTAL Fund									4,555.40 **
TOTAL BATCH PAYMENT									21,150.25 ***
TOTAL DISTRICT PAYMENT									21,150.25 ****
TOTAL FOR ALL DISTRICTS:									21,150.25 ****

Number of checks to be printed: 19, not counting voids due to stub overflows.

Prepared by *Chris DeVries 10/21/15*
 Date
 Audited by
 Date

012 HAMILTON UNIFIED SCHOOL DIST. J15994
 BATCH 24; NOVEMBER 16, 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0024 BATCH 24; NOVEMBER 16, 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr Ref Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y Goal	Func Obj	ABA num Slt Bdr DD	Account num 19WPS	Liq Amt	Net Amount
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000308/00	KEITH DIETLE									
PO-016344 10/27/2015 CASH IN LIEU OF HEALTH BENE										
1 01-0000-0-1110-1000-3701-000-000-00000 NY P										
TOTAL PAYMENT AMOUNT									791.67	791.67

TOTAL Fund	PAYMENT	791.67	**							791.67
TOTAL BATCH PAYMENT		791.67	***							791.67
TOTAL DISTRICT PAYMENT		791.67	****							791.67
TOTAL FOR ALL DISTRICTS:		791.67	****						0.00	791.67

Number of checks to be printed: 1, not counting voids due to stub overflows.

Prepared by	<i>Wesley Himmman</i>	Date	<i>10/28/15</i>
Authorized by		Date	

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y Goal	Func Obj	ABA num Slt Bdr DD	Account num T9MPS	Liq Amt	Net Amount
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000036/00	GREATAMERICA LEASING CORP									
PO-000424	10/21/2015	DEC 17732132		1	01-0000-0-1110-1000-5620-100-000-00000	NN	P		0.00	117.18
TOTAL PAYMENT AMOUNT										117.18

002034/00	HANDWRITTING WITHOUT TEARS									
PO-016337	10/02/2015	986737-1		1	01-6300-0-1110-1000-4300-000-000-00000	NN	F		484.43	464.67
TOTAL PAYMENT AMOUNT										464.67

000070/00	HOUGHTON WIFFLIN CO									
PO-016196	09/25/2015	951820120		1	01-6300-0-1110-1000-4200-000-000-00000	NN	F		1374.61	1,536.65
TOTAL PAYMENT AMOUNT										1,536.65

000445/00	IT SAVVY									
PO-016378	10/27/2015	00830439		1	01-0801-0-0000-7150-4400-000-524-00000	NN	F		598.44	598.44
TOTAL PAYMENT AMOUNT										598.44

000349/00	LARKIN AUTO ELECTRIC									
PO-000401	10/01/2015	000352	564958031	1	01-8150-0-0000-8100-5630-000-000-00000	NY	P		0.00	336.98
TOTAL PAYMENT AMOUNT										336.98

000560/00	MEDCO									
PO-016373	10/22/2015	42024886		1	01-0000-0-1110-1000-4300-000-006-00000	NN	F		281.80	281.80
TOTAL PAYMENT AMOUNT										281.80

000309/00	OFFICE DEPOT									
PO-016340	10/22/2015	INK REORDER FROM QUILT 163401		1	01-0000-0-1110-1000-4300-100-000-00000	NN	C		2.38	0.00
TOTAL PAYMENT AMOUNT										0.00

000335/00	PEARSON EDUCATION									
PO-016202	08/10/2015	4024033354		1	01-6300-0-1110-1000-4300-000-000-00000	NN	F		2917.79	3,060.26
TOTAL PAYMENT AMOUNT										3,060.26

012 HAMILTON UNIFIED SCHOOL DIST. J16130
 BATCH 25: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0025 BATCH 25: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Slt Bdr DD	T9MPS	Liq Amt	Net Amount
000134/00		QUILL CORPORATION							
PO-163401	10/20/2015	8861339		1 01-0000-0-1110-1000-4300-100-000-00000	NN F			115.39	115.39
TOTAL PAYMENT AMOUNT									115.39
TOTAL Fund									PAYMENT 6,511.37 **
									6,511.37

012 HAMILTON UNIFIED SCHOOL DIST. J16130
BATCH 25: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
BATCH: 0025 BATCH 25: NOVEMBER 16 2015
Fund : 12 CHILD DEVELOPMENT

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
00184/00	TEHAMA COUNTY DEPT OF ED							

PO-016325 10/26/2015 CPIN-M VOGELSAWG REGIST 1 12-6105-0-1110-1000-5200-000-00000 NN F 20.00 20.00
TOTAL PAYMENT AMOUNT 20.00 * 20.00

TOTAL Fund PAYMENT 20.00 ** 20.00

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD T9MPS Liq Amt Net Amount
 Reg Reference Date

000764/00 DANIELSON CO

PO-000425	10/26/2015	86641	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	29.60
PO-000425	10/26/2015	86821	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	139.29
PO-000425	10/26/2015	86821	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	810.03
PO-000425	10/26/2015	86641	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,291.83
PO-000425	10/21/2015	86371	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	161.10
PO-000425	10/22/2015	86487	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	30.81
TOTAL PAYMENT AMOUNT								2,462.66

000209/00 GOLD STAR FOODS

PO-000415	10/26/2015	1485549	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	62.90
PO-000415	10/26/2015	1485566	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,065.70
TOTAL PAYMENT AMOUNT								1,128.60

000763/00 PROPACIFIC FRESH

PO-000407	10/26/2015	6212442	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	779.60
PO-000407	10/26/2015	6212374	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	495.90
PO-000407	10/26/2015	6212374	3	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	57.69
TOTAL PAYMENT AMOUNT								1,333.19

002012/00 UNITED GROCERS

PO-000438	09/30/2015	60565054	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	40.88
PO-000438	09/30/2015	60565054	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	13.65
TOTAL PAYMENT AMOUNT								54.53

TOTAL Fund	PAYMENT	4,978.98	**
TOTAL BATCH PAYMENT		11,510.35	***
TOTAL DISTRICT PAYMENT		11,510.35	****
TOTAL FOR ALL DISTRICTS:		11,510.35	****

Number of checks to be printed: 13, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be skipped.

