

Ducor School
23761 Avenue 56 – P.O. Box 249
Ducor, CA 93218
(559) 534-2261

Board of Trustees:

Mary McGill, (President)
Jesse Navarro

Michael Hall
Maria Vasquez
Florance Pace

School Board Meeting/DLAC Meeting

January 10, 2023

Meeting Place: Library Room # 23

Open Session 05:30 PM

resolution(s): 4

* Board action

Board Meeting Agenda

1. Called to order: Time: _____ pm

_____ Board President Mary McGill _____ Board Member Florance Pace

_____ Board Member Michael Hall _____ Board Member Jesse Navarro _____ Board Member Maria Vasquez

1.1 Pledge of Allegiance

1.2 Introduction of Visitors:

1.3 Community Input:

2. Regular Business Agenda/Board Action:

2.2 * PUBLIC HEARING: Ed. Code, 54954.3 Opportunity for the public to address legislative body:

Discussion:

Public hearing was open at: _____.

Public hearing was closed at: _____.

2.3 * Review School Board Minutes for December 13, 2022. Discussion:

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

2.4 * M. Green and Company LLC: contract agreement covering an audit.
One year contract. Fee: \$27,250 (page 11)

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

3. Informational:

3.1 Dashboard Data: Data collection presented to the school board and announced that California Dashboard is available for public viewing. Link posted on the website.

3.2 Winter Data Dashboard: Math and ELA benchmark data

3.3 Energy Assessment Report: performed by sitelogic

3.4 Ducor School Parent/Student Handbook

3.5 Board Policy/Administrative Regulations Article

3.6 March 15 Credential/Non Credential non-election

3.7 Superintendent evaluation contract

4. New Business: Any new business to include or discuss at the next meeting.
4.1.

5. Adjourn to Closed Session: Time: _____ pm

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

6. Closed Session: Business

6.1. Employee Business (Gov. Code 54957): Negotiations (Gov. Code 54957.6)

6.2. Superintendent Business:

7. Report Out of Closed Session: Time: _____ pm

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

Action #:

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

Action #:

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

8. Adjournment: Time: _____ pm

Adoption:

Action: Mrs. McGill _____ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

Ducor School

23761 Avenue 56 – P.O. Box 249

Ducor, CA 93218

(559) 534-2261

Board of Trustees:

Mary McGill, (President)

Open (Member)

Florance Pace (Member)

Gabina Becerra (Member)

Maria Vasquez (Member)

School Board Meeting/DLAC Meeting

December 13, 2022

Meeting Place: Library Room # 23

resolution(s): 4

Open Session 05:30 PM

* Board action

Board Meeting Agenda Minutes1. Called to order: Time: 5:30 pm x Board President Mary McGill x Board Member Florance Pace abs Board Member Gabina Becerra Board Member x Board Member Maria Vasquez

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: Dr. Jesse Coronado, Ms. Barajas, Mr. and Mrs. Navarro, Mr. and Mrs. Hall, Ms. Valencia, Mr. McCurry, Mr. McCurry, Ms. Stephani Rodriguez, Mrs. Centeno, Mrs. Fielder, Mrs. Woodruff, Ms. Julie Perez

1.3 Community Input: Mr. McCurry talked about RTI program and student reading improvements; Ms. Perez talked about dress code issues and student staff conflicts; Ms. Rodriguez talked about RTI groups and supporting student reading and reading level improvements

2. Regular Business Agenda/Board Action:

2.2 * PUBLIC HEARING: Ed. Code. 54954.3 Opportunity for the public to address legislative body: No Action

Discussion:

Public hearing was open at: _____.

Public hearing was closed at: _____

2.3 * Review School Board Minutes for November 8, 2022 minutes. Discussion: None

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___1___ Ms. Becerra ___abs___ Mrs. Vasquez ___2___

2.4. * Oath of Office: Governing Board Members to affirm oath of office.

Mary McGill, Jesse Navarro, Maria Vasquez, Michael Thomas Hall

Adoption: approved Approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___2___ Mrs. Vasquez ___1___ Mr. Hall ___aye___

2.5 * Authorized Signatures for Calendar Year 2023. Authorized signatures May McGill, Jesse Navarro, Michael Hall, Isidro Rodriguez, Jeremiah Sosa, Mari McDowell

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___2___ Mrs. Vasquez ___1___ Mr. Hall ___aye___

2.6 * Board Representative to Vote in 2023 Election of County Committee Member.

Adoption:

Action: Mrs. McGill ___M___ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

2.7 * Certification Of District Clerk Election

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace _____ Mr. Navarro _____ Mrs. Vasquez _____ Mr. Hall _____

2.8 * Registry of Public Agency: Selection of board office President. Mrs. McGill accepted the role as board president.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___aye___ Mrs. Vasquez ___2___ Mr. Hall ___1___

2.9 * Accounts Payable from November 9 to December 8, 2022. Discussion: questions were raised regarding Teapot trees, moms and muffins meetings, labor solutions contract, engineering surveillance, locksmith, science dipity and document camera.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___2___ Mr. Navarro ___aye___ Mrs. Vasquez ___1___ Mr. Hall ___aye___

2.10 * 1st Interim Report, Mid Year Period (MYP). Working budget and projections reflecting a decrease in funding, reduce staffing, exhaust one time funding, meeting the reserve requirement, general funds limited, general funds reduction, TCOE moving funds to cover expenses, making improvements

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___2___ Mr. Navarro ___1___ Mrs. Vasquez ___aye___ Mr. Hall ___aye___

2.11 * Resolution #3: Approving participation in the 2023-24 classified school employee summer assistance program. Discussion additional cost to fund the program, Mr. Hall requested to move this discussion to a close session.

Adoption: Tabled moved to close session

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___aye___ Mrs. Vasquez ___2___ Mr. Hall ___1___

2.12 * MOU between Ducor School and Ducor Teacher Association: agree an hourly rate for any district approved activities outside the regular school day. A discussion of the hourly rate will pay for employees for hours outside their regular contract hours. Mr. Navarro was concerned that the hourly rate was not equitable, different rates for each employee.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___1___ Mr. Navarro ___naye___ Mrs. Vasquez ___aye___ Mr. Hall ___2___

2.13 * TCOE: Special Service grant award to Ducor School for Advancing Wellness and Resiliency in Education (AWARE) to support students during school hours and after school program. Five year award. \$50,000 a year. Mr. Navarro explained that he did not see the need for two counselors during the school hours and afterschool. Mrs. Pace asked if the counselor will be for after school hours for the choices program.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___1___ Mr. Navarro ___naye___ Mrs. Vasquez ___2___ Mr. Hall ___aye___

2.14 Resolution #4: Matter of California Uniform Public Construction Cost Accounting Act (CUPCCAA).

For school districts that have adopted the California Uniform Public Construction Cost Accounting Act (CUPCCAA), bid thresholds for construction services contracts for agencies, including school and community college districts, are unchanged from 2019 and remain as follows: Public projects of \$60,000 or less may be performed by the employees of a public agency by force account, by negotiated contract, or by purchase order without bidding; Public projects of \$200,000 or less may be awarded by informal bidding procedures; and Public projects of more than \$200,000 must be awarded by formal bidding procedures.

Superintendent explained that CUPCCAA will help contract with vendors allowing more flexibility increasing the minimal project up to \$60K.

Adoption: approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ 1 ___ Mr. Navarro ___ 2 ___ Mrs. Vasquez ___ aye ___ Mr. Hall ___ aye ___

2.15 * Pat Hunt Construction: Ramp Surface Replacement \$12, 432.61 and Roof coating-cafeteria and north east Ram building \$22, 090.92.

Adoption: approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ 1 ___ Mr. Navarro ___ 2 ___ Mrs. Vasquez ___ aye ___ Mr. Hall ___ aye ___

2.16 * TK Project Change Order: TOSTED Asphalt Inc. to replace existing ADA parking stalls, striping \$16,500. TK project funds will be used to complete the order. LCAP and Maintenance funds will be available to pay any differences.

Adoption: approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ 1 ___ Mr. Navarro ___ aye ___ Mrs. Vasquez ___ aye ___ Mr. Hall ___ 2 ___

2.17 * Minimum Wage Increase Effective January 2023: hourly rate change budgeted for the 2022-23 school year. Yearly action taken to provide to TCOE. All wage changes included in the budget already.

Adoption: approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ 1 ___ Mr. Navarro ___ aye ___ Mrs. Vasquez ___ aye ___ Mr. Hall ___ 2 ___

2.18 * TCOE Agency Agreement New Teacher and Leadership Development sum of \$33,000. Approximately six teachers enrolled in the program. Mr. Navarro was asking why these fees are to be paid for 2nd year candidates when the program identifies 1st year candidates only? Mr. Navarro requested that this action be tabled for more information.

Adoption: Tabled. Approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ aye ___ Mr. Navarro ___ 1 ___ Mrs. Vasquez ___ 2 ___ Mr. Hall ___ aye ___

2019 * COVID -19 School Safety Plan update. Appendix F on page 13 added. Superintendent reviewed additional information. No other changes to the plan.

Adoption: approved

Action: Mrs. McGill ___ M ___ Mrs. Pace ___ aye ___ Mr. Navarro ___ aye ___ Mrs. Vasquez ___ 2 ___ Mr. Hall ___ 1 ___

2.20 * UPK planning and Implementation Plan. Current funding for the amount of \$27,895 will support teacher salaries. Review of the plan.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___aye___ Mrs. Vasquez ___2___ Mr. Hall ___1___

2.21 * Educator Effectiveness Block Grant Plan. Expenditure plan allowable use of funds will be to pay for 1) coaching and mentoring of staff serving an instructional setting and beginning teacher induction. Amount of \$40, 730

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___2___ Mrs. Vasquez ___aye___ Mr. Hall ___1___

2.22 * Grant Agreement Office of Public School Construction (OPSC) one transitional kindergarten classroom, implementation and design planning \$146,230. The \$0.00 Financial Hardship assistance is in reference to the Design and Planning Grant only. The Financial Hardship assistance will be applied when we achieve DSA and CDE approvals of the project and subsequently submit an application for "Full Construction" funding. Total funding approximately \$731,150. Mr. Navarro questioned the need to have another building and how the new building will be occupied. His concerns were that he wanted the board to consider the grant before moving forward. Mrs. Pace agreed with the new building idea.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___1___ Mr. Navarro ___aye___ Mrs. Vasquez ___2___ Mr. Hall ___aye___

2.23 * Art, Music and Instructional Materials (AMIM) discretionary block grant \$75,440

Operational cost: funds will be used to pay instructional salary. Superintendent explained that this grant will be funded every school year via election approval.

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___aye___ Mr. Navarro ___2___ Mrs. Vasquez ___1___ Mr. Hall ___aye___

2.24 * Interdistrict Attendance Agreement. Superintendent explained that the families have a daycare set up.

1. Ducor to Richgrove
2. Ducor to PUSD

Adoption: approved

Action: Mrs. McGill ___M___ Mrs. Pace ___1___ Mr. Navarro ___aye___ Mrs. Vasquez ___aye___ Mr. Hall ___2___

3. Informational:

3.1 2023 District Leadership Institute January 12, 2023 at 5 pm

3.2 Form 700

3.3 Calendar: 7 and 8th grade field trip to LA Museum, Christma Program, Trimester Assembly Friday

3.4 Next board meeting January 10, 2023

3.5 Toys for Tots: 28 families served

4. New Business: Any new business to include or discuss at the next meeting.

4.1. Dress code policy and field trip policy

5. **Adjourn to Closed Session:** Time: 7:08 pm

Adoption: approved

Action: Mrs. McGill M Mrs. Pace aye Mr. Navarro aye Mrs. Vasquez 1 Mr. Hall 2

6. **Closed Session: Business**

6.1. **Employee Business (Gov. Code 54957): Negotiations**

6.2. **Superintendent Business:**

7. **Report Out of Closed Session:** Time: 7:55 pm

Adoption: approved

Action: Mrs. McGill M Mrs. Pace 2 Mr. Navarro aye Mrs. Vasquez 1 Mr. Hall aye

Action: 2.11 Adoption: Not Approved resolution #3 classified employees summer assistance program

Action: Mrs. McGill M Mrs. Pace naye Mr. Navarro naye Mrs. Vasquez 2 Mr. Hall 1

8. **Adjournment:** Time: 7:55 pm

Adoption: approved

Action: Mrs. McGill M Mrs. Pace 1 Mr. Navarro 2 Mrs. Vasquez aye Mr. Hall aye

2.4



HANFORD | LINDSAY | TULARE | VISALIA

M. GREEN AND COMPANY LLP

CERTIFIED PUBLIC ACCOUNTANTS

November 29, 2022

REBECCA AGREDANO, CPA

MARLA D. BORGES, CPA

NICOLE A. CENTOFANTI, CPA

BRENDA A. DADDINO, CPA

JASON A. FRY, CPA, MSA

ELAINE D. HOPPER, CPA, CFE

R. IAN PARKER, CPA

MARY L. QUILLIN, CPA

GIUSEPPE SCALIA, CPA

NATALIE H. SIEGEL, CPA

ROSALIND WONG, CPA

JAMES G. DWYER, CPA

KEVIN M. GREEN, CPA

GREG GROEN, CPA

WM. KENT JENSEN, CPA

KATHLEEN M. LAMPE, CPA

LYNN M. LAMPE, CPA

ALAN S. MOORE, CPA

KENNETH B. NUNES, CPA

KEITH M. SPRAGUE, CPA

KENNETH W. WHITE, JR., CPA

NORIKO A. AWBREY, CPA

DAVID A. BEKEDAM, CPA

TYLER J. CODAY, CPA

MANNY GONZALEZ, CPA

KRYSTAL PARREIRA, CPA, MSA

GINILU VANDERWALL, CPA

KRISTI WEAVER, CPA

Board of Trustees and Management
 Ducor Union Elementary School District
 23761 Avenue 56
 Ducor, California 93218

Dear Board of Trustees and Management:

We have enclosed a proposed contractual agreement covering an audit of your District for the year ending June 30, 2022. We have enjoyed working with you and your staff for many years and would like to continue the relationship.

The environment surrounding school district auditing has been subjected to constant change since the State introduced its State Compliance Procedures more than a decade ago, the new federal auditing requirements under Uniform Guidance and the implementation of new Governmental Accounting Standards under the Governmental Accounting Standards Board (GASB). The number of procedures required fluctuates from year to year and sometimes the fluctuations are large. These fluctuations require more education on our part to prepare for them and more time in the field to perform them. Not only has the number of procedures changed, but the complexity of the existing and new procedures continues to and will incur more hours. Your school district is required to implement the new GASB Statement No. 87, *Leases*, effective July 1, 2021. This statement will change the reporting of long-term leases. The time involved for this implementation as well as any additional State Compliance procedures not known at this time will not be included in the base contract fee for the audits but will be billed additionally based on the hours incurred at our audit rates.

We have enclosed three copies of an engagement agreement regarding an audit of your District. If you agree with its terms, please sign all three copies of the agreement and return one copy to the Tulare County Office of Education and one copy to us. The third copy is for your files. Thank you for your continued trust in M. Green and Company LLP. If you have any questions or concerns about this agreement or any other matter, please contact the undersigned.

Very truly yours,

M. GREEN AND COMPANY LLP
 Certified Public Accountants

Rebecca Agredano, CPA
 Partner

RLA
 Enclosures

The audit shall be commenced as soon as mutually agreeable and shall be completed and a final report filed with the requisite agencies no later than the 15th day of December following the close of the fiscal year. The audit filing date can be extended only upon proper authorization by the State Controller's Office and the California Department of Education. Rebecca Agredano, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. To ensure that M. Green and Company LLP's independence is not impaired under the AICPA *Code of Professional Conduct*, you agree to inform the engagement partner before entering into any substantive employment discussions with any of our personnel.

Our fee for these services will be based on the amount of time required at our billing rates, adjusted for the difficulty and potential risk of the work, plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that we agree that our gross fee, including expenses will not exceed \$27,250. Our billing rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your engagement. This fee is based on anticipated cooperation from your personnel and the assumption that any unexpected circumstances, such as significant changes in audit guide procedures, implementations of and/or assistance with new GASB statements, or significant summarization procedures, will not be encountered during the audit. Any requests for additional work outside the scope of the audit will be billed at our standard audit rates, including the request to be available to present the annual audit report at a school board meeting.

All invoices will be due and payable upon presentation, and failure to pay them within a reasonable time (usually thirty (30) days), will relieve us from responsibility to perform further services. Financing charges will be added at 1.5 percent per month on all accounts unpaid over sixty (60) days after they are billed. Ducor Union Elementary School District acknowledges and agrees that we are not required to continue work in the event of Ducor Union Elementary School District's failure to pay on a timely basis for services rendered as required by this engagement letter.

Ducor Union Elementary School District further acknowledges and agrees that in the event we stop work or withdraw from this engagement as a result of Ducor Union Elementary School District's failure to pay on a timely basis for services rendered as required by this engagement letter, we shall not be liable to Ducor Union Elementary School District for any damages that occur as a result of our ceasing to render services. We may require a retainer or retainers, which will be applied to current billings as billed. If we elect to terminate our services, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The contract is null and void if M. Green and Company LLP is declared ineligible to perform LEA audits pursuant to Education Code 41020.5.

Of the audit fee, 10 percent must be withheld pending approval of the audit report by the State Controller. The 10 percent will be released upon certification by the State Controller that the report conforms to the reporting standards in the current audit guide (Education Code 14505).

In addition, you further agree that in the event our firm or any of its employees or agents is called as a witness or requested to provide any information whether oral, written or electronic in any judicial, quasi-judicial, or administrative hearing or trial regarding information or communications that you have provided to this firm, or any documents and workpapers prepared by M. Green and Company LLP in accordance with the terms of this agreement, you agree to pay any and all reasonable expenses including fees and costs for our time at our rates adjusted for the difficulty and potential risk of the work, as well as any legal or other fees that we incur as a result of such appearance or production of documents.