Prepared by Christina Garcia 10/28/15
 Date
 Authorized by _____
 Date

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Punc	Obj	ABA num	Sit	Bdr	DD	TPWPS	Liq Amt	Net Amount
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001391/00	ABSOLUTE HEATING & AIR INC		510664349												
TOTAL PAYMENT AMOUNT															
1 01-8150-0-0000-8100-5630-000-000-00000 NN P															
374.38															
374.38															

000010/00	ALHAMBRA & SIERRA SPRINGS														
TOTAL PAYMENT AMOUNT															
1 01-0000-0-0000-2700-4300-100-000-00000 NN P															
59.94															
33.57															
28.57															
48.36															
170.44															

001323/00	BERNICE DE LACRUZ														
TOTAL PAYMENT AMOUNT															
1 01-0000-0-1110-1000-5200-000-000-00000 NN P															
6.33															
6.33															

000153/00	CALIFORNIA ASSN FPA														
TOTAL PAYMENT AMOUNT															
1 01-7010-0-3800-1000-5200-000-000-00000 NN P															
1,900.00															
1,900.00															

000233/00	CALIFORNIA DEPARTMENT OF ED														
TOTAL PAYMENT AMOUNT															
1 01-4203-0-1110-1000-5200-000-000-00000 NN P															
425.00															
425.00															
425.00															
425.00															
1,700.00															

000053/00	CALIFORNIA WATER SERVICE CO														
TOTAL PAYMENT AMOUNT															
1 01-0000-0-0000-8100-5590-000-000-00000 NN P															
0.00															
126.63															
781.84															
934.54															
539.65															
467.05															
2,849.71															

PO-000422	10/28/2015	NOV	3624177777												
PO-000422	10/28/2015	NOV	7314177777												
PO-000422	10/28/2015	NOV	0669843652												
PO-000422	10/28/2015	NOV	4328876467												
TOTAL PAYMENT AMOUNT															
1 01-0000-0-0000-8100-5590-000-000-00000 NN P															
0.00															
2,849.71															

012 HAMILTON UNIFIED SCHOOL DIST. J16518
 BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0026 BATCH 26: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	TWPS	Liq Amt	Net Amount
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000235/00	COLUSA FFA														
PO-016384	11/01/2015	OPEN/CLOSE CONTEST REGIST	1	01-7010-0-3800-1000-5200-000-00000	NN	F								292.00	292.00
														TOTAL PAYMENT AMOUNT	292.00 *

000158/00	CORNING LUMBER CO INC														
PO-016346	10/01/2015	1510-212406	1	01-8150-0-0000-8100-4300-000-00000	NN	F								60.40	60.40
														TOTAL PAYMENT AMOUNT	60.40 *

000112/00	COSTCO														
PO-016314	09/27/2015	002274	1	01-4203-0-1110-1000-4300-000-00000	NN	F								150.00	51.42
														TOTAL PAYMENT AMOUNT	51.42 *

000205/00	CPM EDUCATIONAL PROGRAM														
PO-016371	10/22/2015	1508520-IN	1	01-0001-0-1110-1000-4200-000-00000	NN	F								1143.54	1,106.78
														TOTAL PAYMENT AMOUNT	1,106.78 *

000541/00	DARCY POLIAK														
PV-000056	10/09/2015	LEADERSHIP INST MEALS	01-4203-0-1110-1000-5200-000-00000	NN	NN									144.00	144.00
														TOTAL PAYMENT AMOUNT	144.00 *

000921/00	DXE MEDICAL INC														
PO-016374	10/27/2015	541832	1	01-1100-0-1110-1000-4400-000-00000	NN	F								8591.42	8,591.42
														TOTAL PAYMENT AMOUNT	8,591.42 *

000899/00	EDUCATIONAL DATA SYSTEMS														
PV-000050	10/09/2015	1015EM-6423-1314	01-0000-0-1110-1000-4300-000-00000	NN	NN									53.00	53.00
														TOTAL PAYMENT AMOUNT	53.00 *

000162/00	GRAINGER														
PO-000409	10/23/2015	9875550155	1	01-8150-0-0000-8100-4300-000-00000	NN	F								0.00	23.58
														TOTAL PAYMENT AMOUNT	23.58 *

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	Site	Bdr	DD	TRMPS	Liq Amt	Net Amount
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000973/00	JIVE COMMUNICATIONS INC		020783048										
				1 01-0000-0-0000-2700-5990-000-000-00000	NN	P						0.00	433.98
													433.98
													TOTAL PAYMENT AMOUNT

000701/00	MAGGIE SAWYER												
				1 01-0000-0-0000-2700-5990-000-000-00000	NN	P							174.00
													174.00
													TOTAL PAYMENT AMOUNT

001450/00	MARIA REYES												
				1 01-4203-0-1110-1000-5200-000-000-00000	NN	P							144.00
													144.00
													TOTAL PAYMENT AMOUNT

001505/00	MT LASSEN MATH COUNCIL												
				1 01-4035-0-1110-1000-5200-000-000-00000	NN	F						100.00	100.00
													100.00
													TOTAL PAYMENT AMOUNT

000309/00	OFFICE DEPOT												
				1 01-0000-0-1110-1000-4300-100-000-00000	NN	P						38.85	38.85
				1 01-0000-0-1110-1000-4300-000-000-00000	NN	P						38.69	38.69
				1 01-0000-0-1110-1000-4300-000-000-00000	NN	P						24.88	24.88
													TOTAL PAYMENT AMOUNT

000084/00	PG&E												
				1 01-0000-0-0000-8100-5590-000-000-00000	NN	P						0.00	6,872.68
													6,872.68
													TOTAL PAYMENT AMOUNT

000418/00	PITNEY BOWES GLOBAL FINCL INC		201344287										
				2 01-0000-0-1110-1000-4300-800-000-00000	NN	P						0.00	65.78
													65.78
													TOTAL PAYMENT AMOUNT

PO-000416	10/26/2015	OCT ELEM	3699672995-4										
				1 01-0000-0-0000-8100-5590-000-000-00000	NN	P						0.00	6,872.68
													6,872.68
													TOTAL PAYMENT AMOUNT

PO-000443	10/25/2015	637620											
				2 01-0000-0-1110-1000-4300-800-000-00000	NN	P						0.00	65.78
													65.78
													TOTAL PAYMENT AMOUNT

012 HAMILTON UNITED SCHOOL DIST. J16518
 BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0026 BATCH 26: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Liq Amt	Net Amount
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000281/00	PSAT/NMSQT										

PO-016385	11/01/2015	HUSD#051125		1	01-0000-0-1110-1000-5890-000-000-00000	NN	F			518.00	518.00
TOTAL PAYMENT AMOUNT											
										518.00	518.00

000134/00	QUILL CORPORATION										
PO-016377	10/13/2015	90779922		1	01-7010-0-3800-1000-4300-000-000-00000	NN	F			748.80	748.80
TOTAL PAYMENT AMOUNT											
										748.80	748.80

001205/00	READ NATURALLY										
PO-015146	10/01/2015	CLOSE; ENTRY ERROR		1	01-3010-0-1110-1000-4300-000-000-00000	NN	C			2892.78	0.00
TOTAL PAYMENT AMOUNT											
										0.00	0.00

000590/00	RESEARCH PRESS										
PO-016380	10/30/2015	F613946		1	01-0001-0-1110-1000-4300-000-000-00000	NY	F			252.97	252.97
TOTAL PAYMENT AMOUNT											
										252.97	252.97

000913/00	SHASTA COLLEGE AG LEADERSHIP										
PO-016335	10/26/2015	7792-FFA AG FIELD DAY		1	01-7010-0-3800-1000-5200-000-000-00000	NN	F			163.00	163.00
TOTAL PAYMENT AMOUNT											
										163.00	163.00

000622/00	SPORT & CYCLE TEAM ATHLETICS										
PO-016257	09/28/2015	197441		1	01-0000-0-1110-1000-4300-000-006-00000	NN	F			488.01	481.11
TOTAL PAYMENT AMOUNT											
										481.11	481.11

001287/00	STAFF DEVELOPMENT FOR										
PO-016351	10/09/2015	B CARTER REG-1447456		1	01-0001-0-1110-1000-5200-000-000-00000	NN	P			214.00	214.00
PO-016351	10/09/2015	N HERFLEY REG-1447457		1	01-0001-0-1110-1000-5200-000-000-00000	NN	P			214.00	214.00
PO-016351	10/09/2015	V ORTIZ REG-1447458		1	01-0001-0-1110-1000-5200-000-000-00000	NN	F			214.00	214.00
TOTAL PAYMENT AMOUNT											
										642.00	642.00

012 HAMILTON UNIFIED SCHOOL DIST. J16518
 BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0026 BATCH 26: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD T9MPS Lig Amt Net Amount
 Reg Reference Date