Reporting

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; the Education Audit Appeals Panel's *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, found in Title 5, Division 1.5, Chapter 3 of the California Code of Regulations; and the provisions of the Uniform Guidance, and will include tests of the accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Management and Board of Trustees of Ducor Union Elementary School District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue reports, or withdrawing from the engagement. Our audit of the financial statements does not relieve you of your responsibilities.

In recognition of the relative risks and benefits of this agreement to both client and the accounting firm, the client and the accounting firm have discussed and have agreed on the fair allocation of risk between them. As such, the client agrees, to the fullest extent permitted by law, to limit the liability of the accounting firm to the client for any and all claims, losses, costs and damages of any nature whatsoever, so that the total aggregate liability of the accounting firm to the client shall not be greater than the total fee for services rendered under this agreement. The client and the accounting firm intend and agree that this limitation applies to any and all liability or cause of action against the accounting firm, however alleged or arising, unless otherwise prohibited by law.

If any dispute arises among the parties hereto, the parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its applicable rules for resolving professional accounting and related services disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration in accordance with the applicable rules for resolving professional accounting and related services disputes of the American Arbitration Association except that under all circumstances the arbitrator must follow the laws of California. Such arbitration shall be binding and final. IN AGREEING TO ARBITRATION, WE BOTH ACKNOWLEDGE THAT, IN THE EVENT OF A DISPUTE OVER FEES CHARGED BY THE ACCOUNTANT, EACH OF US IS GIVING UP THE RIGHT TO HAVE THE DISPUTE DECIDED IN A COURT OF LAW BEFORE A JUDGE OR JURY AND INSTEAD WE ARE ACCEPTING THE USE OF ARBITRATION FOR RESOLUTION. The prevailing party shall be entitled to an award of reasonable attorneys' fees and costs incurred in connection with the arbitration of the dispute in an amount to be determined by the arbitrator.

As your CPA firm, we collect:

- Information provided by you from worksheets, documents, and discussions.
- Information that we develop as part of your engagement.

As your CPA firm, we are required to keep all information about our engagement confidential so we will not disclose any information about you unless we have your approval or are required/permitted by law. This applies even if you are no longer a client.

As your CPA firm, we are committed to the safekeeping of your confidential information and we maintain physical, electronic, and procedural safeguards to protect your information.

The documentation for this engagement is the property of M. Green and Company LLP and constitutes confidential information. It is our company policy to keep records related to client engagements for seven years. However, M. Green and Company LLP (typically) does not keep any original client records, so we will return those to you at the completion of the services rendered under your engagement. When records are returned to you, it is your responsibility to retain and protect your records for possible future use, including potential examination by any government or regulatory agencies.

By your signature below, you acknowledge and agree that upon the expiration of the seven year period, M. Green and Company LLP may destroy our records related to your engagement.

We have provided you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2020 peer review report accompanies this letter.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

We will be pleased to discuss this letter with you at any time.

Board of Trustees, Audit Committee and Management
Ducor Union Elementary School District
November 29, 2022
Page 14

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you acknowledge and agree with the terms of our engagement as described in this letter, please sign all three copies and return one copy to us and send one copy to the Tulare County Office of Education. The third copy is for your files.

Very truly yours,

M. Green and Company, LLP

M. GREEN AND COMPANY LLP
Certified Public Accountants

RLA
Enclosures

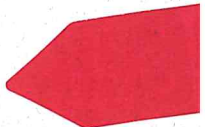
RESPONSE:

This letter correctly sets forth the understanding of Ducor Union Elementary School District.

By: _____

Title: _____

Date: _____





1710 Gilbreth Road
Burlingame, CA 94010
(650) 522-3094
Fax: (650) 522-3080
peerreview@calcpa.org

March 23, 2021

Marla Borges
M. Green and Company, LLP
308 S M St
Tulare, CA 93274-5429

Dear Marla Borges:

It is my pleasure to notify you that on March 18, 2021, the California Peer Review Committee accepted the report on the most recent System Review of your firm. The due date for your next review is November 30, 2023. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Thank you for your cooperation.

Sincerely,

Peer Review Committee

Peer Review Program
The Peer Review Program Team
peerreview@calcpa.org
650-522-3094

cc: David Wilson, Nicole Centofanti

Firm Number: 900010100246

Review Number: 578840

Grant Bennett Associates

A PROFESSIONAL CORPORATION



Proud Member of
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Report on the Firm's System of Quality Control

September 8, 2020

To the Partners of M. Green & Company, LLP and the Peer Review Committee of the California Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of M. Green & Company, LLP (the firm) in effect for the year ended May 31, 2020. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance an audit under the Single Audit Act; and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of M. Green & Company, LLP in effect for the year ended May 31, 2020, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. M. Green & Company, LLP has received a peer review rating of *pass*.

Grant Bennett Associates

GRANT BENNETT ASSOCIATES
A PROFESSIONAL CORPORATION
Certified Public Accountants



www.gbacpa.com

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916/922-5109 FAX 916/641-5200

Princeville, HI
888/769-7323

Together as One. Grant Bennett Associates is a Member of the Alliott Global Alliance of independent professional firms.

GREAT DIVIDE INSURANCE COMPANY
A North Dakota Stock Corporation
A Member Company of W. R. Berkley Corporation

DECLARATIONS

ACCOUNTANTS PROFESSIONAL LIABILITY INSURANCE POLICY

Policy Number: CAB201019-08

Effective Date: 01/01/2022 at 12:01 A.M. Standard time at the address shown bel
Expiration Date: 01/01/2023 at 12:01 A.M. Standard time at the address shown bel
Retroactive Date: 07/01/1986

Item 1 - *Named Insured*: M. Green and Company, LLP

Item 2 - Business Address: 308 South M Street
Tulare, CA 93274

Item 3 - Limits of Liability: \$1,500,000 Per Claim
\$3,000,000 Policy Aggregate
Item 4 - Deductibles: \$25,000 Per Claim Deductible
\$75,000 Policy Aggregate Deductible

Item 5 - Total Premium:

Item 6 - The policy consists of this Declarations page, and the following policy forms and endorsements:

BDP-PL-1000-A	03/15	Accountants Professional Liability Insurance Policy
BDP-PL-2001-A (CA)	03/15	State Endorsement - California
BDP-PL-1045-A	03/15	Cyber Security Breach Civil Proceedings
BDP-PL-1034-A	08/14	Excluded Entities
BDP-PL-1056-A	06/16	Multiple Claims and Related Acts, Errors and Omissions Amendment

PLEASE READ THESE DECLARATIONS, THE POLICY AND ENDORSEMENTS CAREFULLY.

Great Divide Insurance Company

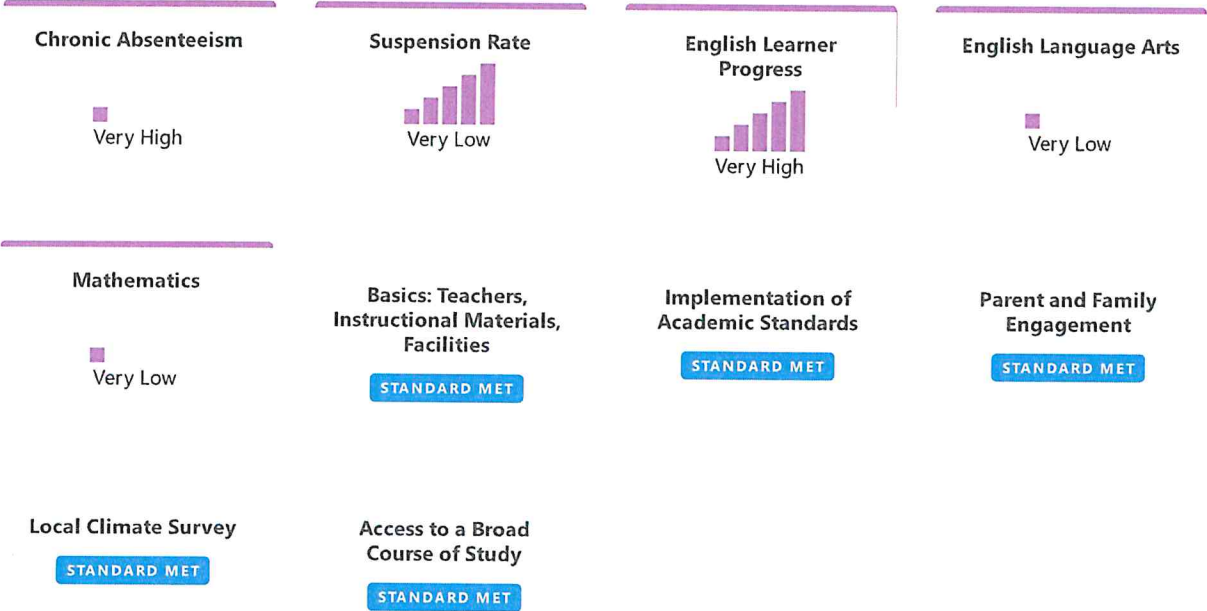


Authorized Representative

Ducor Union Elementary

Explore the performance of Ducor Union Elementary under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



District Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Ducor Union Elementary	23761 Avenue 56 Ducor, CA 93218-0249	http://www.ducorschool...	K-8

population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
124	66.1%	64.5%	0%


DUCOR UNION ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

 Very Low


114 points below standard

EQUITY REPORT
Number of Student Groups in Each Level

3	0	0
Very Low	Low	Medium
0	0	
High	Very High	

[LEARN MORE](#)

Mathematics

 Very Low


144.8 points below standard

EQUITY REPORT
Number of Student Groups in Each Level

3	0	0
Very Low	Low	Medium
0	0	
High	Very High	

[LEARN MORE](#)

English Learner Progress

 Very High

72.9% making progress towards English language proficiency

Local Indicators

[LEARN MORE](#)

Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

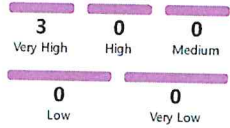


Very High

36.4% chronically
absent

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

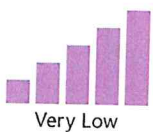
DUCOR UNION ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

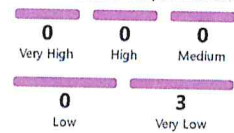
Suspension Rate



Very Low

0% suspended at
least one day

Number of students exceeding each level



Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[LEARN MORE](#)

**Parent and Family
Engagement**

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET



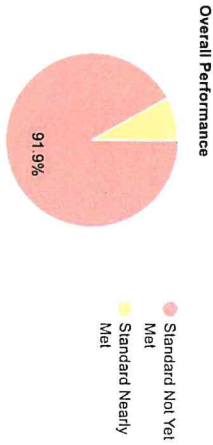
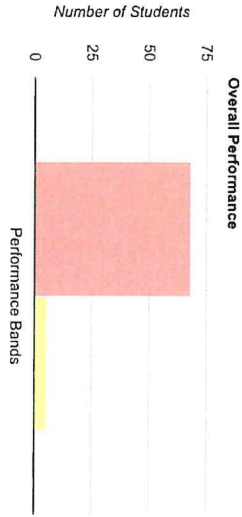
Ducor School District

22-23 Winter Data Dashboard

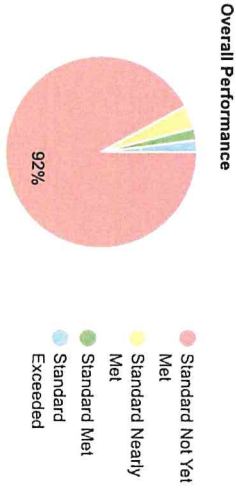
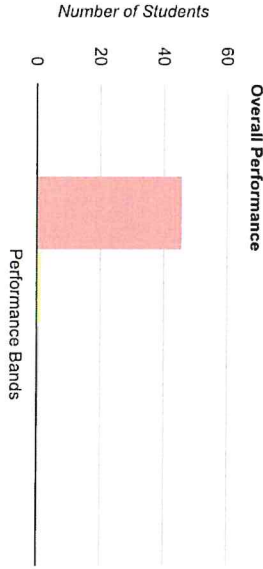
Math Benchmarks (3-8)



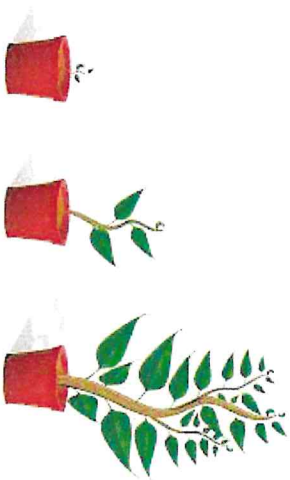
21-22 Winter



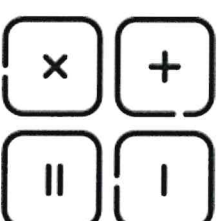
22-23 Winter



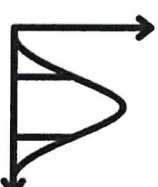
Math growth on benchmark (3-8th)



19 students or
40% showed
growth

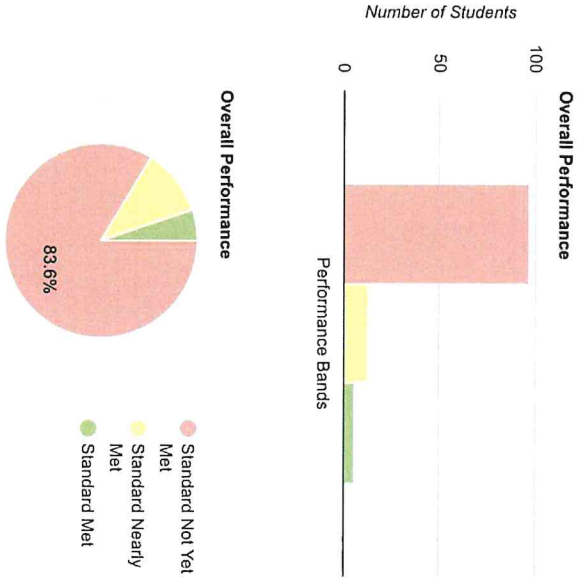


-1.87%
average
growth per
student

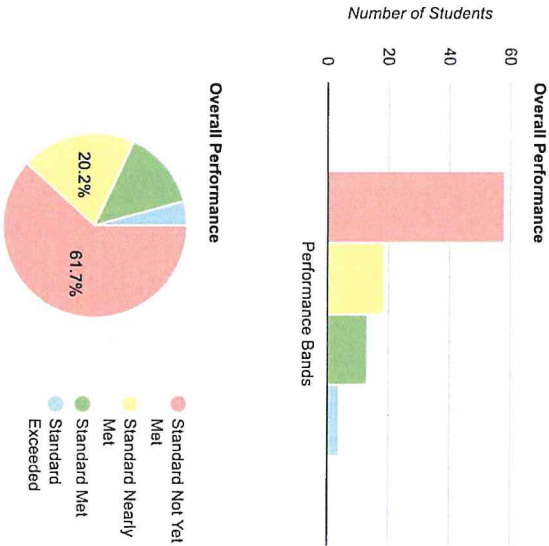


ELA Benchmarks

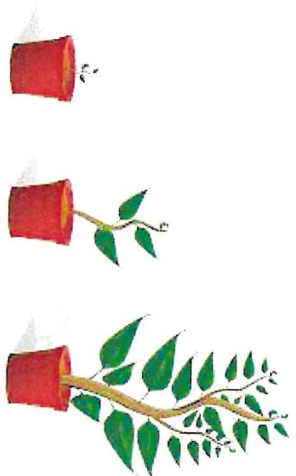
21-22 Winter



22-23 Winter

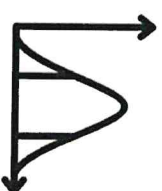


ELA growth on benchmark



49 K-8
students (or
57%) showed
growth from
BOY to MOY

4.19% average
growth per
student

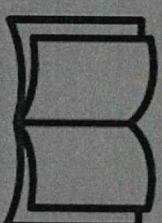


ELA growth on Guided Reading



Fountas & Pinnell
LITERACY™

ELEVATING TEACHER EXPERTISE

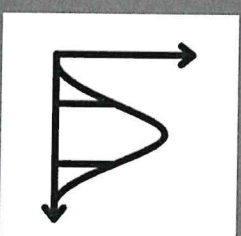


75 students or
74% (1st-8th)
showed growth



37% of 1st-8th students
are at or above grade
level on basic reading
skills

1.93 average
reading level
growth per
student



Acadience basic reading skills assessment

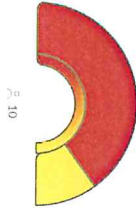
K

2nd Grade

4th Grade

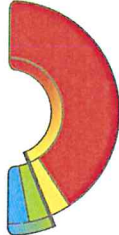
6th Grade

Middle of Year
Jan 24 - Feb 10, 2022



8 10

Middle of Year
Jan 24 - Feb 10, 2022



8 16

Middle of Year
Jan 24 - Feb 10, 2022



8 11

Middle of Year
Jan 24 - Feb 10, 2022



8 11

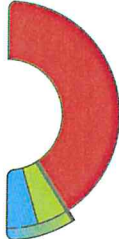
90% of 4th and 6th
grade showed typical
growth or higher!

1st Grade

3rd Grade

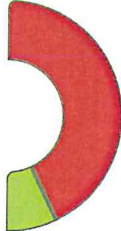
5th Grade

Middle of Year
Jan 24 - Feb 10, 2022



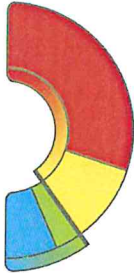
8 11

Middle of Year
Jan 24 - Feb 10, 2022



8 14

Middle of Year
Jan 24 - Feb 10, 2022



8 15

47 of 85 (55%) of K-6
students w/ BOY and
MOY showed typical
(or higher) growth

Levels of growth

Grade	Well Below Typical Progress	Below Typical Progress	Typical Progress	Above Typical progress	Well Above Typical Progress
K	7	2	1	0	0
1	3	1	3	1	2
2	5	4	1	4	2
3	6	2	4	0	0
4	0	1	3	4	2
5	3	2	5	3	0
6	0	1	5	2	3
Total	24 (29%)	13 (16%)	22 (27%)	14 (17%)	9 (11%)
Growth	37 (45%)		45 (55%)		

Lessons learned

-

...don't forget Tier I instruction AND MTSS structures!

...engaging in a rigorous Data Wise process to think about key instructional strategies to support student learning. Working on this schoolwide with MTSS team (all credentialed staff).

...in the midst of a FIA MTSS system wide assessment to understand how we are doing over time with established systems and structures at Ducor

Data Use Problem Solving		
Step 3	<p>focus area (DVF p. 68)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Relates to instruction. <input type="checkbox"/> Narrows scope of inquiry while remaining broad enough to be relevant to many/most staff members. <p>priority question (DVF p. 84-85)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arises from a collaborative process. <input type="checkbox"/> Helps us know what student data to dig into next. <input type="checkbox"/> Relates to learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is genuinely intriguing to staff. 	<p>Team chose this focus area:</p> <p>Literacy + Writing Connection</p> <p>Broad faculty group identified this priority question:</p> <p>To what extent are students using evidence to justify their responses?</p>
Step 4	<p>learner-centered problem (DVF p. 104)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is directly related to priority question. <input type="checkbox"/> Is based on multiple data sources. <input type="checkbox"/> Is about students' learning. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a <i>statement</i>, not a question. <input type="checkbox"/> Is specific and small. 	<p>Teacher team agreed on this learner-centered problem:</p> <p>Students struggle to review/read sentences (i.e. stamina) and provide sufficient details to justify their understanding when writing.</p>
Step 5	<p>problem of practice (DVF p. 110)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is directly related to the learner-centered problem. <input type="checkbox"/> Is based on evidence found when examining instruction. <input type="checkbox"/> Is within our control. <input type="checkbox"/> Is a <i>statement</i>, not a question. <input type="checkbox"/> Is specific and small. 	<p>Teacher team agreed on this problem of practice:</p> <p>We as educators are not providing students the ability to struggle in their thinking and not giving them proper strategies to answer questions.</p>
Step 6	<p>action plan (DVF p. 134)</p> <ul style="list-style-type: none"> <input type="checkbox"/> States specifically what teachers will do to address the problem of practice. <input type="checkbox"/> Contains one or more research-based, high-leverage instructional strategies. <input type="checkbox"/> Assigns responsibility to specific people. <input type="checkbox"/> Is time-bound. 	<p>Teacher team agreed on this instructional strategy:</p> <p>Teachers ask one DOK 3-4 question for partner/group share anchored in a literary text. Then, students take their verbal responses and answer the same question as a writing prompt with complete sentences and details.</p>
Step 7	<p>plan to assess progress (DVF p. 132)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarifies evidence that would show whether action plan addresses the learner-centered problem. <input type="checkbox"/> Includes short-, medium-, and long-term data sources <input type="checkbox"/> Includes measurable student learning goals 	<p>Teacher team agreed on using these data sources:</p> <p>Short term: Writing exercise with strategy</p>

3.3

Ducor Union ESD



Energy Assessment Report

Prepared For:

Isidro Rodriguez
Superintendent
559-534-2261
superintendent@ducor.k12.ca.us

Prepared on
11/28/2022



DUCOR UNION
ELEMENTARY
SCHOOL DISTRICT



District Electric Energy Totals

All



Electricity (kWh) by FY (Jul - Oct)

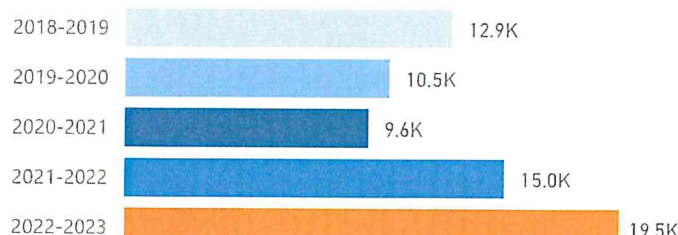
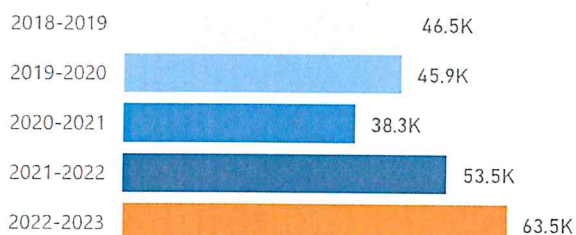
Electricity (\$) by FY (Jul - Oct)

(kWh) Savings
vs Baseline YTD

-16.9K

(\$ Savings vs
Baseline YTD

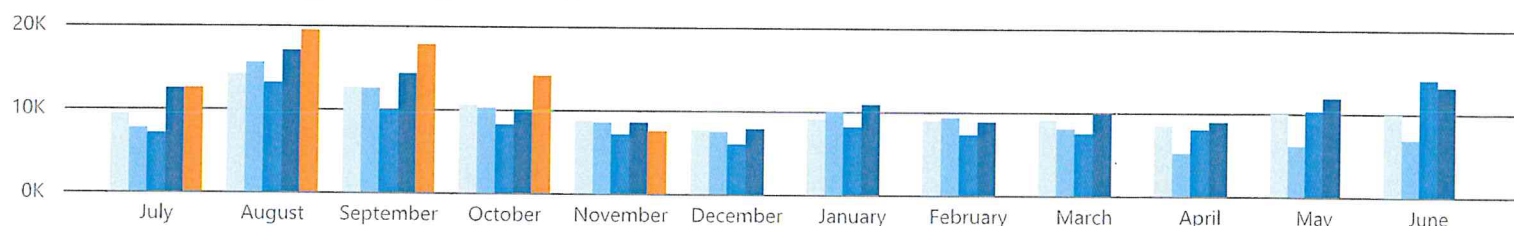
(\$6.6K)



Total Electric (kWh) by Month and Fiscal Year

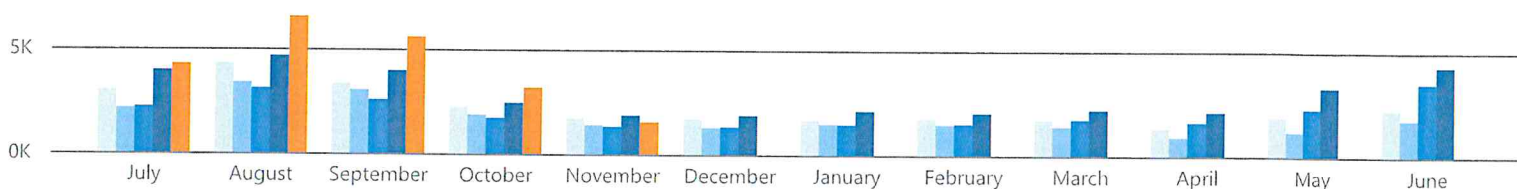
*Note that latest month values are not accurate due to data being incomplete for the month.

FY 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023



Total Electric Cost (\$) by Month

FY 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023



Observation

The graphs above compare each month or Fiscal Year (FY) total usage and cost with previous FYs. The District's total electric use has increased by 39.7% and electric cost has increased by 55.8% during FY 2022-23 between July and October when compared to FY 2021-22. Weather data trends show a 54.1% decrease in Heating Degree Days (HDD) and a 14.1% increase in Cooling Degree Days (CDD). Please note that the HVAC units can use either gas or electric for heating. A review of account information over the last several months indicates some increase for accounts ending in 2729 having double the usage starting in August compared to the previous few years. The main account ending in 5269 shows an increase of 16% starting in August through November statements for the same period and a 33% increase for October which is showing an increase in cooling needs to be about 4 times as much during that transition month.

The two boxes to the right of the annual usage and cost compared to the baseline year. The District the total electric use has increased by 15% and electric cost has increased by 16.2% during FY 2022-23 between July and October when compared to FY 2018-19. Weather data trends show a significant increase in Heating Degree Days (HDD) and a 24.4% increase in Cooling Degree Days (CDD).



Site Energy Totals

Month

All

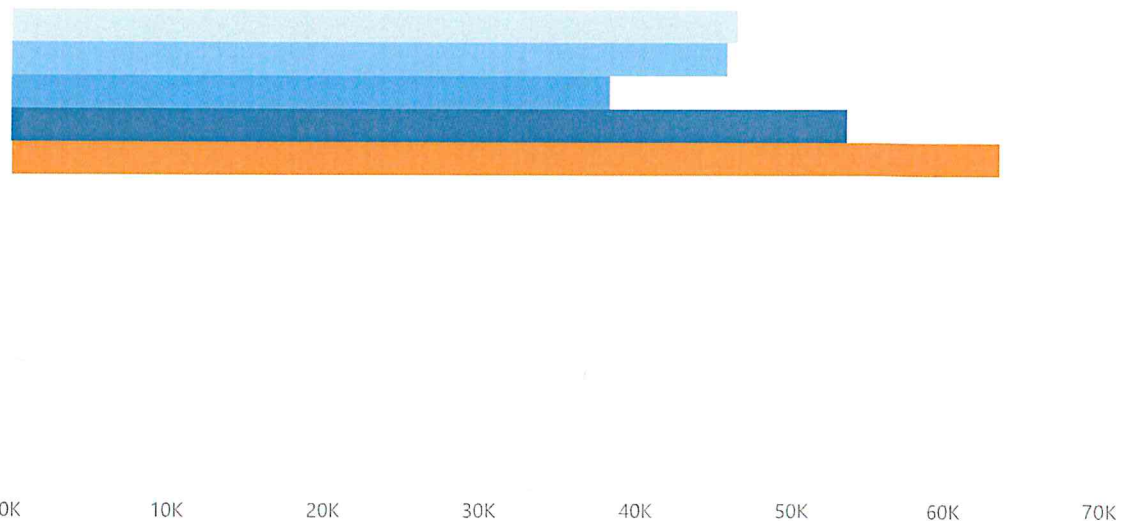


FY	Total Electric (kWh)	Utility Purchased Cost (\$)	Total Electricity per SF (kWh/SF)	Utility Rate (\$/kWh)
2022-2023	63,503.92	19,545.52	3.247	0.305446
2021-2022	53,511.50	15,013.14	2.736	0.279507
2018-2019	46,520.84	12,921.59	2.379	0.277372
2019-2020	45,858.49	10,453.32	2.345	0.231752
2020-2021	38,304.10	9,633.20	1.959	0.255442
Total	247,698.85	67,566.76	12.666	0.305446

Electricity Consumption by Site

FY 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023

Ducor Union Elementary School



Total Electric (kWh): Sum total electricity usage of solar production and utility purchased electricity.

Utility Purchased Cost (\$): Total electrical cost from Utility by site

Total Electric per SF (kWh/SF): Sum total electricity usage per conditioned square footage of site

Utility Rate (\$/kWh): Cost per total kWh usage (Utility Purchased kWh and Solar Produced kWh)



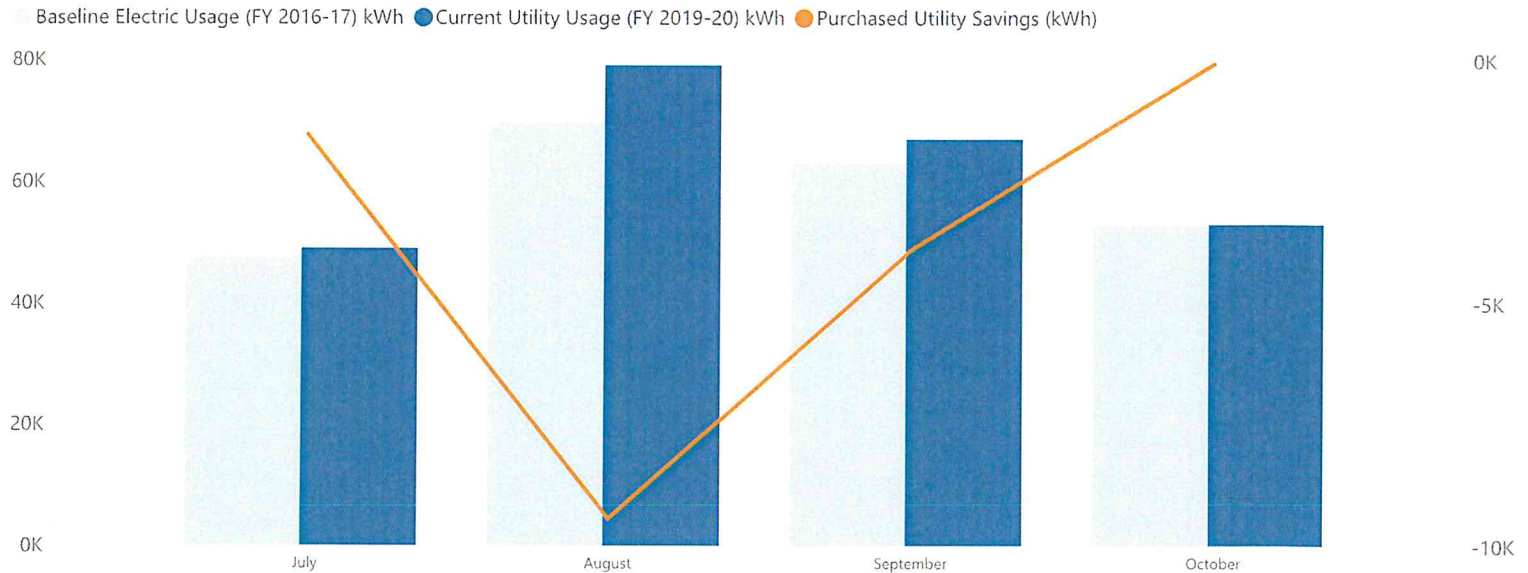
FY

All



Baseline (FY 2018-2019) vs Current (FY 2022-2023)

Utility Purchased Electricity vs. Baseline



Total Electric Usage vs. Baseline

● Utility Purchased (kWh) ● Baseline Purchased Electric Usage



Baseline Usage (kWh)	FY 2022-23 Usage (kWh)	FY 2022-23 Utility Rate (\$/kWh)	Total Energy (kWh) Savings
232.7K	247.7K	0.3078	-16.88K
Baseline Cost (\$)	FY 2022-23 Cost (\$)	Avoided Costs (\$)	True Cost Savings (\$)
\$64.6K	67.6K	(\$5.23K)	(\$6.62K)

Usage (kWh): Purchased electricity by the District during the current fiscal year.

Utility Rate (\$/kWh): Blended utility rate (total electricity cost divided by the sum of solar production and utility purchased electricity)

Avoided Costs (\$): Costs based on current utility rate and energy savings.

True Cost Savings (\$): Savings based on difference in utility bills compared to baseline year.

Total Energy kWh Savings: Total Electricity reduction (solar and utility purchased electricity) between current year and baseline year.



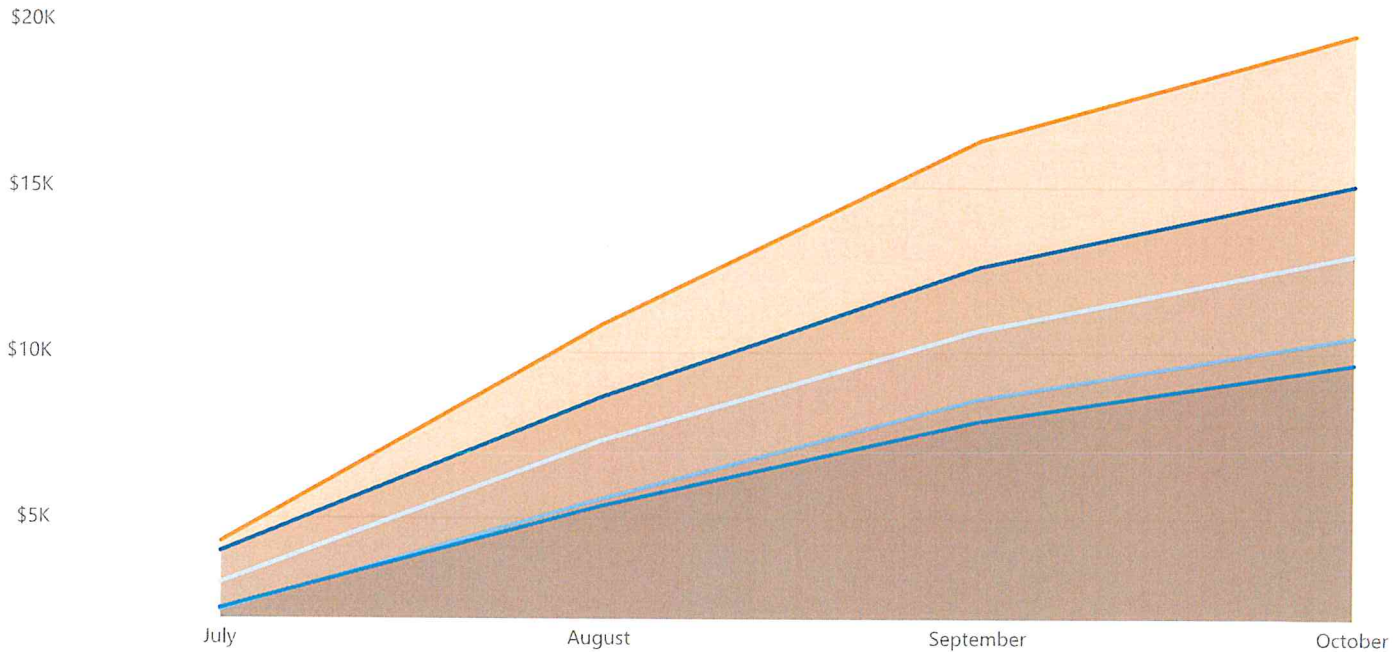
District Electric Year-to-Date Cost

All



Electric Cost (\$) YTD by Month and FY

FY 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023



Cumulative Total

Month	Baseline Cost	Actual Cost	Actual Cost Reduction	Avoided Cost (kWh) YTD
July	\$3,017.09	\$4,261.26	(\$1,244.17)	(\$806.68)
August	\$7,304.43	\$10,800.94	(\$3,496.51)	(\$2,906.95)
September	\$10,656.36	\$16,386.95	(\$5,730.59)	(\$4,497.57)
October	\$12,921.59	\$19,545.52	(\$6,623.93)	(\$5,234.64)