002002/00 TRUDY BRYAN
 PY-000054 10/09/2015 LEADERSHIP INST MEALS
 TOTAL PAYMENT AMOUNT 144.00 * 144.00

001382/00 U S BANK CORPORATE

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	T9MPS	Lig Amt	Net Amount
CM-000017		10/01/2015 CREDIT:GRAPES OF WRATH RETURN		01-1100-0-3200-1000-4300-000-000-00000	N									0.00	-20.01
PO-016137	11/01/2015	MEETING SUPPLIES		01-0000-0-1110-1000-4300-000-000-00000	NN	P								181.58	144.46
PO-016174	11/01/2015	COUNSELOR CONF HOTEL		01-0000-0-1110-1000-4300-000-000-00000	NN	F								181.58	181.58
PO-016234	11/01/2015	ARIES CONF HOTEL		01-0000-0-3200-1000-5200-000-000-00000	NN	F								113.85	114.15
PO-016234	11/01/2015	ARIES CONF HOTEL		01-0000-0-1110-1000-5200-000-000-00000	NN	F								341.55	342.15
PO-016234	11/01/2015	ARIES CONF HOTEL		01-0000-0-0000-2700-5200-000-000-00000	NN	F								227.70	228.00
PO-016292	11/01/2015	VISUAL VOCAB RESOURCES		01-0000-0-1110-1000-4300-000-000-00000	NN	F								4.72	20.03
PO-016307	11/01/2015	CASBO REGIST		01-0000-0-0000-2700-5200-000-000-00000	NN	P								600.00	600.00
PO-016307	11/01/2015	CASBO HOTEL		01-0000-0-0000-2700-5200-000-000-00000	NN	F								152.00	152.00
PO-016309	11/01/2015	COSEGUERA AIRFARE		01-4035-0-0000-2700-5200-000-000-00000	NN	F								608.00	608.00
PO-016309	11/01/2015	HISTORY CONF AIRFARE		01-4035-0-1110-1000-5200-000-000-00000	NN	F								128.00	128.00
PO-016310	11/01/2015	HISTORY CONF SHUTTLE		01-4035-0-1110-1000-5200-000-000-00000	NN	F								32.00	32.00
PO-016310	11/01/2015	HISTORY CONF SHUTTLE		01-4035-0-0000-2700-5200-000-000-00000	NN	F								136.55	136.55
PO-016315	11/01/2015	ACSA HOTEL-DARCY		01-4035-0-0000-2700-5200-000-000-00000	NN	P								356.39	356.39
PO-016320	11/01/2015	TENOR SAX FOR BAND		01-0000-0-1110-1000-4300-000-013-00000	NN	F								481.51	448.72
PO-016321	11/01/2015	SPANISH BIOLOGY BOOKS		01-6300-0-1110-1000-4200-000-000-00000	YN	F								181.83	181.83
PO-016328	11/01/2015	WALMART-N HEFFLEY		01-0000-0-1110-1000-4300-800-000-00000	NN	F								55.84	51.94
PO-016330	11/01/2015	CLASS SUPPLY-P GARCIA		01-0000-0-3200-1000-4300-000-000-00000	YN	F								171.57	168.60
PO-016334	11/01/2015	M SAWYER-GRAMMER BOOKS		01-7010-0-3800-1000-5200-000-000-00000	NN	F								229.65	229.65
PO-016334	11/01/2015	FLORAL EXPO REGIST		01-4203-0-1110-1000-4300-000-000-00000	NN	F								150.00	106.91
PO-016345	11/01/2015	ICAP MEETING SUPPLIES		01-0000-0-1110-1000-4300-000-000-00000	NN	F								313.20	313.20
PO-016352	11/01/2015	ELIA B READING NOVELS		01-0801-0-1110-1000-4300-800-563-00000	NN	F								48.32	47.73
PO-016353	11/01/2015	TWIST PENS/HIGHLIGHTERS		01-0000-0-3200-1000-4300-000-000-00000	NN	F								26.82	26.82
PO-016355	11/01/2015	MEETING SUPPLIES		01-6300-0-1110-1000-4300-000-000-00000	YN	F								230.03	213.98
PO-016357	11/01/2015	SWEET PICKLES SERIES BOOKS		01-8150-0-0000-8100-4300-000-000-00000	NN	F								114.49	114.49
PO-016358	11/01/2015	OTTERBOXES-MAINT PHONES		01-9150-0-0000-2420-4300-000-000-00000	NN	F								292.69	292.69
PO-016361	11/01/2015	3.5" HARD DRIVES-TECH		01-0001-0-1110-1000-4300-000-000-00000	NN	F								86.00	86.00
PO-163381	11/01/2015	GUILDFORD PRESS/DUP PMT		01-0000-0-0000-8100-4392-000-000-00000	NN									709.99	709.99
PV-000049	10/01/2015	4246-0445-5562-8555		01-0000-0-0000-8100-4392-000-020-00000	NN									24.67	24.67
PV-000049	10/01/2015	4246-0445-5562-8555		01-0000-0-0000-7150-5200-000-000-00000	NN									12.00	12.00
PV-000049	10/01/2015	4246-0445-5562-8555		01-0000-0-0000-7300-5200-000-000-00000	NN									40.00	40.00
PV-000049	10/01/2015	4246-0445-5562-8555		01-8150-0-0000-8100-4300-000-000-00000	NN									265.22	265.22
PV-000049	10/01/2015	4246-0445-5562-8555		01-7010-0-3800-1000-5200-000-000-00000	NN									365.85	365.85
TOTAL PAYMENT AMOUNT															7,250.73 *
TOTAL USE TAX AMOUNT															59.89

012 HAMILTON UNIFIED SCHOOL DIST. J16518
 BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0026 BATCH 26: NOVEMBER 16 2015
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000715/00	US BANK EQUIPMENT FINANCE		310841368										

PO-000437	10/29/2015	JUNE-SEPT OVERAGE		2	01-0000-0-1110-1000-4300-100-000-00000	NN	P					0.00	180.61
PO-000437	10/29/2015	DEC 2015 290675313		1	01-0000-0-1110-1000-5620-100-000-00000	NN	P					0.00	666.18
TOTAL PAYMENT AMOUNT													846.79 *

000377/00 WASTE MANAGEMENT

PO-000402	11/01/2015	NOV 2015 HS CAFE		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P					0.00	190.70
PO-000402	11/01/2015	NOV 2015 ELEM CAFE		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P					0.00	190.70
PO-000402	11/01/2015	NOV 2015 ELEM MAINT		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P					0.00	246.96
PO-000402	11/01/2015	NOV 2015 HS MAINT		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P					0.00	762.80
TOTAL PAYMENT AMOUNT													1,391.16 *

TOTAL Fund	PAYMENT	37,577.34 **
TOTAL USE TAX AMOUNT		59.89
		37,577.34

012 HAMILTON UNIFIED SCHOOL DIST. J16518
 BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0026 BATCH 26: NOVEMBER 16 2015
 Fund : 11 ADULT EDUCATION