Ducor Union Elementary Energy Management Site Visit Summary Report



Ducor Union Elementary School District

PREPARED ON:
12/14/2022

PREPARED FOR:

Isidro Rodriguez
Superintendent
559-534-2261
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The Purpose of This Report	3
Summary of Findings.....	4
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Lighting	4
Plug Loads.....	5
Observations and Recommended Actions Checklist	5
Section 2: Pictures and Observations by Site	6
December 5 th , 2022.....	6
Next Steps.....	9

Section 1: Executive Summary

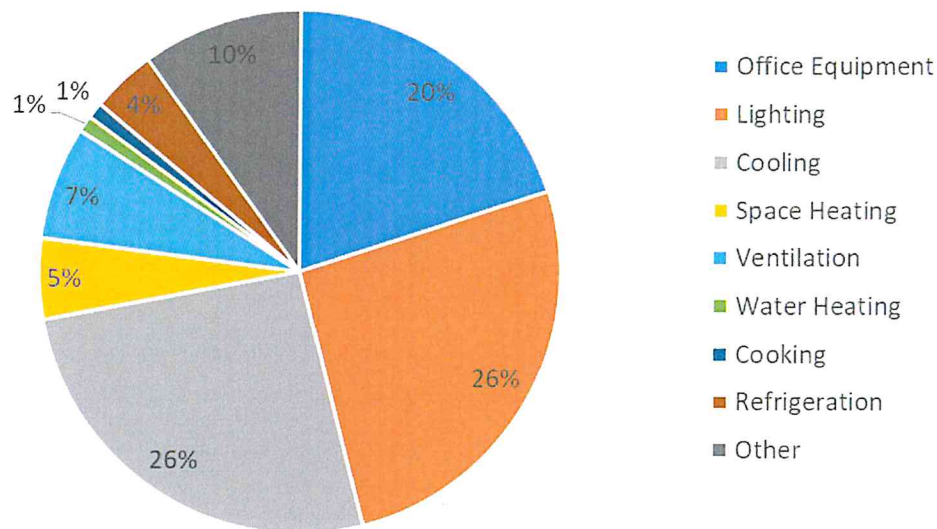
The Purpose of This Report

This report is an opportunity to evaluate the current status of energy consumption for the School District and will track the district's performance in the long term. The report will be provided at least quarterly and will serve as a tool to discuss and evaluate performance, review, implement policies, and identify opportunities for making further improvements.

Recommendations are made upon analysis, observation, and experience. Any recommendation requiring changes to equipment, set points, or educational programs will be discussed with the appropriate school representative before implementation. Contact to outside vendors to request changes will not be made until approval from the District.

The pie chart below shows a typical breakdown of annual electric energy use for K-12 schools. Because lighting, HVAC (cooling, heating ventilation), and electric equipment make up most of electric use, this is where the focus is placed when trying to reduce overall electric use.

K-12 Typical Annual Electric Energy Use Breakdown



Summary of Findings

SitelogIQ performed a site walk at Ducor Union Elementary School District on Monday, December 5th, between 12:30 PM and 1:30 PM. The focus for this site visit was to review the energy data monitoring, HVAC control settings, and other energy management practices followed by the district. While conducting the site visit, temperatures held steady in the mid 50's.

Overall, it was observed that the district has been successfully following the strategies to reduce energy consumption. Several energy conservation opportunities related to lighting and usage of other energy-consuming equipment were identified during the visit. Following the recommendations associated with these findings will allow the schools to keep their electricity consumption at minimum.

HVAC

District HVAC controls consisted of a mixture of remotely programmable thermostats that were set occupied schedule with setpoints of 72°F heating and 74°F cooling. We recommend having heating and cooling setpoints being set 5°F apart to reduce unnecessary HVAC system usage in between those two points while the system is set in the 'Auto' setting.

Example Settings Profile:

- Heating Setpoint: 67°F
 - Heats room to 67°F when it is below that point.
- Cooling Setpoint: 72°F
 - Cools room to 72°F when it is above that point.

Another aspect of the thermostats that was observed during the site walk was that there were a few key schedules and settings that need to be addressed.

1. Holiday Schedules needed to be enabled

- a. These needed to be enabled in order for the system to properly enter an Unoccupied setting profile when the school is vacant.

2. Override function was disabled

- a. This function allows occupants to override whatever setting the system is programed to run. This is a problem for when the room is actually being occupied in an otherwise scheduled unoccupancy.

Lighting

It was observed that most of the interior lighting throughout the sites was turned on due to occupied rooms, but there were a few numbers of unoccupied rooms that had their overhead lights left on while the rooms were unoccupied. All exterior lights were off during daylight hours, which shows that the timer/sensor system is working properly.

Plug Loads

There was a relatively small amount of plug loads within the district, which is a great sign in terms of reducing unnecessary energy usage. The only items that should be addressed or limited to as much as possible would be the few mini fridges that were found during the site visit as well as the laptop charging carts that should be left unplugged unless being utilized.

Observations and Recommended Actions Checklist

The following observations were made at each site. Following this checklist will help the schools to conserve energy and reduce utility costs.

Check	Observations	Recommendations
	All Venstar thermostat setpoints were set to close together.	We recommend having at least a 5°F separation between the Heating and Cooling Setpoints to reduce unnecessary HVAC system usage.
	Interior lights were left on in a multitude of unoccupied rooms due to lunch or recesses.	Encourage the staff to turn off the lighting in all the areas that are not being occupied to avoid increase in electrical usage.
	Thermostat schedules were inconsistent with occupancy schedules.	This effects runtimes and should be addressed to reflect the occupancy of the district.
	Holiday schedules were not set to run.	This should be scheduled and reflect the districts holiday schedule so that the HVAC systems won't run while the rooms are unoccupied.
	Some schedules were running over the weekend (ex. Room 18).	This shows that the runtime schedules need to be addressed and adjusted to reflect the school's schedule.
	There were no security settings on the HVAC setpoint limits.	This allows teachers to change the temperature as much as they want. We recommend a $\pm 2-3^{\circ}\text{F}$.

Section 2: Pictures and Observations by Site

December 5th, 2022

The visit entailed a high-level overview of SiteLogIQ's energy services, as well as a review of HVAC web-based controls to ensure all HVAC systems are programmed to run only when necessary. The following pictures were taken to convey observations and opportunities noted while on site.



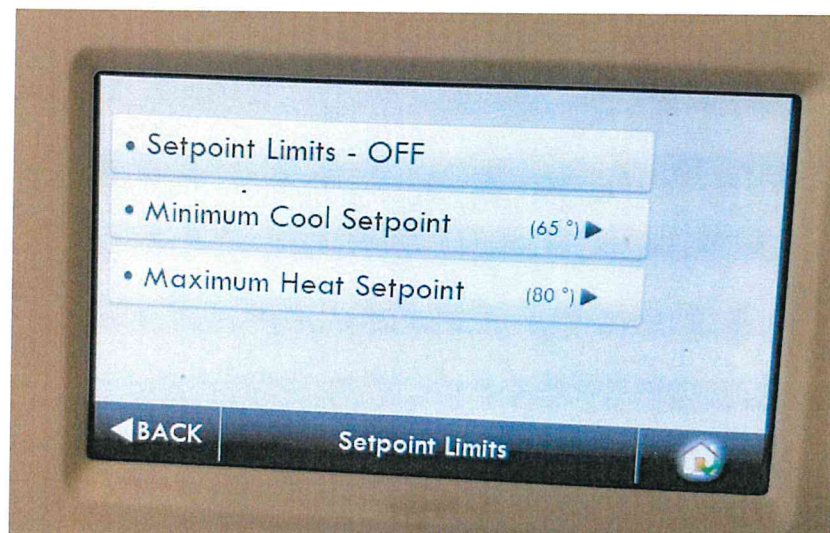
Office: Thermostat setpoints are too close together (should be +5°F separated).



Office: HVAC schedule running from 7AM to 4PM.



Office: Holiday schedule not being utilized and should be set for entire district.



Office: Setpoint limits are not set. This allows teachers full control to change temperature.



Room 21: Longer running HVAC schedule than probably what is necessary.



Room 18: Overhead lights, TV and smart board all left on while room was unoccupied (Lunch/recess).



Room 23: Heating and Cooling setpoints are a good example of temperature separation.

Next Steps

- It is recommended that the district informs SitealogIQ team as soon as the transition to a new solar monitoring platform is established

If interested in being certified as an EnergyStar site and expand the trend data and analysis of the district's energy usage, the following pieces of information are required:

- Date of last modernization for updating EnergyStar score.
- Information outlined in EnergyStar Survey sheet for each school in the district, in particular:
 - Total number of daytime staff (office and teachers)
 - Number of computers on site
 - Weekly schedule of operation (including after school and summer programs)
- The following items will be completed upon gathering appropriate information:
 - Submission to EnergyStar for score for each site.

DUCOR UNION ELEMENTARY SCHOOL DISTRICT

Parent/Student Handbook



“Stand & Deliver” “No Excuses!”

2022-2023

Dear Parents and Students,

Welcome to the new school year at Ducor School. The Board of Trustees, administrators and staff take great pride in providing all of our students with the very best educational opportunities. We are committed to assisting all students in their academic, social, and emotional growth. Our staff will use a variety of teaching techniques and technology resources to help each child grow in his/her own unique way.

We believe that the best learning climate is one in which parents, children, and staff work cooperatively toward our common goal, the education of all children. We ask for your assistance and support in providing the best educational experiences possible. This handbook will help you learn about our school's policies.

Isidro Rodriguez
Superintendent/Principal
Ducor School

BOARD OF TRUSTEES

Mary McGill, President
Maria Vasquez, Member
Gabina Becerra, Member
Florance Pace, Member

CERTIFICATED PERSONNEL

<u>Isidro Rodriguez</u>	<u>Superintendent</u>
<u>Dr. Jesse Coronado</u>	<u>Principal</u>
<u>Maria Barajas</u>	<u>Transitional Kindergarten Teacher</u>
<u>Sandra Valencia</u>	<u>Kindergarten Teacher</u>
<u>Rachel Centeno</u>	<u>First Grade Teacher</u>
<u>Jose Nevarez</u>	<u>Second Grade Teacher</u>
<u>Maryann Woodruff</u>	<u>Third Grade Teacher</u>
<u>Jennifer Hunter</u>	<u>Fourth/Fifth Grade Teacher</u>
<u>Rudy Morales</u>	<u>Sixth Grade Teacher</u>
<u>Kasey Peevey</u>	<u>Seventh Grade Teacher</u>
<u>Sarah West</u>	<u>Eighth Grade Teacher</u>
<u>Louis Smith</u>	<u>Physical Education Teacher</u>

CLASSIFIED PERSONNEL

<u>Rosalva Avila</u>	<u>Cafeteria Service</u>
<u>Jacque Farmer</u>	<u>Cafeteria Service</u>
<u>Lisa Lucio</u>	<u>Librarian Technician</u>
<u>Jeremiah Sosa</u>	<u>Business Manager</u>
<u>Ruby Navarro</u>	<u>Admin Assistance</u>
<u>Jose Ochoa</u>	<u>General Maintenance/Bus Driver</u>
<u>Jeff Delk</u>	<u>IT/Bus Driver</u>
<u>Athena Padilla</u>	<u>Custodian</u>
<u>Marcos Escareno</u>	<u>Custodian</u>
<u>Stephani Rodriguez</u>	<u>Cafeteria/Yard Duty/IA</u>
<u>Shawn McCurry</u>	<u>Cafeteria/Yard Duty/IA</u>

External Support

<u>TCOE</u>	<u>Special Education Instructor, TCOE</u>
<u>TCOE</u>	<u>Psychologist</u>
<u>Juan Reyes</u>	<u>Counselor, Independent Contractor</u>
<u>Lupita Flores</u>	<u>Counselor, Independent Contractor</u>
<u>CHOICES</u>	<u>After School Program, TCOE</u>
<u>Mary McGill</u>	<u>Cooking and Arts and Craft, Volunteer</u>
<u>Ducor PTA</u>	<u>Volunteers Welcome</u>

PARENT/GUARDIAN RIGHTS NOTIFICATION: Ed. Code 48980

Attached are the following California Education Codes required for parents to read and acknowledge that the information was provided and accepted. All parents/guardians are required to sign letter of acknowledgement. Letter of acknowledgement must be returned to school (ED. Code 48982(a))

ARRIVAL AT SCHOOL

Students are NOT allowed on campus prior to 7:30 AM. The school grounds are not supervised until this time. Students who arrive at school before 8:00 A.M. will report to the cafeteria and supervision will be provided. First bell is at 8:15 AM. Instruction time begins at 8:20 AM. Students who arrive late after 8:20 AM will be marked as tardy. Tardy students must report to the office before entering their assigned class. Students should also be picked up at their respective dismissal time: 2:50 PM every Monday, Tuesday, Thursday and Friday and 1:30 pm student dismissal every Wednesday.

USE OF SCHOOL TELEPHONE

Students must ask office personnel for permission to use the school telephone. Cell phones are NOT permitted on campus or to be used any time. Classroom and cafeteria telephone is for staff only.

COVID-19: students will not be allowed to use school phones. The office assistant will make all calls for the student.

Close Campus

Students must stay on campus at all times. If a student has an appointment, he/she must be checked out by a parent or legal guardian. Any student leaving campus without permission will be considered truant. Students considered truant will be subject to suspension.

COVID-19: All parents must report to the office to pick up their child. All parents must sign out each student from the office. NO student will be allowed to leave campus without a guardian signature

School Office

The school office address is PO Box 249 Ducor, CA. 93218. School office hours are 7:45 a.m. to 4:00 p.m. School phone number is 559-534-2261. School Fax number is 559-534-2271. You may email the superintendent at superintendent@ducor.k12.ca.us

ABSENCES: Ed. Code 48205

It is very important to your child's education that he/she attends school on a regular basis. Missed days of school can leave gaps in the educational process that may be very difficult to make up. Please make every effort to get your child to school every day and on time.

Excused absences include: personal illness, doctor and dental appointments. Students shall also be excused from school for justifiable personal reasons, including, but not limited to, a court appearance, attending funeral services for a member of your immediate family, or religious retreats. Attendance at religious retreats shall not

exceed four hours per semester. Students shall be allowed to make a reasonable equivalent of all assignments and tests missed during the absence.

When your child is absent, we respectfully request you follow these procedures;

- Please call the office the morning of the absence and notify us that your child will be absent;
- Upon returning to school after an absence, a child must bring a note signed by his/her parent or guardian who states the date of and reason for his/her absence;
- This note is presented to the student's teacher or at the front office.

SCHOOL ATTENDANCE REVIEW BOARD (S.A.R.B.)

Students who are irregular in attendance, habitually truant, or disorderly, will be referred to S.A.R.B. It is an effort to deal with creative alternatives for behavior and attendance problems. If the parent of the student fails to cooperate or exercise their responsibility, a complaint against that parent may be filed through the local school superintendent with the District Attorney. If S.A.R.B. finds that the pupil fails to cooperate or follow its directives, then a Request for Petition may be filed on behalf of that pupil through the Tulare County Schools Superintendent to juvenile court.

COVID-19: Students will still be required to attend classes online. SARB reporting will still be used if students fail to attend classes online. Attendance will also be monitored. If a student has excessive absences, then the student and parent will be notified before a SARB meeting will be held.

COMMUNICABLE DISEASE IMMUNIZATION: H & S Code 120335, Ed. Code 48216(b)(c)

A pupil may NOT be admitted to school unless he/she has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, mumps, rubella, *Haemophilus influenzae* type B, (and hepatitis B for students entering K level or below on or after August 1, 1997) in the manner and with immunizing agents approved by the State Department of Public Health, except that students who have reached the age of seven are exempted from the requirement of immunization against pertussis or mumps and age four years and six months for *Hemophilic influenza* type B. In addition, on or after July 1, 1999, NO pupil may be admitted to seventh grade who has not been immunized against hepatitis B. The required immunizations are available from the County health officer or a physician. Documentary proof of immunization is required upon admission. It is the policy of the Ducor School District that there be NO conditional admittance to school; immunizations must be up-to-date before admission to school is granted. This requirement does not apply to any person eighteen years of age or older, or if a district-provided waiver form is signed stating that the immunization is contrary to the beliefs of the parent or guardian, or a letter or affidavit from a licensed physician is given stating that the physical condition of the pupil is such that immunization is not considered safe. If an outbreak of a communicable disease occurs at a school, the non-immunized student will be excluded for his/her own safety until such a time as directed by health officials or district administration.

COVID-19: At this time it is unknown if any COVID-19 vaccine will be required to be administered and to be reported to the school district.

INSTRUCTION IN TOPICS INCLUDING HEALTH, FAMILY LIFE EDUCATION, SEX EDUCATION, AND SEXUALLY TRANSMITTED DISEASES: Ed Code 51240

The parent/guardian may request in writing that their student be excused from any part of a school's instruction in health which conflicts with their religious training and beliefs. Tulare County -Public Health Department will be providing and presenting the Comprehensive Sex Education "Making Proud Choices" CA-Personal Responsibility Education Program. Please call Tulare County Health and Human Services Agency at 685-2291 for any questions or concerns.

PHYSICAL EXAMINATION AND SCOLIOSIS SCREENING: Ed. Code 49451

The parent/guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon, the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he will be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

State Law requires that the parent/guardian of a pupil entering the first grade must submit to the school written proof that his/her child had a physical examination within the time period of eighteen months prior to entry and ninety days after entry to the first grade.

The school district is required to screen every seventh grade girl and eighth grade boy for scoliosis (curvature of the spine). The school district nurses (via the County Office of Education) will screen all fifth, sixth, seventh, and eighth grade students. The parent/guardian has the right to submit to the school a written request that the pupil not participate in this screening program.

VISION AND HEARING APPRAISAL

All students between grades kindergarten and eight will have their vision and/or hearing checked by an authorized person, unless you present to the school a written denial of consent for your child.

NONDISCRIMINATION: Ed. Code 200, 220, 234.1, and 48985

The Ducor Union Elementary School District shall be free from discrimination, harassment, intimidation and bullying based on disability, age, gender, sex, sexual orientation, nationality or national origin, immigration status, color, race, ethnicity, ethnic group identification, genetic information, religion or religious creed, marital, family or parental status, or the lack of English skills, or any other characteristic that is contained on the definition of hate crime set forth in Penal Code section 422.55, or the perception of one or more of such characteristics or because a person associates with a person or group with one or more of these4 actual or perceived characteristics.

Child Find Policies (Special Education): Ed. Code 56301

All children with disabilities residing in the state who are in need of special education and related services, shall be identified, located and assessed and a practical method developed and implemented to determine which children are receiving needed special education and services as required by Federal law.

Individuals with Disabilities Education Act (IDEA): Ed. Code 56040

Every individual with exceptional needs who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. Federal law also requires a free and appropriate education in the least restrictive environment be offered to individuals with exceptional needs.

Course of Study – Sexual Bias: Ed. Code 221.5

Elementary and secondary (high) schools shall offer classes and courses, including nonacademic and elective classes and courses, without regard to the sex of the pupil enrolled in these classes and courses. A school district may not prohibit a pupil from enrolling and may not require a pupil of one sex to enroll in any class or course on the basis of the sex of the pupil.

RELEASE OF STUDENT TO PEACE OFFICER

If Ducor School releases your child from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify you or a responsible relative of your child, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian.

PARENT RESPONSIBILITY

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children which result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned.

The school district may withhold grades, diplomas, or transcripts of the student responsible until such damages are paid or the property returned or until completion of a voluntary work program in lieu of payment of money.

If your child commits an obscene act or engaged in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, you may be required to attend a portion of a school day in your child's classroom.

TOBACCO-FREE SCHOOL

Ducor School is a Tobacco-Free school. No smoking, no vaping, no drinking, and no drugs are allowed on the school campus.

RELEASE OF DIRECTORY INFORMATION

The law allows schools to release directory information to certain persons or organizations. Directory information may include a student's name, address, telephone information, date and place of birth, dates of attendance, and the most recent previous public or private school attended by the student. If you wish that the district withhold any of this information, contact the school principal.

NOTICE OF COMPLAINT PROCEDURES

The district has a primary responsibility to ensure compliance with state and federal laws and regulations. The district will investigate complaints alleging failure to comply with these laws. We will seek to resolve these complaints while ensuring that complainants are protected from retaliation. If you believe a state or federal law has been violated, you may file a written complaint describing the failure with the district's superintendent/principal. After the local investigation, you may appeal to the California Department of Education. Some complaints may involve civil law remedies, direct State intervention, or the withholding of funds from the district if we fail to comply with the law.

COMPLAINTS CONCERNING THE SCHOOL PROGRAM

The Governing Board believes that the quality of the educational program can improve when the district listens to complaints, considers differences of opinion, and resolves disagreements through an established objective process.

The Board encourages complainants to resolve problems early and informally whenever possible. If the problem remains unresolved, the individual should submit a formal complaint as early as possible to the school superintendent/principal.

Although individual board members do not have authority to resolve complaints, when approached directly, Board members will listen to the complaint and show concern by referring the complaint to the Principal or designee so that the problem may receive proper consideration.

ACCIDENTS

If a serious injury occurs on the school grounds or on the bus, parents will be notified and asked to pick up their child for their own observation or examination by a family physician. Parents will be promptly notified of all injuries not considered minor. In the event that parents cannot be reached, your student will be discharged to a person named on the emergency card.

ADMISSION

State Law requires children to be five years of age by September 2 to start Kindergarten. Students who have not reached the age of 5 by September 2 may start Transitional Kindergarten. TK students at 4 years upon turning 5 years old between September 2 and February 2, providing there is available space, qualify to enroll as a TK student.

State Law makes it mandatory for parents to present evidence that the child has been protected against polio, diphtheria, pertussis, tetanus, Hepatitis and red measles (rubella). A TB skin test must also be recorded.

PICTURES

Individual pictures will be taken each year of all pupils. Packets of color prints of these pictures will be made available for purchase. Students may opt out of pictures upon parent request.

ASSESSMENT

Throughout the year, students will be given various opportunities to demonstrate their acquisition of grade level objectives. The most common assessments are given in the classroom in the form of tests, work samples, and performances. Additionally, classroom teachers have the opportunity to collect data to be placed in a portfolio for each child. We will also be giving students a standardized test in the spring.

BICYCLES

Bicycles are to be parked in the racks. Bicycles are not allowed elsewhere on the school grounds at any time. If your child rides a bicycle they are required by law to wear a helmet. Bicycle riders are to use the road path on school grounds. The road path starts on the far west side of the school campus. Students must walk their bikes on campus to the bike rack. Students must exit on the same path. Students are not allowed to ride on Ave 56.

BOARD MEETINGS

The Ducor School District Board of Trustees holds their regular board meetings on the second Tuesday of each month in the library or cafeteria at 5:30 PM, unless otherwise posted. Agendas for each meeting are posted in the bulletin window of the school office, the post office, shell gas station and the Ducor Telephone Company at least 72 hours prior to the meeting. Parents and members of the community are welcome to attend the board meetings. Special board meetings are sometimes called and agendas are posted at least 24 hours prior to the meeting. Should you need further information, please call the school office.

COVID-19: Teleconference will also be available to attend the meeting. A zoom link will be provided each month on the agenda.

BUS REGULATIONS/SAFETY/DISCIPLINE

The Ducor School District is dedicated to providing pupil transportation services with maximum safety as our prime objective for all pupils. To ensure this level of safety each student must behave in a satisfactory manner, allowing the driver to direct his or her undivided attention to driving.

COVID-19: students will be assigned seating. Siblings will be allowed to share a seat. Only students that do not have transportation to and from school will be allowed to ride the bus.

Title 5 California Administrative Code Section 14103:

Pupils transported in a school bus shall be under the authority of, and responsible to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across the street or highway.

BUS RULES: Ed. Code 39831.5

Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in prekindergarten, kindergarten, and grades 1 to 6, inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

- (A) A list of school bus stops near each pupil's home
- (B) General rules of conduct at school bus loading zones.
- (C) Red light crossing instructions.
- (D) School Bus danger zone.
- (E) Walking to and from school bus stops.

1. Cooperate with the driver. Follow directions the first time they are given.
2. Arrive at the bus stop before the scheduled bus arrival. While going to and from the bus stop and while waiting for the bus, keep out of the street and off private property. Noise, rowdy behavior and property damage at a bus stop could cause the stop to be moved to a more convenient location.
3. Board and leave the bus in an orderly manner. Do not push other students. Follow the driver's instructions concerning seating location and unloading procedure.
4. Be seated promptly. Be willing to share a seat with fellow bus riders.
5. Always sit facing the front of the bus. Remain seated while the bus is in motion. Do not change seats without permission of the driver. Do not "save" seats.
6. Keep hands off other people and their possessions.
7. Keep your head, hands, and arms inside the bus at all times. Do not yell out of the windows to others outside the bus.

8. Animals, insects and reptiles are not permitted on the bus. Guide dogs and signal dogs are accepted (54.2 Civil Code).
9. Glass containers are not permitted on the bus.
10. Bus aisle and emergency exits must be kept clear of books, lunches, backpacks, large bags, boxes and other large items
11. Keep the bus clean. Students are not to eat, drink or chew gum on the bus.
12. Students must wear shoes and shirts at all times while on the bus. No open cosmetics or aerosol cans are permitted.
13. Do not use obscene or profane language.
14. Students will be responsible for their individual behavior. It is not possible for a driver to watch all students at all times; therefore, saying "somebody else was doing it too!" does not exempt a misbehaving student.
15. Do not deface or destroy bus equipment. Damage to seats, windows, and other parts of the bus is unnecessary and costly. The student responsible will pay for any damage.
16. Avoid loud talking, loud laughter, or unnecessary confusion.
17. COVID-19: all students must wear a mask, all students will be assigned seating to and from school, students that fail to follow instructions will not be allowed to ride the bus

EMERGENCIES

In the event of any emergency, every attempt will be made to contact the parents if a student requires immediate medication attention. The Emergency Card on file in the school office lists whom to contact in case of any emergency. School staff will follow the parent's directions' as far as it is possible to do so.

Please fill out the emergency card completely. If we have an emergency it is important we have a number to reach you. If there is a change in address, telephone, or employment, notify us immediately so that in an emergency we will be able to locate you.

EXCUSING CHILDREN FROM SCHOOL

Once a student arrives at school, he or she is not permitted to leave school or the school grounds before regular dismissal without the consent of the parent or guardian. Parents and guardians must sign students out through the office in all cases of early departure.

If the parents allow any other person (including grandparents or siblings) to check out their child, the parent must notify the office. You may leave a note in the office for all school years stating who can check out your child.

COVID-19: students that stay home will be required to attend their online classes, attendance is required as is the attendance and absent policies

FIRE AND EARTHQUAKE DRILLS

Fire drills are held one time a month. The purpose is for the staff and students to know the appropriate procedures in case of a fire. Fire drills are indicated by an alarm system. A school map will be posted in each classroom indicating the exit location during a fire drill.

Students will also be made aware of what to do in case of an earthquake while at school. Students will drop and cover under their desk or table. Students will then be escorted to a designated area outside the building.

FOGGY DAYS

Each year we may have to cope with “foggy days”. These days are often confusing for parents and students. We will use the following procedures for the declaration of a Foggy Day Schedule:

- If buses are to be delayed, determination will be made at 7:00AM
- The school telecommunications system will leave a voice message or send a text message
- A Foggy Day Schedule means buses may run up to two hours later than normal
- Please listen to the telecommunication system to determine the bus schedule
- No telecommunication message sent will mean buses run on normal schedule
- Please contact the school office if you have any questions

COVID-19: Foggy Day schedule will include students to attend classes online as they wait to attend classes at school; If the buses cannot pick up students, then all students can attend classes online

GUARDIANSHIP/CHILD CUSTODY

It is the parent or guardian's responsibility to provide the school with all legal documents regarding guardianship, child custody rights, school visitations, etc. and any other rights related to school activities.

HEAD LICE

One of the most common problems on any elementary school campus is head lice. Our primary concern in dealing with head lice is that they are easily transmitted from one student to another and unless an infected student had all nits (egg sacks) removed, the lice will most likely return. For these reasons, we recommend that students do not share hats, jackets, etc. Also, it is our district policy that a student be sent home for head lice and must be completely not free before returning to school.

LOST AND FOUND

Articles of clothing found are placed on the "lost and found" box. Smaller items such as wallets, jewelry, eyeglasses, keys, etc. are kept in the office. Unclaimed articles are donated to charitable organizations.

Parents are advised to write children's names on lunch boxes, sweaters, coats, etc.

MEDICATION

When absolutely necessary, medication may be given at school with the following provisions:

- A request in writing from the parent stating the child's physician has ordered medication be given at school.
- An order in writing from the physician giving instructions for medication – the type, dosage, and method of administration. Time limits must be stated, such as: order effective three months, six months, etc.
- Medication must be clearly labeled.
- All medications will be returned to the parents at the end of the year
- SCICON: medication will be taken to SCICON by a school nurse or designated person
- Medication include; allergy, inhalers, antibiotics, or any other oral procedure

Also, for the protection of your child's health and welfare, we ask that you have on file an updated Emergency Information Card.

MEAL PROGRAM

Ducor School offers a daily hot lunch for all students. Those who bring sack lunches may purchase milk.

Ducor School participates in the State Meal Programs. CNP(California Nutrition Program) operators use the IEGs (Income Eligibility Guidelines) to determine eligibility for free and reduced-price (F/RP) meals and free milk, in accordance with applicable CNP rules. The IEGs are based on the federal poverty guidelines and are determined by household size. Children from families with income at or below 130 percent of the poverty level are eligible for free meals. Those with income between 131 percent and 185 percent of the poverty level are eligible for reduced-price meals.

We encourage all students to participate in the lunch program. This is an equal opportunity program. If you believe you have been discriminated against because of race, color, national origin, age, sex, or handicap, write to the Secretary of Agriculture, Washington, D.C. 20250.

COVID-19: Meals will be provided as a sack brunch/lunch; meals will be delivered to the classrooms or delivered home as needed

PARENT VISIT TO SCHOOL

Parents are encouraged to visit their child's classroom at any time. Visits with either teacher or other school staff members should be by appointment because this will assure that the persons or subjects you want to see are available during your visit. For the safety and protection of all students, all visitors must first sign in at the office before entering the classroom during school hours. Parents interested in serving as an on or off campus volunteer must review the Ducor Volunteer Policy and complete all necessary forms. Parents interested please contact the school for further information. Volunteers may be subject to fingerprinting and background checks.

COVID-19: Parents, visitors and volunteers will not be allowed on campus at this time

STUDENT INSURANCE

The district does purchase insurance policy for each student. This policy covers students only while on campus or while involved in a school sponsored activity. It is not 100% coverage, and the amount of coverage varies. Forms are available in the office.

Please Note: This is not meant to eliminate the need for the parents to provide medical coverage for their children.

STUDENT RECORDS

The Ducor School District maintains cumulative records for each pupil as required by law. Pupil records consist of personal identifying information, subjects taken, grades received, standardized test results, attendance records, and health records. Pupil records are maintained at each school where the pupil is attending. The school principal or his/her designee is responsible for maintaining each type of pupil record and the information contained therein. Pupil records are accessible only to parents or legal guardians. Parents/guardians have a right to review and challenge the contents of their child's records. Copies of the pupil record may be obtained by the parent/guardian.

Please call the school office to set up an appointment if you desire to review your child's cumulative record.

STUDY HINTS

Every child needs to develop good study habits in order to be successful at school. We've prepared a method for you to help provide a "study routine" for your children. We hope you'll give it a try.

- Keep study/homework time reasonable: designate times to study, be consistent
- Reduce technology distractions; cell phone, T.V monitor, X-Box, Playstation
- Check the work. When the student is finished, take a few minutes to look over the work. Check for neatness and obvious mistakes.

COVID-19: Students will be studying at home on a daily basis. A student's home environment must be well planned and organized for all students to learn. Simple furniture arrangements can be helpful. Find a corner of the house and set up a small table, chair and lighting. A power source to plug in the computer should be available or near their desk. If the student can set up next to their internet connection or modem, this will help to connect the computer to the internet much faster. The school can provide the cable and computer adapter.

TEXTBOOKS/CHROMEBOOKS

Ducor School furnishes necessary textbooks and laptops for all students. We hope this significant investment of district funds will be treated with respect. Reasonable wear and tear is to be expected. However, unreasonable damage will result in the parents/students being financially responsible for the equipment to be replaced.

YARD SUPERVISION

Ducor School employees and students share the responsibility for monitoring the behavior and safety of all students while on the school campus, in the hallways, and in the cafeteria. Students are expected to respond obediently, courteously, and quickly to any adult doing their supervision time. Student's following their VALORES will help reduce problems or issues.

GRADES TK-3 PLAYGROUND SUPERVISION (COVID-19: NO RECESS)

1. No upper grade 4-8 students on playground
2. Students are to respond to the playground supervisor/whistle
3. Restroom and Drinking Fountains:
 - a. No playing in the restrooms
 - b. Restrooms are to be used immediately after dismissal bell and before the tardy bell
 - c. No balls are to be taken to restrooms
 - d. No loitering in the restrooms
 - e. Keep the restrooms clean at all times
4. Swings:
 - a. No jumping from the swing
 - b. No pushing
 - c. No twisting
 - d. No holding hands across swings
 - e. Students are to stay seated in the swings at all times

- f. No students playing or standing near the swings when in use
- 5. **Use of balls:**
 - a. No balls are to be used against another student
 - b. Do not leave any equipment behind when returning to class
 - c. No bouncing balls off of the buildings or thrown on the roofs of the buildings
 - d. Report any damage ball to the teacher
 - e. Do not retrieve any ball outside the school boundaries
- 6. **Sandboxes:**
 - a. Students are not to throw sand under any condition
 - b. Only staff approved sand toys may be used in the sandbox
 - c. Students are to use their VALORES when playing collectively; share, respect, help, encourage and to be positive at all times
- 7. **Activities:**
 - a. No tackle football is allowed at any time
 - b. No fighting, wrestling or playing karate is allowed at any time
 - c. Injuries are to be reported to the supervision on duty
 - d. No foul language or inappropriate behavior
 - e. Students are to follow VALORES at all times
- 8. **Cafeteria time:**
 - a. Students are not to return to the cafeteria after they have been dismissed
 - b. No food or drink is to be taken out of the cafeteria
 - c. Cafeteria time is for eating
 - d. Students are to have a low talking voice
 - e. Students must take a food tray
 - f. Students that bring their own lunch should have a balanced meal; water, juice, vegetables, fruit, high protein meal
 - g. Students should not bring chips, cookies, sodas, or other non health foods for lunch

GRADES 5-8 PLAYGROUND RULES

- 1. **Restroom and Drinking Fountain**
 - a. No playing games in the restrooms and around the drinking fountains is permitted
 - b. Restrooms are to be used immediately after dismissal bell and before the tardy bell
 - c. Restroom time is not during class time; students must have teacher permission to leave the classroom during class time
 - d. No balls are to be taken to the restrooms
 - e. No loitering in or around the restrooms
- 2. No fighting, playing karate, or wrestling.
- 3. No balls are to be thrown or kicked in the classroom
- 4. No balls are to be bounced off of the buildings

5. No students are to loiter in the corridors during break and lunchtime
6. Students reporting to the office do not need an escort; unless circumstances require assistance
7. Holding hands and overt displays of affection are not allowed; no hugging or kissing
8. No tackle football
9. Football, soccer, and any other field games should be played out on the grass area well away from the planters and/or cement areas
10. Students are not allowed to come to the office, unless it appears to be a necessity
11. An activity which looks dangerous, should be stopped immediately

CAMPUS RULES

- Once you arrive at the beginning of your school day, you may not leave the campus for any reason unless you have permission from the office.
- If you arrive late, you must go to the office. You must register every day. If you do not register in your homeroom or where your attendance is taken, you will be marked absent unless the office has a record of your attendance.
- Never bring matches, knives, or other dangerous instruments to school.
- Fighting and/or horseplay are not allowed on campus.
- Littering is against the law. All trash must be thrown into cans or recycling bins as appropriate.
- If you are not using the restroom, you have no business there. Do not linger in or around the restrooms.
- Come to the school office for business only. Leave as soon as you have finished your business. Do not bring friends into the office with you.
- Never bring personal items to school, (i.e., cameras, radios, tape recorders, toys, pets, expensive jewelry, or excessive amounts of money, cell phones).
- Your desk is assigned to you personally. Do not tamper with the desk of another student.
- Gum chewing is not allowed on campus at any time.
- Marking walls or damaging any part of the school or any equipment or structures on school property is a criminal offense.
- Sale of controlled substances, possession of controlled substances and sale of drug paraphernalia is a criminal offense. Caught with any of these substances will lead to reporting the incident to the Sheriff Department, school suspension and or expulsion.