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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	TMPS	Liq Amt	Net Amount
000134/00	QUILL CORPORATION								
CM-000018	10/10/2015	8322698		11-0000-0-4110-1000-4300-000-0000 NN				20.41	-9.46
PO-016333	10/22/2015	8943711		11-0000-0-4110-1000-4300-000-0000 NN P				20.41	20.41
TOTAL PAYMENT AMOUNT									10.95 *
TOTAL Fund									10.95 **
PAYMENT									10.95

012 HAMILTON UNIFIED SCHOOL DIST. J16518
BATCH 26: NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
BATCH: 0026 BATCH 26: NOVEMBER 16 2015
Fund : 12 CHILD DEVELOPMENT

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
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000506/00	CVS PHARMACY INC							
PO-016235	10/13/2015	6005432059000825		1	12-6105-0-1110-1000-4300-000-000-000000	NN P	42.80	42.80

TOTAL PAYMENT AMOUNT 42.80 *
TOTAL Fund PAYMENT 42.80 **

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD Account num TRMPS Liq Amt Net Amount
 Reg Reference Date

000764/00 DANIELSON CO
 PO-000425 11/02/2015 86923 3 13-5310-0-0000-3700-5890-000-000-00000 NN P 0.00 5.00
 PO-000425 11/02/2015 86923 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 108.60
 PO-000425 11/02/2015 87411 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 67.24
 PO-000425 11/02/2015 87411 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 1,246.10
 PO-000425 11/02/2015 86923 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 995.36
 TOTAL PAYMENT AMOUNT 2,422.30 * 2,422.30

002006/00 HAMILTON UNIFIED SCHOOL DIST
 PV-000052 10/09/2015 RETMB STUDENT LUNCH ACCT CREDI 13-5310-0-0000-3700-4700-000-000-00000 NN
 TOTAL PAYMENT AMOUNT 36.25 *

000592/00 MISSION UNIFORM & LINEN
 PO-000405 10/22/2015 501161737 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 32.69
 PO-000405 10/29/2015 501204296 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 24.70
 PO-000405 10/29/2015 501204297 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 32.69
 TOTAL PAYMENT AMOUNT 90.08 * 90.08

000763/00 PROPACIFIC FRESH
 PO-000407 11/02/2015 6215566 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 340.97
 PO-000407 11/02/2015 6215599 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 590.05
 TOTAL PAYMENT AMOUNT 931.02 * 931.02

TOTAL Fund PAYMENT 3,479.65 ** 3,479.65

Vendor/Addr Remit name Description Tax ID num Deposit type Rd Res Y Goal Func Obj Sit Bdr DD 19MPS Ldg Amt Net Amount
 Reg Reference Date
 001382/00 U S BANK CORPORATE
 PV-000049 10/01/2015 4246-0445-5562-8555

40-6225-0-0000-8100-5890-800-002-00000 NN
 TOTAL PAYMENT AMOUNT 16.50 * 16.50

TOTAL Fund PAYMENT 16.50 ** 16.50

TOTAL BATCH PAYMENT 41,127.24 *** 41,127.24
 TOTAL USE TAX AMOUNT 59.89

TOTAL DISTRICT PAYMENT 41,127.24 **** 41,127.24
 TOTAL USE TAX AMOUNT 59.89

TOTAL FOR ALL DISTRICTS: 41,127.24 ***** 41,127.24
 TOTAL USE TAX AMOUNT 59.89

Number of checks to be printed: 38, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be skipped.

Prepared by Chris Verbits 11/5/15
 Date
 Authenticated by _____ Date _____

012 HAMILTON UNIFIED SCHOOL DIST. J16705
 BATCH 27; NOVEMBER 16 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0027 BATCH 27: NOVEMBER 16 2015
 Fund : 40 SPECIAL RESERVE - CAP PROJECTS

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Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Reg Reference Date STATE OF CALIFORNIA
 000738/00

PO-016398 10/09/2015 ERP APP#61/62570-00-0002 1 40-6225-0-0000-8100-5890-800-000-00000 NN F 7827.34 7,827.34
 TOTAL PAYMENT AMOUNT 7,827.34 * 7,827.34

TOTAL Fund	PAYMENT	7,827.34 **						
TOTAL BATCH PAYMENT		7,827.34 ***						
TOTAL DISTRICT PAYMENT		7,827.34 ****						
TOTAL FOR ALL DISTRICTS:		7,827.34 ****	0.00					7,827.34

Number of checks to be printed: 1, not counting voids due to stub overflows.

Prepared by	<i>Christa Sorria</i>	Date	<i>11/9/15</i>
Authorized by		Date	

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Monday, October 19, 2015**

6:00 p.m.	Public session for purposes of opening the meeting only.
6:00 p.m.	Closed session to discuss closed session items listed below.
6:30 p.m.	Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

<input checked="" type="checkbox"/> Tomas Loera, President	<input checked="" type="checkbox"/> Rosalinda Sanchez	<input checked="" type="checkbox"/> Gabriel Leal
<input checked="" type="checkbox"/> Judy Twede, Clerk	<input checked="" type="checkbox"/> Hubert "Wendall" Lower	

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
2. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
3. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE: Report action taken in closed session (no earlier than 6:30 p.m.).