COVID-19: Student population in class will be restricted to 10-14 students. Assigned seating will be required, mask will be required, plexiglas will be available, social distancing will be enforced

DISCIPLINE

Ducor School prides itself on a discipline plan that is fair and consistent. We feel that all students have a right to go to school in a safe environment. Each student also deserves the opportunity to learn free from the influence of disruptive classmates. Each student has a responsibility to do his or her part in creating and maintaining a safe and stimulating learning environment.

We have policies and procedures that will enable the staff to handle the situation so that they are able to deliver to the other students an educational program that is safe and free from disruptive influences. Counseling services are available for students and staff as needed. VALORES program is designed to support student success through counseling; social and emotional learning, choices, accountability, communication and positive behavior. Consequences for unacceptable behavior include, but are not limited to, the following:

- detention
- Loss of bus privileges
- In-school suspension
- expulsion

As a parent/guardian, you have a right to review the school rules regarding student discipline.

COVID-19: Students that fall under the disciplinary actions; will be asked to stay home and to continue their education online.

SUSPENSION BY TEACHER

A teacher may suspend any pupil from his or her class for any of the acts enumerated in Ed. Code Section 48900, for the day of the suspension and the day following.

COVID-19: Students that fall under the disciplinary actions; will be asked to stay home and to continue their education online.

SUSPENSION BY SUPERINTENDENT/PRINCIPAL/DESIGNEE

The following acts committed by a student while under the jurisdiction of the school shall constitute good cause for the suspension and/or recommended expulsion of the student (California Education Code, Section 48900);

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except in self defense.
- c. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object; unless in the case of possession of any such object, the pupil had obtained written permission from a certified school employee, which is concurred by the principal or the designee of the principal. Note: The school principal or designee may search the person of a student (including backpack, purse, bag, etc.) if there is reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.
- d. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- e. Unlawfully offered, arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverages, or intoxicant.
- f. Committed or attempted to commit robbery or extortion.
- g. Caused or attempted to cause damage to school property or private property.
- h. Stole or attempted to steal school property or private property.
- i. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a student of his or her own prescription products.
- j. Committed an obscene act or engaged in habitual profanity or vulgarity.
- k. Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- l. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- m. Knowingly received stolen school property or private property.
- n. Possessed an imitation firearm.
- o. Committed or attempted to commit a sexual assault or a sexual battery as defined by the Penal Code.
- p. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.
- q. Sexual harassment.
- r. Hate acts (harassment for racial/ethnic reasons)

Suspension procedures require the following:

- An informal conference with the student unless an emergency situation exists constitutes a clear and present danger to the lives, safety, or health of students or school personnel. Allow the student the opportunity to present his or her version and evidence in his or her defense. Advise the student of the reason for disciplinary action.

- That parents be given written notice of suspension within twenty-four hours. At the time of suspension, a school employee shall make a reasonable effort to contact the parent in person or by phone.
- That parents or guardians respond to the school's request for a conference without delay, as per state law.
- That parents be informed that the superintendent or his/her designee may review suspensions.
- A student may not be suspended for more than five consecutive days.
- That no pupil shall be suspended for more than twenty days in one school year, unless (a) a pupil enrolls in or is transferred to another school, and opportunity school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty days in any school year, or (b) pending the expulsion process.
- That the teacher of any class, from which a pupil is suspended may require that suspended pupil to complete any assignments and tests missed during the suspension.
- Those suspended students must remain under parent supervision and are not to be on any school campus or attend school activities for the duration of the suspension.
- COVID-19: Students that fall under the disciplinary actions; will be asked to stay home and to continue their education online.

EXPULSION

The removal from enrollment in a school or the District may be ordered by the Board when other means of correction have repeatedly failed or the continued presence of the student causes danger to the physical safety of others. State law provides for full due process rights and rights to appeal any expulsion order. (Ed. Code Sections 48915-48925). A pupil with exceptional needs, who is enrolled in a special education program, can only be expelled if the conduct was not caused by or is not a direct manifestation of the pupil's identified handicap. (Ed. Code Section 48915.1)

COVID-19: Students that fall under the disciplinary actions; will be asked to stay home and to continue their education online.

EXEMPTION

Students may be exempted from compulsory public school attendance, at the request of their parents, for various circumstances as defined by state law.

EXCLUSION

The Board of Education may exclude students from attending school for any of the following reasons:

- Filth or vicious habits, contagious or infectious diseases, including noncompliance with state immunization requirements.
- Physical or mental disability determined to be detrimental to the welfare of other pupils.

COVID-19: Students that fall under the exclusion actions; will be asked to stay home and to continue their education online.

As of January 1, 2009, Ducor Union Elementary School District students are required to wear uniforms. Uniforms consist of white collared shirts and blue pants or skirts. Pants may be long or short. Uniforms may be purchased at Wal-Mart, Target or any other clothing stores that stock the uniform policy.

It should be recognized that styles do change and guidelines will be subject to periodic review. The school also realizes that no set of rules can cover every situation. However, if parents and students keep in mind such things as neatness, cleanliness, safety, and modesty, a productive educational environment will be established and maintained. Your support as parents will certainly be appreciated in upholding these guidelines.

- Clothing shall be neat and clean
- Pupils must dress appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare
- Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, obscene, libelous, or sexually suggestive. Clothing or jewelry that advocates racial, ethnic, or religious prejudice, or other unlawful acts, or the use of tobacco, drugs, or alcohol is prohibited.
- ***Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet shirts, halter tops, off-the-shoulder or low-cut tops, spaghetti straps, leggings, bare midriffs, torn, or radically altered clothing is not acceptable. Shirts and/or blouses should be long enough to extend below the waistline when hands are raised above the head.***
- Gang related apparel or paraphernalia, including symbols, emblems, insignia, or other gang identifiers, may not be worn or displayed. This rule prohibits the presence of any jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark, or other attribute, denotes membership in or affiliation with gangs. In case of doubt as to whether an item is gang related, the superintendent or designee will consult with local law enforcement or other school personnel with expertise in gangs.
- Hats, caps, and other head coverings are not to be worn in the classroom unless a documented, related health problem exists; bandanas are not allowed.
- ***Clothing shall be worn as its design was traditionally intended. Overalls can be worn to school, but straps must be buckled. Pants must be worn at the waist with or without the use of a belt. No baggy or sagging (oversized) pants are permitted.***
- Attire that may be used as a weapon shall not be worn including, but not limited to, steel-toed boots, chains, wallet chains, items with spikes or studs, etc.
- Designs painted on the body or face with ink or makeup are not permitted.
- Dark glasses are not to be worn in the classroom or office unless a documented, related health problem exists.
- ***Shorts are allowed provided they are in good taste, not too tight or not too short (no higher than a dollar bill above the center of the knee cap). The shorts must also be hemmed.***
- ***Proper footwear, substantial enough to protect feet from sharp objects, must be worn at all times. No sandals are permitted unless both heel and toe are secured by a strap.***
- Jewelry at school should be kept to a minimum. With the exception of ear lobes, students are not permitted to wear earrings, rings, and ornaments of personal adornment in other pierced body parts.
- Unnatural coloring of the hair is not allowed.
- Any apparel, hairstyles, cosmetics, accessories, or jewelry, even if not specifically mentioned above, that creates a safety or health concern, draws undue attention to the wearer, or tends to detract from the education process, is prohibited.

Ducor School reserves the right to send home any student, who is, in the opinion of the Superintendent and/or staff, not appropriately dressed for school. If you have any questions regarding the dress code, use this rule of thumb: IF IN DOUBT, DO NOT WEAR IT!!!!

SCHOOL SITE COUNCIL

The Ducor School Site Council/ELAC-DELAC Committees meet several times a year to discuss items of concern that need to be addressed. Decisions are made, and information is provided that best meets the needs of the student population at Ducor School. Members are parents, teachers, classified staff and community members. If you are interested in becoming a member or attending the meetings, please call the school office for the next scheduled meeting.

District Language Advisory Committee (DELAC)

Each California public school district with 51 or more English learners must form a District English Learner Advisory Committee (DELAC) unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee.

The DELAC shall advise the school district governing board on at least the following tasks:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).*

PARENT CONFERENCES

Parent conferences are held at the time of the first report card. A parent may, however, request a parent conference to be set at any time throughout the year. A parent or teacher may also request the presence of the principal at a parent conference. Parent conferences are scheduled to meet the schedules of parents and the teacher.

COVID-19: Teleconferencing will be available. A ZOOM link will be provided. Parent schedule will be provided

LIBRARY

The library services all students in our school. We have acquired a great selection of fiction and non-fiction books for our library. Students have the opportunity to browse through the books and to check out selections each week. Computers with Internet access and reference materials are also available for use in the library.

RESTROOMS

Each student should use the restroom before class, at noon, or during recess. Class time is work time. There should be no playing or visiting in the restrooms. Cell phones are not allowed; any use of cell phones in the restrooms will result in confiscation. Cell phones will be turned off at all times.

COVID-19: Restrooms will be limited and or restricted as needed. Custodians will be on hand to disinfect the restroom after each student uses it. Students will not be allowed to freely use the restroom during class time unless as needed

MEAL TIMES

The cafeteria rules are designed to help students to be safe as well as to receive a healthy meal. Please follow the following rules:

- Walk while inside the cafeteria
- Line up entering and exiting the the cafeteria
- Restrooms are available as needed
- Breakfast and Lunch will be served daily
- Field trips: Breakfast and a Sack lunch will be provided
- Cafeteria time:
 - o Students are not to return to the cafeteria after they have been dismissed
 - o No food or drink is to be taken out of the cafeteria
 - o Cafeteria time is for eating
 - o Students are to have a low talking voice
 - o Students must take a food tray
 - o Students that bring their own lunch should have a balanced meal; water, juice, vegetables, fruit, high protein meal
 - o Students should not bring chips, cookies, sodas, or other non health foods for lunch
- COVID-19: meals will be delivered to the classroom or delivered home; the cafeteria will not be used unless as needed

PETS AND ANIMALS

It is against school rules to have animals at school (mice, rats, & snakes, etc.) unless they are part of a class experiment, activity or project. Arrangement must be made with the administrator prior to any of these activities. Animals may not be transported on the bus.

Please ensure that your pets do not follow you to school if you ride your bike or walk. Repeated violations will necessitate calling the animal shelter. We are never sure of how any animal would react in a given situation. For the safety of the children, please keep animals at home

TOYS AND EQUIPMENT

Toys are not to be brought to school, with the exception of show-and-tell for the lower grades. Please do not permit your children to bring any toys on show-and-tell that could be injurious to them or their classmates. Certain items of equipment for the upper grades (i.e. mitts, masks, etc.) are permitted provided the owner realizes that the school is in no way responsible for the equipment. Play toy guns, play toy knives and other play toys like weapons and explosives are not allowed. Those items will be confiscated.

SERVICES TO DISABLED PUPILS

If you have reason to believe that your child has a disability which requires special services or accommodations, bring this to the attention of the school office. Your child will be evaluated to determine whether he/she is eligible for special instruction or services.

COMPUTERS

Ducor School strongly supports technology in education. We have an approximate 1:1 student to computer ratio on campus. All classrooms and the computer lab are networked with all stations having Internet Access. Students must have a signed Computer Use Agreement on file before being allowed to use any computer on campus. Types of programs: Edgenuity, Zoom, Google Meet, Google Classroom, Securely, Odysseyware, Courseware and Pathblazer, Newsela, and other web based programs Students will be utilizing the computers to take the California Assessment of Student Progress and Performance (CAASPP) each year. The English Language Proficiency Assessments for California (ELPAC) will also be offered online and the state Science test for students in grades 5 and 8 will also take the test online.

FURTHER INFORMATION IS AVAILABLE

Further information regarding Ducor School's programs, policies, and procedures are available to any interested person upon request to our district office.

COVID-19 Supplement to Student Handbook

Introduction

This COVID-19 Supplement is being added to our Student Handbook to provide guidance on the procedures Ducor Union Elementary School District will use when school is closed due to shelter in place orders or when physical distancing is in place. **While we strive to keep everyone healthy, we must acknowledge that we can never guarantee the health of all or that an individual will not come in contact with or come down with COVID-19 or any other illness.** Due to the evolving nature of COVID-19, federal, state and local orders impacting DUESD operations are subject to change without notice. DUESD will follow guidelines from the Governor's office, California Department of Public Health (CDPH), California Department of Education (CDE), the Tulare County Public Health Department and best practices from other entities as closely as possible and within reason. Given the constantly evolving circumstances, these plans are subject to change as public health guidelines are updated. The guidelines contained here supersede the guidelines in the Student Handbook when applicable, but please see the Student Handbook section for information not covered by this supplement.

3.5

ARTICLE 0

PHILOSOPHY-GOALS-OBJECTIVES
& COMPREHENSIVE PLANS

(Series 0000)✓

NOTE: The CSBA comprehensive index/table of contents provides a standard index system designed to accommodate future policies/regulations and a table of contents for this manual. This manual contains only those Board policies (BP), administrative regulations (AR) and exhibits (E) specified in the right-hand column.

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ARTICLE 1

COMMUNITY RELATIONS

(Series 1000)✓

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

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ARTICLE 1

COMMUNITY RELATIONS
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(Series 1000)

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ARTICLE 2

ADMINISTRATION

(Series 2000) ✓

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

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ARTICLE 3 BUSINESS & NONINSTRUCTIONAL OPERATIONS

(Series 3000)✓

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

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PERSONNEL

(Series 4000) ✓

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

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STUDENTS

(Series 5000)✓

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ARTICLE 6

INSTRUCTION

(Series 6000) ✓

NOTE: The CSBA comprehensive index is a standard index system designed to provide a table of contents for this manual while at the same time accommodating future policies/regulations. This manual contains only those Board policies (BP), administrative regulations (AR) and/or exhibits (E) specified in the right-hand column.

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CONCEPTS AND ROLES

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program. The Board shall endeavor to make the provision of adequate school facilities a priority in the district. Because the school serves as a focal point for the community, the Board shall also strive to ensure that district facilities fit harmoniously and attractively into their neighborhoods and have flexibility of design to meet future educational and community needs.

(cf. 9000 - Role of the Board)

The Board shall strive to have a school facilities master plan in place and regularly reviewed in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings

(cf. 7111 - Evaluating Existing Buildings)

2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used

(cf. 7210 - Facilities Financing)

4. Select and purchase school sites for future expansion

(cf. 7150 - Site Selection and Development)

5. Approve the selection of architects and structural engineers

(cf. 7140 - Architectural and Engineering Services)

6. Award contracts for design and construction

7. Name the school and individual buildings

(cf. 7310 - Naming of Facility)

8. Advocate school facility needs to the community

(cf. 7110 - Facilities Master Plan)

(cf. 7131 - Relations with Local Agencies)

CONCEPTS AND ROLES (continued)

The Superintendent/Principal or designee shall:

1. Assess the district's short- and long-term facility needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and award of contracts
(cf. 3311 - Bids)
(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)
(cf. 3311.2 - Lease-Leaseback Contracts)
(cf. 3311.3 - Design-Build Contracts)
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

Legal Reference:

EDUCATION CODE

17210-17224 General provisions (school sites)

17260-17268 Plans of schoolhouses

17280-17317 Approval of plans and supervision of construction

17340-17343 Building of schoolhouses

17350-17360 Factory-built school buildings

17365-17374 Fitness of buildings for occupancy; liability of board members

17400-17429 Leasing of school buildings

CODE OF REGULATIONS, TITLE 5

14001 Minimum standards

14010 Procedure for site acquisition

14030 Preliminary procedure, planning and approval of school facilities

14031-14032 Submissions to bureau of school facilities planning; approval

CSBA Sample Board Bylaw

Board Bylaws

BB 9000(a)

ROLE OF THE BOARD

Note: The following **optional** bylaw reflects general board roles and responsibilities consistent with the voluntary professional governance standards adopted by the CSBA Delegate Assembly in November 2000. CSBA's governance standards also address attributes of effective boards and individual trustees; see BB 9005 - Governance Standards.