1. Board President Tomas Loera reported that there was no action taken in closed session.

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports.
 - a. Rosalinda Sanchez reported that she has been attending the girls' volleyball games and they have been doing very well. Sanchez also reported that she attended parent conferences at the elementary.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - i. Student Fernando Mendez-Ruiz reported that the school year is continuing at a steady pace.
 - ii. Grades were mailed out to students last week.
 - iii. All Fall sports teams are working hard as the season continues.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
 - i. Student Giovanni Martinez-Barron reported that this month is National Bully Prevention Month.
 - ii. Red Ribbon Week will begin the week of the 26th.
 - iii. The Halloween dance and the Halloween carnival are coming up during the week of the 26th.
 - iv. The Halloween carnival will include a dinner put on by PTO and a haunted house.
 - v. The elementary will be participating in the Glenn County Spelling Bee. Hamilton Elementary will be sending 8 students.
3. District Reports (written).
 - a. Food Service Report by LeAnn Radtke.
 - b. Operations Report by Marc Eddy.
 - c. Technology Report by Frank James.
4. Principal and Dean of Student Reports and New Employee Introductions.
 - a. Cris Oseguera, Hamilton High School Principal.
 - i. Cris Oseguera reported that we are in our 48th day of school and there are currently 312 students enrolled at Hamilton High School.
 - ii. Our attendance rate is at 97%.

- iii. There will be a District In-Service this Friday for ELD training.
- iv. Cris Oseguera reminded the board and members of the public that October is Domestic Violence Awareness Month.
- v. FFA students from Hamilton High School presented on their activities thus far for the 15-16 school year and future activities along with the introduction of newly elected officers.
- b. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Assistant Principal, Heather Sufuentes reported for Hamilton Elementary School in Principal Darcy Pollak's absence.
 - 1. This month is National Bully Prevention Month.
 - 2. Red Ribbon Week will begin the week of the 26th.
 - 3. The Halloween dance and the Halloween carnival are coming up during the week of the 26th.
 - 4. The Halloween carnival will include a dinner put on by PTO and a haunted house.
 - 5. The elementary will be participating in the Glenn County Spelling Bee. Hamilton Elementary will be sending 8 students.
 - c. Maria Reyes, District Dean of Students.
 - i. Working on providing students life skills to utilize for life after high school.
 - ii. A presenter from UTI and a branch of the military is coming to present at Ella Barkley High School.
- 5. Superintendent Report by Charles Tracy.
 - a. Attended LCAP Training in Sacramento hosted by ACSA on September 23, 2015.
 - b. Attended the Small School Districts Association (SSDA) training at Sutter County Office of Education on September 30, 2015.
 - i. Acquired new information on hired contractors that would do repairs for the District in the future in regards to billing.
 - c. Attended regional Glenn and Butte County meeting for Adult Education.
 - i. Intent is to have more hands on training for second language learners.
 - d. DELAC/LCAP meeting held on October 12, 2015 in the Hamilton High School Library was successful.
 - i. The EL data was reviewed and the EL Master plan was discussed.
 - 1. A sub committee was formed to help facilitate needs.
 - ii. Next meeting is Wednesday, April 6th, 2016 at Hamilton Elementary School.

8.0 COMMUNICATION RECEIVED:

- 1. State Schools Chief Tom Torlakson Issues Statement on Signing of California High School Exit Exam Bill. (Page 2 - 3)
 - a. This bill would suspend the administration of the high school exit examination and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2015–16, 2016–17, and 2017–18 school years. The bill would, until July 31, 2018, require the governing board or body of a local educational agency, as defined, and the State Department of Education on behalf of state special schools, to grant a diploma of graduation from high school to any pupil who completed grade 12 in the 2003–04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination.

9.0 DISCUSSION ITEMS:

- 1. HUSD 2014-15 Title III Accountability Data. (Page 4 – 5)
 - a. Review of data from the California Department of Education.
- 2. Disclosure of Collective Bargaining Agreement in accordance with AB1200 and GC 3547.5. (Page 6 - 9)
 - a. Diane Lyon reviewed the form with members of the public and the Board.
- 3. Purchase of AED's for Hamilton Unified School District. (Page 10 – 28)
 - a. Mr. Tracy recommends that the District purchase these devices.
 - b. Having these items accessible will decrease our liability.
 - c. There was a proposal to hold a class to the public and staff on how to use these machines.
- 4. Board meeting dates for 2016. (Page 29)
 - a. Board meeting dates for the 2016 school year were discussed.
 - i. To continue on Mondays or hold on another day of the week.
 - ii. To potentially hold a few meetings at the elementary each year.
- 5. Paramex Department of Transportation contract. (Page 30 – 34)
 - a. Mr. Tracy recommends the approval of the Paramex contract as an action item. This company is based out of Chico and will come to the district to perform tests.
 - b. Currently we are using someone out of state and the process currently is more lengthy than needed.
 - i. Time and money will be saved by using a local company.

6. PTO and Boosters Report.
 - a. The Parent Teacher Organization (PTO) President reported on yearly fundraisers:
 - i. Halloween Carnival Fundraiser - haunted house
 - ii. May festival
 - iii. Golf tournament
 - iv. Potentially a soccer tournament
7. Cross Country proposal for 2016-17 school year: (Page 35)
 - a. The Cross Country Team would be self-funded. Raising the funds for coaches stipend and transportation as needed when parent drivers were not available.
 - b. The Cross Country Team would fund raise to pay entry fees for invitational.

10.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

11.0 **ACTION ITEMS:**

1. Approve Cross Country proposal for 2016-17 school year: (Page 35)
 - a. The Cross Country Team would be self-funded. Raising the funds for coaches stipend and transportation as needed when parent drivers were not available.
 - b. The Cross Country Team would fund raise to pay entry fees for invitational.
 - i. Motioned/Seconded: JT/GL
 - ii. Motion carries: 5 - 0
2. Approve Board meeting dates for 2016. (Page 29)
 - i. It was motioned by Judy Twede and Seconded by Gabriel Leal to move this item to the November Board meeting to both discussion and as an action item.
3. Approve Disclosure of Collective Bargaining Agreement in accordance with AB1200 and GC 3547.5 period beginning 7/1/2015 and ending 6/30/2017. (Page 6 - 9)
 - i. Motioned/Seconded: GL/WL
 - ii. Motion carries: 5 - 0
4. Approve Agricultural Career Technical Education Incentive Grant Report of Expenditures funding year 2014-15. (Page 36 - 37)
 - i. Motioned/Seconded: WL/JT
 - ii. Motion carries: 5 - 0
5. Approve purchase of AED's for Hamilton Unified School District. (Page 10 - 28)
 - iii. Motioned/Seconded: GL/RS
 - iv. Motion carries: 5 - 0
6. Approve Paramex Department of Transportation contract. (Page 30 - 34)
 - v. Motioned/Seconded: JT/GL
 - vi. Motion carries: 5 - 0
7. Approve Declaration of Need for Fully Qualified Educators. (Page 38 - 40)
 - vii. Motioned/Seconded: GL/WL
 - viii. Motion carries: 5 - 0
8. Accept Booster report and approve activities for the 2015-16 school year.
 - ix. Motioned/Seconded: JT/GL
 - x. Motion carries: 5 - 0
9. Accept PTO report and approve activities for the 2015-16 school year.
 - xi. Motioned/Seconded: GL/RS
 - xii. Motion carries: 5 - 0

12.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

1. Approve Warrants and Expenditures. (Page 41 - 68)
2. Approve Hamilton Unified School District 2015-16 DTS License Agreement. (Page 69 - 73)
3. Approve Minutes for the Regular Board Meeting on September 21, 2015. (Page 74 - 78)
4. Approve Hamilton Elementary School Site Council Meeting Minutes for Tuesday, September 8, 2015. (Page 81 - 84)
5. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, October 5, 2015. (Page 79 - 80)

6. Approve FFA Field Trips: (Page 85 – 87)
 - a. National Convention.
 - b. Washington Leadership Conference.
7. Approve HHS Girls Varsity Basketball overnight in Rocklin, CA. (Page 88)
8. Approve HHS fundraisers for 2015-16 school year. (Page 89)
9. Approve HES fundraisers for 2015-16 school year. (Page 90)
10. Approve Interdistrict Transfers (new or continuing students – elementary students reapply annually).
 - a. Approve Out:
 - i. Hamilton High School – 12th Grade x 1
 1. Total Out: 1
 - b. Approve In:
 - i. Hamilton High School – 11th Grade x 1
 1. Total In: 1
11. Approve Personnel Actions as Presented:
 - a. New Hires

i. Tony Longueira	Boys Soccer Coach	HHS
ii. Todd Deitz	Varsity Softball Coach (was JV Coach)	HHS
iii. Priscella Cortes	Classified Substitute	District
iv. Kile Taylor	Saturday School Teacher	HES
v. Suzanne Titchenal	Saturday School Teacher	HES
vi. Sylvia Sanchez Robles	Saturday School Teacher	HES
vii. Deana Medina	Classified Substitute	District
 - b. Resignations/Retirement:
 - i. None
 1. Motioned/Seconded: GL/JT
 2. Motion carries: 5 - 0

13.0 **ADJOURNMENT:** 7:53pm – Closed in memory of Gumerindo Alvarez

Judy Twede, Clerk

Charles Tracy, Superintendent

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, provides written documentation that the District obtained the teacher's consent prior to making assignment(s) outside of teacher's current credential authorization.

Teacher: Paula Garcia	SS#: --2309
District: Hamilton Unified School District	School: Hamilton High School
Site Administrator: Cris Oseguera	
Assignment: Driver's Education; CAHSEE Test Practice and Prep	Grade level: 9 th , 10 th
Legal Authorization per E.C.: 44256	
Assignment Dates: From: August 11, 2015 To: June 3, 2016	

I mutually consent to this assignment.

Teacher's signature: _____



Date: _____

10/15/15

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, provides written documentation that the District obtained the teacher's consent prior to making assignment(s) outside of teacher's current credential authorization.

Teacher: Mary Hansen	SS#: --1108
District: Hamilton Unified School District	School: Hamilton High School
Site Administrator: Cris Oseguera	
Assignment: Driver's Education; Keyboarding; Computer Tech; CAHSEE Test Practice and Prep	Grade level: 9 th , 10 th
Legal Authorization per E.C.: 44256	
Assignment Dates: From: August 11, 2015 To: June 3, 2016	

I mutually consent to this assignment.

Teacher's signature:  Date: 10/15/15

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, provides written documentation that the District obtained the teacher's consent prior to making assignment(s) outside of teacher's current credential authorization.

Teacher: Matt Steele	SS#: --8809
District: Hamilton Unified School District	School: Hamilton High School
Site Administrator: Cris Oseguera	
Assignment: Study Skills; Driver's Education; Career Life Planning; CAHSEE Test Practice and Prep	Grade level: 9 th , 10 th
Legal Authorization per E.C.: 44256	
Assignment Dates: From: August 11, 2015 To: June 3, 2016	

I mutually consent to this assignment.