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the district by:

- a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 2121 - Superintendent's Contract)

(cf. 4000 - Concepts and Roles)

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

- b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

- c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

ROLE OF THE BOARD (continued)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

- d. Establishing budget priorities and adopting the budget

(cf. 3000 - Concepts and Roles)
(cf. 3100 - Budget)
(cf. 3312 - Contracts)

- e. Providing safe, adequate facilities that support the district's instructional program

(cf. 3517 - Facilities Inspection)
(cf. 7110 - Facilities Master Plan)
(cf. 7150 - Site Selection and Development)
(cf. 7210 - Facilities Financing)

- f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

(cf. 4141/4241 - Collective Bargaining Agreement)
(cf. 4143/4243 - Negotiations/Consultation)

- 3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

- a. Establishing and adhering to standards of responsible governance

(cf. 9005 - Governance Standards)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9200 - Limits of Board Member Authority)
(cf. 9270 - Conflict of Interest)

- b. Making decisions and providing resources that support district priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons

(cf. 9240 - Board Training)
(cf. 9400 - Board Self-Evaluation)

- 4. Ensuring accountability to the public for the performance of the district's school by:

ROLE OF THE BOARD (continued)

- a. Evaluating the Superintendent and setting policy for the evaluation of other personnel

(cf. 2140- Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

- b. Monitoring and evaluating the effectiveness of policies

- c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4117.3 - Personnel Reduction)
(cf. 4117.4 - Dismissal)
(cf. 4144/4244/4344 - Complaints)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)
(cf. 5119 - Students Expelled from Other Districts)
(cf. 5125.3 - Challenging Student Records)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

- d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

(cf. 0500 - Accountability)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6190 - Evaluation of the Instructional Program)

- e. Monitoring and adjusting district finances

(cf. 3460 - Financial Reports and Accountability)

ROLE OF THE BOARD (continued)

- f. Monitoring the collective bargaining process
- 5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 9010 - Public Statements)

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)

12400-12405 Authority to participate in federal programs

17565-17592 Board duties re property maintenance and control

33319.5 Implementation of authority of local agencies

35000 District name

35010 Control of district; prescription and enforcement of rules

35020-35046 Officers and agents

35100-35351 Governing boards, especially:

35160-35185 Powers and duties

35291 Rules

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards, November 2000

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

WEB SITES

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

National School Boards Association: <http://www.nsba.org>

POLICY GUIDE SHEET

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BP AR
Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 0415 - Equity

(BP added)

New policy addresses the district's recognition and response to the unique barriers facing historically underserved and underrepresented student populations. Policy expresses the district's intent to proactively identify class and cultural biases as well as practices that impede equal access to opportunities for all students. Policy also presents examples of strategies to promote equity in district programs and activities.

BP 1020 - Youth Services

(BP deleted)

Policy deleted and key concepts moved to BP 1400 - Relations Between Other Governmental Agencies and the Schools.

BP/AR 1330 - Use of School Facilities

(BP/AR revised)

Policy updated to reflect the board's authority to provide the use of school facilities free of charge to recreational youth sports leagues that charge participants no more than an average of \$60 per month. Policy also adds new section on the use of school facilities as a polling place, formerly in BP 1400 - Relations Between Other Governmental Agencies and the Schools. Regulation updated to more directly reflect law addressing the board's authority to approve serving alcohol during a special event at district-owned facilities at a time when students are not present.

BP 1400 - Relations Between Other Governmental Agencies and the Schools

(BP revised)

Policy revised to delete material regarding the use of school facilities as a polling place, now addressed in BP 1330 - Use of School Facilities. Policy adds material on collaboration with local government agencies, formerly in BP 1020 - Youth Services.

BP 2210 - Administrative Discretion Regarding Board Policy

(BP revised)

Policy updated to add the board's expectation that the superintendent or designee will be nondiscriminatory and demonstrate a commitment to equity whenever he/she is exercising administrative authority to address a situation that is either not covered in written policies or that requires immediate action to avoid risk to student and staff safety, protect district property, or prevent disruption of school operations. Policy clarifies the superintendent's accountability for all areas of operation under his/her authority and provides that the superintendent or designee will notify the board, as appropriate, of his/her actions exercised pursuant to this policy.

BP/AR 3312.2 - Educational Travel Program Contracts

(BP revised; AR deleted)

Updated policy clarifies the board's responsibility to approve contracts for educational travel programs and adds contract components, formerly in AR. Regulation deleted and key concepts moved to BP.

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BP/AR 3320 - Claims and Actions Against the District

(BP/AR revised)

Policy and regulation updated to clarify the applicability of the Government Claims Act to certain claims for money or damages against the district, and to reflect **NEW COURT DECISION** (Big Oak Flat-Groveland Unified School District v. Superior Court of Tuolumne Court) which upheld the district's right to require that a claim be submitted using district procedures before a lawsuit may be filed. Regulation also updated to expand section on "Time Limitations."

BP 3515.21 - Unmanned Aircraft Systems (Drones)

(BP added)

New optional policy addresses strategies for avoiding disruption and maintaining the safety, security, and privacy of individuals when the district grants permission for a person or entity to operate an unmanned aircraft system (drone) on or over district property. Policy reflects federal regulations and Federal Aviation Administration guidance, and provides that the district shall only grant permission if the planned activity supports the district's own instructional, co-curricular, extracurricular, or operational purposes.

BP 4140/4240/4340 - Bargaining Units

(BP revised)

Policy updated to reflect **NEW COURT DECISION** (Janus v. AFSCME) which held that public employees cannot be compelled to pay mandatory "fair share service fees" to an employee organization. Policy also reflects **NEW LAW** (SB 866, 2018) which prohibits districts from deterring or discouraging employees or job applicants from becoming or remaining members of an employee organization and prohibits sharing the date, time, and place of new employee orientations with anyone other than employees, the exclusive representative, or a vendor contracted to provide a service for the orientation. Policy deletes material regarding the employee organization's provision of a financial report, which is required by law to be submitted to the Public Employment Relations Board rather than the district board.

AR 4157.2/4257.2/4357.2 - Ergonomics

(AR revised)

Regulation updated to add a definition of ergonomics, expand the purpose of the ergonomics program to include other workplace injuries in addition to repetitive motion injuries, provide for employees to report symptoms to a supervisor, reflect circumstances under which an ergonomics program is required by state regulations, and delete outdated date for implementation of state regulations.

BP/AR 4161.3 - Professional Leaves

(BP added; AR deleted)

Regulation deleted and moved to new policy since the responsibility for granting professional leaves rests with the board pursuant to law. Policy reorganized for clarity, revised to more directly reflect law, and expanded to add board philosophical statement and an exception in law allowing a professional leave under an approved national recognized fellowship or foundation to be included in computing the service requirement for a subsequent leave.

BP/AR 4261.3 - Professional Leaves

(BP added; AR deleted)

Regulation deleted and moved to new policy since the responsibility for granting professional leaves rests with the board pursuant to law. Policy reorganized for clarity, revised to more directly reflect law, and expanded to add board philosophical statement.

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BP/AR 5112.5 - Open/Closed Campus

(BP revised; AR deleted)

Policy revised to clarify options for open campus and add optional language regarding district criteria for student eligibility for open campus privileges. Policy also includes the requirement for written parental notification of the open campus policy, formerly in AR, and clarifies that a student's unauthorized absence from school constitutes an unexcused absence but is not classified as truancy unless it meets the legal definition of truancy based on the number of absences during the school year. Regulation deleted and key concepts moved to BP.

AR 5141.32 - Health Screening for School Entry

(AR revised)

Regulation updated to reflect **NEW LAW** (SB 379, 2017) which changes the date by which the district must report oral health assessment data to the county office of education and/or state dental director and requires the certification form developed by the California Department of Education (CDE) to include parental rights related to oral health assessments offered at school sites. Regulation also deletes the requirement to notify parents/guardians of the telephone number for the Healthy Families program, which is no longer operational.

BP/AR 6174 - Education for English Learners

(BP/AR revised)

Policy and regulation updated to reflect **NEW STATE REGULATIONS** (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs, and to delete references to the former state assessment of English proficiency. Policy also adds concepts recommended in **NEW CDE PUBLICATION** (The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners). Regulation adds definitions of designated and integrated English language development, rennumbers cites to state regulations related to testing accommodations pursuant to **NEW STATE REGULATIONS** (Register 2018, No. 4), and reflects **NEW LAW** (AB 81, 2017) which requires specified information related to "long-term English learners" or "students at risk of becoming a long-term English learner" to be included in the Title I or Title III parental notification of a student's assessment of English proficiency.

BB 9310 - Board Policies

(BB revised)

Bylaw updated to address alignment of board policies with the district's vision, goals, and local control and accountability plan and add the concept of proactively addressing equity and equal access in board policies. Material rearranged to emphasize that policies are not operative if in conflict with applicable federal or state law or regulations or court decisions.

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Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 0420.42 - Charter School Renewal

(BP revised)

Policy updated to reflect **NEW LAW (AB 1808)** which requires alternative measures for meeting the student achievement criteria for charter renewal in lieu of the Academic Performance Index (API) and **NEW LAW (AB 406)** which prohibits a charter school that is renewed on or after July 1, 2019 from being operated as a for-profit corporation or organization. Policy also clarifies that district boards do not review renewal petitions for charter schools that were authorized by county boards on appeal, and addresses the definition of "receipt" of the petition for purposes of determining the timeline for granting or denying the petition.

BP 1100 - Communication with the Public

(BP revised)

Policy updated to add definition of the types of mass mailings that cannot be sent at district expense and to reflect law which prohibits certain mass mailings, which are otherwise permissible, from being sent within 60 days preceding an election. Policy also deletes references to repealed Title 2 regulation (Register 2018, No. 12).

BP 3290 - Gifts, Grants and Bequests

(BP revised)

Policy updated to add new section on "Online Fundraising" addressing considerations for approving a crowdfunding Internet platform to raise funds for district, school, or classroom projects or equipment. Policy also adds a prohibition against accepting any gift, grant, or bequest that promotes the use of non-nutritious foods or beverages and provides that any advertising used by a corporate sponsor meet the standards specified in BP 1325 - Advertising and Promotion.

AR 3320 - Claims and Actions Against the District

(AR revised)

Regulation updated to reflect **NEW LAW (SB 1053)** which clarifies that districts do not have the authority to use district-established claims procedures for claims of childhood sexual abuse and that such claims are governed by the timelines and procedures of Code of Civil Procedure 340.1.

AR 3460 - Financial Reports and Accountability

(AR revised)

Regulation updated to add new section on "Report on Expenditures of State Facilities Funds" reflecting state law, as amended by **NEW LAW (AB 1808)**, which requires districts that receive state facilities funding under the Leroy F. Greene School Facilities Act to annually report a list of expenditures for completed facilities projects and conclude an audit within one year of project completion.

BP 4114 - Transfers

(BP revised)

Policy updated to delete provision regarding a principal's right to refuse a teacher's transfer request for a school ranked in deciles 1-3 on the API, as the API is no longer being calculated. Policy also adds philosophical statement regarding the assignment of staff in an equitable manner that meets the needs of students and each school.

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BP/AR 5141.6 - School Health Services

(BP/AR revised)

Policy updated to delete references to the obsolete API, Healthy Start program, and Healthy Families program. Regulation updated to expand section on "Types of Health Services" to include additional services for which districts can receive Medi-Cal reimbursement. Regulation also includes the requirement for employees to complete a random-moment time study for the Medi-Cal Administrative Activities program and reflects **NEW LAW (AB 3192)** which requires the Department of Health Care Services to develop a program guide for the LEA Medi-Cal Billing Option.

BP/AR 5144.1 - Suspension and Expulsion/Due Process

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 752, 2017)** which prohibits the expulsion of a child enrolled in a California State Preschool Program (CSPP) unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children. Policy also adds data collection on the type of firearm involved in any expulsion for firearm possession, in accordance with federal law. Regulation also revises section on "Final Action by the Board" to correct the location in policy where acts requiring "mandatory recommendation and mandatory expulsion" are listed.

BP/AR 5148.3 - Preschool/Early Childhood Education

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1808)** which (1) exempts CSPP programs from specified licensure and regulation requirements if they are operated in a school building and (2) requires that the district's Williams uniform complaint procedures be used to resolve allegations of deficiencies related to health and safety requirements in license-exempt CSPP programs. Policy and regulation reflect a provision of AB 1808 which allows districts to commingle 4-year-old children enrolled in a CSPP program with children enrolled in a transitional kindergarten (TK) program under specified conditions. Regulation also reflects **NEW LAW (AB 2626)** which changes the birthdate by which children are eligible for CSPP programs, **NEW LAW (AB 273, 2017)** which revises eligibility criteria for CSPP preschool to include parents/guardians engaged in an educational program for English learners or for attainment of a high school diploma or general educational development certificate, and **NEW LAW (AB 752, 2017)** which prohibits the expulsion or unenrollment of a child enrolled in a CSPP program unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children.

BP 6142.3 - Civic Education

(BP revised)

Policy updated to add new section on "Student Voter Registration" containing material formerly in BP 1400 - Relations Between Governmental Agencies and the Schools. Policy also reflects **NEW LAW (AB 24, 2017)** which establishes the State Seal of Civic Engagement to recognize high school graduates who have demonstrated excellence in civic education and participation based on criteria to be approved by the State Board of Education by January 31, 2021. Examples of activities that link civic knowledge to practical experience expanded to reflect additional concepts in the state curriculum framework.

BP/AR 6145.2 - Athletic Competition

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2009)** which requires any district that offers an interscholastic athletic program to develop a written emergency action plan to be followed in the event of sudden cardiac arrest or other medical emergency. Regulation updated to reflect requirement of AB 2009 to make an automated external defibrillator available at athletic events. Regulation also includes new section on "Heat Illness" reflecting **NEW LAW (AB 2800)** which requires coaching education programs to include training on the signs and symptoms of, and appropriate response to, heat illness.

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BP/AR 6152.1 - Placement in Mathematics Courses

(BP revised; AR added)

Policy updated to clarify which policy components are mandated and to expand program evaluation to include a report on the percentage of students who have successfully completed mathematics courses that satisfy the requirements for entrance to the University of California and California State University. New regulation includes material formerly in BP, including the appeals process, the requirement to post the policy on the district's web site, and circumstances under which staff recommendations may be considered in course placement. Regulation also includes examples of objective academic measures that may be used to place students in mathematics courses.

BP 6170.1 - Transitional Kindergarten

(BP revised)

Policy updated to reflect **NEW LAW (AB 1808)** which allows districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs into the same classroom under specified conditions.

BP/AR 6178 - Career Technical Education

(BP/AR revised)

Policy updated to reflect **NEW FEDERAL LAW (P.L. 115-224)** which reauthorizes the Carl D. Perkins Career and Technical Education Act, retitled as the Strengthening Career and Technical Education for the 21st Century Act, and **NEW LAW (AB 1808)** which amends the California Career Technical Education Incentive Grant Program. Material regarding activities for special populations and consultation with private school representatives moved to AR. Material on program evaluation revised to add requirement to review measures of career technical education pathway completion as part of the annual review of progress toward the goals in the local control and accountability plan (LCAP). Regulation revises section on "Federal Grants for Career Technical Education (Perkins)" to reflect P.L. 115-224, including streamlining the uses of grant funds, adding a requirement for a needs assessment, and changing the definition of "special needs populations." Regulation also deletes section on "Tech Prep Programs" as those programs are no longer funded and are repealed by P.L. 115-224. Section on "Linked Learning Programs" deletes Note regarding linked learning pilot program which repealed on its own terms.

BP 6190 - Evaluation of the Instructional Program

(BP revised)

Policy updated to delete references to the obsolete API and add the California School Dashboard as a source for multiple state and local indicators of strengths and areas in need of improvement in each priority area addressed by the LCAP. Section on "Federal Program Monitoring" deleted as the focus of the policy is on program effectiveness rather than compliance with program requirements.

BB 9110 - Terms of Office

(BB revised)

Bylaw updated to reflect **NEW LAW (AB 2449)** which changes the commencement of the term of office of board members from the first Friday in December following their election to the second Friday in December. Bylaw also provides that, if the district chooses or is required to consolidate its board elections with the local municipal or state primary or general elections, elections could occur in even-numbered years and the term of incumbent board members would be extended to align with the next election.

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Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 0420 - School Plans/Site Councils

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 716)** which renames the single plan for student achievement as the school plan for student achievement (SPSA), authorizes the use of uniform complaint procedures for complaints alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA, and authorizes the use of the SPSA to satisfy the requirement for a school improvement plan when a school is identified for targeted or comprehensive support. Regulation updated to reflect AB 716 which eliminates the authority to use a school advisory committee other than a school site council to develop the SPSA, allows certain small schools to share a school site council, requires a needs assessment to identify school goals, and, if applicable, requires consultation with the school's English learner advisory committee on review of the SPSA.

BP/AR 0450 - Comprehensive Safety Plan

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1747)** which requires the California Department of Education (CDE) to post a compliance checklist for developing the comprehensive safety plan and best practices related to reviewing and approving the plan, and requires districts to share their approved comprehensive safety plans with local law enforcement, the fire department, and other first responder entities. Regulation updated to reflect AB 1747, which adds requirements to consult with the fire department and other first responders in developing safety plans and to develop procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

BP/AR 0460 - Local Control and Accountability Plan

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 2878)** which expands the state priority on parent involvement that must be addressed in the local control and accountability plan (LCAP) to include family engagement. Policy also reflects **NEW LAW (AB 1808)** which requires consultation on plan development with special education local plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP. Policy reflects **NEW LAW (AB 1840)** which requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. Section on "Technical Assistance/Intervention" updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Regulation updated to reflect AB 1840 which requires data in the LCAP to be reported in a manner consistent with the California School Dashboard and requires districts to post their LCAP prominently on the homepage of their web site. Section on "Annual Updates" deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP.

AR 1220 - Citizen Advisory Committees

(AR revised)

Regulation updated to clarify that the parent advisory committee and English learner parent advisory committee established to review and comment on the LCAP are not subject to Brown Act requirements, but must comply with other, less complex procedural requirements. Legal cites for school site councils revised pursuant to **NEW LAW (AB 716)**.