Teacher's signature:  Date: 10-15-15

Hamilton Elementary School



277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
School Office (530) 826-3474 • Fax (530) 826-0419
District Office (530) 826-3261

District Governing Board
Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

District Superintendent
Charles Tracy

Principal
Darcy Pollak

Hamilton Elementary School

School Site Council Meeting

Monday October 5, 2015 6:00 PM

Hamilton Elementary School – Conference Room
PO Box 277 Capay Ave. – Hamilton City, CA 95951

Minutes

ORDER OF BUSINESS

- Item 1** **Call to Order**
Called to order at 6:00 pm by Ester Cruz
- Item 2** **Establish Quorum (3 HES Staff, 3 Parents/Community Members)**
Quorum established
Staff Present: Darcy Pollak, Leslie Anderson, Ester Cruz, Vanessa Ortiz,
Maggie Sawyer
Parents Present:: Lenia Garcia, Genaro Reyes, Cesar Ponce
Others present: Yesenia Alcaraz
- Item 3** **Verification of Posting of the Agenda- 72 Hours in advance**
Agenda posted on October 2, 2015.
- Item 4** **Public Comment**
It was suggested that the room number be added to the Agenda.
- Item 5** **Elected Parents - Filling vacated term 2014-2016**
Parent 1 - Tara Teeter (2014-16)
Parent 2 - Kevin Perez (2015-17)
Parent 3 - Lenia Garcia (2015-17)
Parent 4 - Genaro Reyes (2012-17)

Elected Officers

Chairperson - Esther Cruz
Vice Chairperson - Genaro Reyes
Secretary - Maggie Sawyer
Parliamentarian - Vanessa Ortiz

Item 6 Approval of Minutes –

September 8, 2015 (Attachment #1a)

Ponce made a motion to approve the minutes from September 8, 2015.

Anderson seconded, Motion passed.

Sawyer accepted nomination for Secretary. Anderson made a motion to accept Sawyer as secretary Vanessa seconded. Motion passed.

Item 7 Budget Overview/Report – Diane Lyon

\$244,969 Overall Budget

Setaside Max 15% Admin & Indirect

Min 20% Choice: 5% Tansp.

5% S.E.S Supplemental Educational Services explanation by Darcy

10% Discretionary (Sal's & Ben's)

Min 10% Prof. Development

10% Remaining Balance

Prof. Dev.Subs, Training, Sal's & Ben's.

Indirect Support Max 10,444

What is SES?

Supplemental Educational Services explanation by Darcy

\$12,000 total only service 12-14 students. Required to offer.

Last year only \$7,000 was used.

Item 8 Reports

8.1 ADMINISTRATION (Pollak)

CAASPP - Scores came out, county very low, no curriculum match, Only Math has been adopted.

Intervention - designated time K-5 30 minutes a day, benchmark (at grade level), strategic, and intensive (2 or more years in standards). 6th -8th Math and Reading intervention

Events - Recap of Anti-Bullying Presentation (Sufuentes/Pollak)

Anti Bully presentation offered by Korney update

8.2 ENGLISH LEARNER (ELAC) (Vargas)

Last Meeting Update/Membership voting/Outreach (Oct. 5)

Lenia shared her project and the importance of working with parents to encourage participation to be active participants in the education of their child. How to help students at home. She will first work with reading comprehension. Pilot project. to develop a plan of study to involve parents in child's education.

Next ELAC - trying to figure out the next date. Options are: 1. during the November 9th DAC, during December 4th Parent Luncheon, Need to have two separate meetings for now. ELAC and SSC. Survey EL parents Bylaws - can SSC recover the ELAC. Just cause and justification to make that merger. SSC can be a great support for ELAC.

DISCUSSION ITEMS

Item 9 Overview of the Single Plan for Student Achievement (SPSA) (Pollak)

Three Goals:

1. Improve English Language Proficiency amongst ALL learners
 2. Increase Student Achievement in Math
 3. Increase the number of parents/community members involved in outreach programs.
- Primary purpose of SSC.

Item 10 Proposal to move monthly meetings to the second Monday of the month. (Cruz)

Genaro moved to change the SSC to the 2nd Monday of the Month and on November 9th - attend the DAC meeting. Lenia seconded. Motion passed.

Anderson made a motion to meet on Tuesday Feb 9th (due to the holiday in February).

- Vanessa seconded. Motion passed.

May meeting will be discussed later. DAC meeting scheduled for May 9th.

PTO meeting will be October 7th.

Item 11 ELAC - Representative to attend the DLAC Meeting - October 12th at HHS Library.

Lenia will be the representative to the DLAC meeting.

ACTION ITEMS

None

ADJOURNMENT

Leslie made a motion to adjourn the meeting at 7:01 p.m.

Hamilton Elementary School



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Gabriel Leal
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District Superintendent
Charles Tracy

Principal
Darcy Pollak

Hamilton Elementary School

School Site Council Meeting

Monday November 9, 2015 5:30 PM
Hamilton Elementary School – Conference Room, Room 204
PO Box 277 Capay Ave. – Hamilton City, CA 95951

Agenda

ORDER OF BUSINESS

- Item 1 Call to Order - SSC will meet briefly from 5:30-6:00pm in Room 204
Monday November 9, 2015
- Item 2 Establish Quorum (3 HES Staff, 3 Parents/Community Members)
Staff Present:

Parents Present:
- Item 3 Verification of Posting of the Agenda- 72 Hours in advance
Anticipated posting by November 6, 2015.
- Item 4 Public Comment
This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.
- Item 5 Approval of Minutes – (2 min.) - Cruz
October 5, 2015 (Attachment #1a)

DISCUSSION ITEMS

- Item 6 Summary of DELAC Meeting - October 12, 2015 - (5 min.) - Garcia

ACTION ITEMS

- Item 1 Approve Title I Funds to Pay for a 3rd Grade Field Trip - Mrs. Whittaker - (3 min.) - Darcy

\$140.00

ADJOURNMENT

Meeting adjourned to District Advisory Committee Meeting