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AR 3311.1 - Uniform Public Construction Cost Accounting Procedures

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2249)** which revises the threshold amounts that determine the process that may be used to award contracts for public works. Regulation also revised to clarify requirements for informal bid notifications that must be sent to contractors and/or construction journals.

AR 3543 - Transportation Safety and Emergencies

(AR revised)

Regulation updated to reflect **NEW LAW (AB 1798)** which requires that all school buses be equipped with passenger restraint systems by July 1, 2035. Regulation also reflects **NEW LAW (AB 1840)** which delays until March 1, 2019 the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. Regulation adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

AR 4200 - Classified Personnel

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2160)** which eliminates the exemption of part-time playground positions from the classified service in merit system districts, thereby making those positions part of the classified service. Regulation also reflects **NEW LAW (AB 2261)** which eliminates the exemption from the classified service, in merit system districts, of community representatives employed in advisory or consulting capacities for not more than 90 working days per fiscal year. Paragraph moved to emphasize that employees in either merit or non-merit system districts who are exempted from the classified service must fulfill obligations related to physical examinations, fingerprinting, and tuberculosis tests.

AR 5113 - Absences and Excuses

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2289)** which (1) amends the definition of "immediate family" for the purpose of authorizing certain excused absences, (2) prohibits a district from requiring a physician's note for an absence by a parenting student to care for a sick child, and (3) clarifies that students may be excused from school, under specified conditions, for work in the entertainment or allied industry, participation with a nonprofit performing arts organization in a performance for a public school audience, or other reasons at the discretion of school administrators.

AR 5131.41 - Use of Seclusion and Restraint

(AR added)

New regulation reflects **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.

BP/AR 5141.52 - Suicide Prevention

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2639)** which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect **NEW LAW (SB 972)** which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects **NEW LAW (AB 1808)** which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

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BP/AR 5144 - Discipline

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

BP 5146 - Married/Pregnant/Parenting Students

(BP revised)

Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

BP 6146.1 - High School Graduation Requirements

(BP revised)

Policy updated to reflect **NEW LAW (AB 2121)** which, under certain conditions, exempts from any district-established graduation requirements migrant students and newly arrived immigrant students participating in a newcomer program who transfer schools in grade 11-12. Policy also reflects **NEW LAW (AB 3022)** which authorizes the granting of a diploma to persons who departed California in grade 12 against their will, and adds section on "Honorary Diplomas" including item reflecting **NEW LAW (AB 2109)** which authorizes the board to grant an honorary diploma to a terminally ill student.

AR 6173.2 - Education of Children of Military Families

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2949)** which allows a child of a military family to continue attending the school of origin regardless of any change of residence of the family. Regulation also adds new section on "Transportation" reflecting AB 2949, which authorizes, but does not require, districts to provide transportation to enable a child of a military family to attend the school or district of origin.

BP/AR 6175 - Migrant Education Program

(BP/AR revised)

Policy updated to include priorities for migrant education services, as amended by the federal Every Student Succeeds Act, and provision of services to private school students, formerly in AR. Policy also adds language encouraging the superintendent to annually report to the board regarding the performance of migrant students. Regulation updated to add definition of "migrant student" and add new section on "Summer School" reflecting requirement for any district receiving federal migrant education funding to conduct summer school programs for eligible migrant students. New section on "Applicability of Graduation Requirements" reflects **NEW LAW (AB 2121)** which, under certain conditions, exempts migrant students who transfer between schools in grades 11-12 from district-established graduation requirements.

AR 6183 - Home and Hospital Instruction

(AR revised)

Regulation reorganized and updated to reflect **NEW LAW (AB 2109)** which expands the parental notification to include information regarding student eligibility for individual instruction and the duration of such instruction, requires that individual instruction in a student's home begin within five days of determining a student's eligibility, provides that students receiving individual instruction in a hospital for a partial week are eligible to attend school on days that they are not at the hospital, and provides that the absences of a temporarily disabled student must be excused until the student is able to return to the regular school program.

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BB 9322 - Agenda/Meeting Materials

(BB revised)

Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

BB 9324 - Minutes and Recordings

(BB revised)

Bylaw updated to reflect **NEW LAW (SB 1036)** which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

Research & Policy Briefs

COVID Relief Spending

Science, Technology, Engineering,
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Universal Transitional Kindergarten

Student Achievement

Education Workforce Housing

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Governance Consulting Services

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Staffing Resources

Research & Policy Briefs

CSBA develops, communicates and advocates the perspective of California school districts, county offices of education and regional occupational programs on critical education issue areas. Our research and work is focused around four pillar areas:

Student Achievement. School boards and districts must provide all students high quality teaching and learning driven by curricula for post-high school success; research-based instruction; timely assessments that accurately measure student performance, and strong professional teacher development. [Learn more](#)

Conditions of Children. Boards realize that proper nutrition, physical and mental health; support for learning; safe school environments, and access to community resources help students reach their maximum educational potential, and boards must establish policies and practices to overcome the barriers that students face. [Learn more](#)

Fair Funding. Public school funding in the state of California must be sufficient for high quality teaching and learning for all students in every school. The funding of programs and facilities must be guaranteed, stable and equitable. [Learn more](#)

Effective Governance. California schools are public institutions that belong to the communities they serve. Local boards must have authority and flexibility consistent with their responsibilities to ensure student achievement for all students and the long-term fiscal stability of the schools. [Learn more](#)

List of all policy briefs, fact sheets and reports

- [Advancing Universal Transitional Kindergarten \(4/22\)](#) (Additional resources available on CSBA's UTK page)
- [Student School Board Members in California: Student Voice and Democratic Action \(11/21\)](#)
- [Asian American and Pacific Islander Students in Focus: Demographics and Enrollment Data \(5/21\)](#)
- [Asian American and Pacific Islander Students in Focus: Experiences During the COVID-19 Pandemic \(5/21\)](#)
- [Supporting California Students in a Time of Crisis \(5/21\)](#)
- [Understanding and Addressing Disruptions to Learning During the COVID-19 Pandemic \(5/21\)](#)
- [Challenging and Supporting English Learners in STEM Learning at a Distance \(4/21\)](#)

Important Resources

Research Spotlight

- [The School Board Role in Creating the Conditions for Student Achievement \(Full report 5/17\) | \(Summary 12/17\) | \[PPT presentation\]](#)
- [Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success \(Full report, 5/17\) | \(Summary 9/17\)](#)
- [California's Challenge: Adequately Funding Education in the 21st Century \(11/15\)](#)

- Creating and Maintaining a Pipeline for K-12 STEM Teachers in California (10/20)
- Supporting STEM Access, Equity, and Effectiveness (10/20)
- The Uncertain Road Ahead: Reopening Schools in the Time of COVID-19 (6/20) [Two page summary]
- Effective Family Engagement: A Lesson From Common Core Math (3/20)
- The Preschool Landscape in California and Strategies for Expansion (1/20)
- Shifting K-5 Science Instruction with Next Generation Science Standards Curriculum Adoption (11/19)
- Policy and Programs Annual Review 2019 - a 116-page compendium of briefs, fact sheets and research (12/19)
- 2018-19 CAASPP Results for English Language Arts and Mathematics (11/19)
- Educational Equity: The Need for Boards to Support Equity-Based Decisions (10/19)
- Disproportionality in Math Placement (9/19)
- The Importance of Early Childhood Education Programs (8/19)
- Supporting STEM Access, Equity, and Effectiveness: STEM and CTE Work for California's Economic Future (7/19)
- Ethnic Studies: School Board Member Attitudes and Recommendations for Implementation (7/19)
- Report: The Landscape of Special Education in California: A Primer for Board Members (5/19)
- Six Essential School Board Roles in LCAP Implementation and Development (5/19)
- Why Schools Hold the Promise for Adolescent Mental Health (5/19)
- California LGBTQ Youth Report, by Human Rights Campaign Foundation (1/19)
- Policy and Programs Annual Review 2018 - a 114-page compendium of briefs, fact sheets and research (12/18)
- 2017-18 CAASPP Results for English Language Arts and Mathematics
- Supporting STEM Access, Equity, and Effectiveness: Equitable Access to Rigorous STEAM Coursework
- The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain (11/18)
- The Impact of Marijuana Legalization on K-12: Use of Medical Marijuana in Schools (11/18)
- Native American Students in California Public Schools (10/18)
- The California School Dashboard and Small Districts (10/18)
- Supporting STEM Access, Equity, and Effectiveness: The Path to Full Implementation of Next Generation Science Standards in California (10/18)
- The Impact of Marijuana Legalization on K-12: Current Status and Future Expectations (10/18)
- Latino Students in California's K-12 Public Schools - Fact Sheet (10/18)
- School Board Members Get Down to Facts: Results of a CSBA Survey of Trustees on Key Education Topics (10/18)
- Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools
- Seize the Data: Using Chronic Absence Data to Boost Achievement (9/18)

Research & Policy Briefs

- Title IX Requirements (8/18)
- Proposition 58 Regulations - Fact Sheet (8/18)
- Preventing Catastrophic Heat Illness (7/18)
- Asian, Filipino, and Pacific Islander Students in Focus (5/18)
- The English Learner Roadmap: Providing Direction for English Learner Success (2/18)
- Behind the numbers--The cold, hard facts of California public school funding (1/18)
- The impact of pension cost increase on California's schools (1/18)
- Policy and Programs Annual Review 2017 - a 134-page compendium of briefs, fact sheets and research (12/17)
- The School Board Role in Creating the Conditions for Student Achievement (Full report 5/17) | (Summary 12/17) | [PPT presentation]
- The Power of Networks: Accelerating Collaborative Learning to Improve Student Success 12/17
- The California Dashboard: What Boards Need to Know for 2017–18 (11/17)
- 2016–17 CAASPP Results for English Language Arts and Mathematics (11/17)
- Board Self-Evaluation: Results and Recommendations from an Analysis of CSBA's Board Survey Tool - Fact Sheet (11/17)
- The Coherence Framework in Action: Promising Practices for Developing and Implementing LCAPs (10/17)
- African-American Students in Focus, Issue 3 - Supporting African-American Teacher Retention (10/17)
- Charter Schools in Focus, Issue 2: Ensuring Effective Oversight (10/17)
- Local Control and Accountability Plans: Survey of School Board Member Involvement - Fact Sheet (9/17)
- California Education Funding: Students Deserve Better, Fact Sheet (8/17)
- Competition Cheer as Sport: AB 949 - Fact Sheet (7/17)
- Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success (Full report, 5/17) | (Summary 9/17)
- Research Spotlight: Unlocking Learning: Science as a Lever for English Learner Equity (4/17)
- English Learners in Focus, Issue 4 — Expanding Bilingual Education in California after Proposition 58 (3/17)
- Charter Schools in Focus, Issue 1: Managing the Petition Review Process (11/16)
- Summer and STEAM Make an Ideal Match (11/16)
- Supporting the California Next Generation Science Standards (11/16)
- Promising Practices for Developing and Implementing LCAPs (11/16)
- Charter Schools in Focus, Issue 1: Managing the Petition Review Process (11/16)
- Summer and STEAM Make an Ideal Match (11/16)
- LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics (10/16)
- Latino Students in California's K-12 Public Schools - Fact Sheet (10/16)
- English Learners in Focus, Issue 1 *Updated* — Demographic and achievement profile of California's

English learners (9/16)

- 2015-2016 California CAAASPP Results for Mathematics and English Language Arts (9/16)
- Research-Supported Strategies to Improve the Accuracy and Fairness of Grades (7/16)
- English Learners in Focus, Issue 3 — Ensuring High-Quality Staff for English Learners (7/16)
- Foster Youth: Supports for Success (5/16)
- Our Foster Youth: What School Boards Can Do - Fact Sheet (5/16)
- What Boards of Education can do About Kindergarten Readiness (5/16)
- African-American Students in Focus, Issue 2 (4/16)
- African-American Students in Focus, Issue 1 (4/16)
- Integrating Physical Activity into the School Day (4/16)
- Concussions in Student Athletes and How to reduce Risk (1/16)
- Recent Legislation on Vaccines: SB 277 - Fact Sheet (1/16)
- Supporting the Summer Learning Strategy to Boost Student Achievement (12/15)
- California's Challenge: Adequately Funding Education in the 21st Century (11/15)
- District Funding School Crossing Guards, CSBA Fact Sheet (9/15)
- Math Misplacement (09/15)
- Climate for Achievement, Issue 4 (7/15)
- Climate for Achievement - Issue 3 (6/15)
- Why Civic Learning is Critical (5/15)
- Drinking Water Access in Schools - Fact Sheet (4/15)
- Climate for Achievement - Issue 2 (4/15)
- Recent legislation on discipline: AB 420 - Fact Sheet (3/15)
- Creating hunger-free schools through the Community Eligibility Provision - Fact Sheet (3/15)
- Measles (and other infectious diseases) (3/15)
- Climate for Achievement - Issue 1 (3/15)
- Improving Student Achievement Through Teacher Collaboration (11/14)
- Attendance Awareness Month - Fact Sheet (9/14)
- English Learners in Focus, Issue 2 — The Promise of Two-Way Immersion Programs (9/14)
- Governing to Achieve: A Synthesis of Research on School Governance (8/14)
- Promoting Healthy Relationships for Adolescents: Board Policy Considerations (8/14)
- Starting a Breakfast After the Bell Program (8/14)
- Defining Governance - Issue 5, Engaging the Community (7/14)
- Defining Governance - Issue 4, Governance Decisions (6/14)
- A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts (6/14)

Research & Policy Briefs

- Brown v. Board of Education: The 60th Anniversary of the Landmark Supreme Court Case (5/14)
- Turning Around a High Poverty District: Learning from Sanger- Fact Sheet (4/14)
- Special Education Pupil Transportation: Considerations in the Era of LCFF (4/14)
- Recent Legislation on Cyberbullying: AB 256 - Fact Sheet (4/14)
- The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet (4/14)
- Building the Resiliency of At-Risk Students (4/14)
- Defining Governance - Issue 3, Governance Practices (4/14)
- Legal guidance on AB 1266 - Transgender Students (3/14)
- Physical Education: A Slow Start to Promising Educational Boost, Fact Sheet (3/14)
- Defining Governance - Issue 2, Governing Commitments (2/14)
- The Linked Learning Approach to High School Reform (1/14)
- Children and Youth Experiencing Homelessness (12/13)
- Defining Governance - Issue 1, Why Governance Matters (10/13)
- California School Shootings: The Brutal Facts - Fact Sheet (7/13)
- Addressing the Conditions of Children - Focus on Bullying (12/12)
- Bond Sales - Questions and considerations for districts (12/12)

Archived policy briefs, fact sheets and reports

Research & Policy Briefs

Archived Research and Policy Briefs

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- Starting a Breakfast After the Bell Program (8/14)
- Governing to the Core: Pathway Options for High School Mathematics (5/14)
- Special Education Pupil Transportation: Considerations in the Era of LCFF (4/14)
- Recent Legislation on Cyberbullying: AB 256 - Fact Sheet (4/14)
- The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet (4/14)
- Building the Resiliency of At-Risk Students (4/14)
- Understanding Teacher Burnout and Its Negative Effects (4/14)
- Common Core Testing: The Smarter Balanced Assessment - Fact Sheet (3/14)
- Blended Learning: Key Considerations for Implementing a Blended Learning Program (1/14)
- California School Shootings: The Brutal Facts - Fact Sheet (7/13)
- Foster Youth: New Study describes demographic and achievement characteristics of California's foster youth - Fact Sheet (12/13)
- Addressing the Conditions of Children - Focus on Bullying (12/12)
- March 15 Notices - Policy Advisory (3/12)

Overview

Elk Grove Unified School District understands the important function of developing and maintaining education policy. Policies guide school boards and district staff in making important decisions on education matters.

What is a Board Policy (BP) and Exhibit?

A Board Policy is defined as:

- The Board of Education adopts Board policies that provide general guidance for effectively operating the school district.
- Statements reflecting principles that guide staff as they carry out their duties.
- Statements of principle intended to promote progress toward the district's goals.
- Exhibits are additional information, examples, or standard forms, necessary to understand and/or comply with a policy.

What is an Administrative Regulation (AR)?

An Administrative regulation is defined as:

- District Administration develops and approves Administrative Regulations that directly support the Board Policies.
- The Administrative Regulation provides specific procedural steps for carrying out a policy.
- Procedures are specific rather than general, translating the basic policy into action by designating *how*, *by whom*, *where* and *when* certain actions are to be carried out or limited.

What are Board Bylaws (BB)?

- Bylaws are rules adopted by an organization primarily for the purpose of governing its members and the regulation of operating the school district.
- Bylaws also provide guidance on roles and responsibilities of Board Members and rules and procedures for conducting Board meetings.

Board Policy Organization

Policies and administrative regulations are organized as follows:

- 0000** Philosophy-Goals-Objectives-Comprehensive Plans
including: District Goals, Site Councils, Technology Plan, Safety Plan
- 1000** Community Relations including: Visitors/Outsiders, Volunteers, Complaint Procedures
- 2000** Administration including: Superintendent Evaluation
- 3000** Business & Noninstructional Operations including: Budget, Transportation, Food Services, Emergency Procedures
- 4000** Personnel
- 5000** Students including: Grades, Discipline, Health issues
- 6000** Instruction including: Curriculum, Special Education
- 7000** Facilities including: Facilities Master Plan
- 8000** Left blank for future expansion
- 9000** Bylaws of the Board

Board Policy References

- **Cross References** - A "cf." followed by a policy number and title indicates a cross reference to a related policy. If the district has adopted the cross referenced policy, you may click on the link provided to access the policy.

Example: (cf. 5121 Grades/Evaluation of Student Achievement)

- **Legal References** - Citations related to laws or court decisions are provided in the legal references at the end of policies, bylaws and those regulations for which no policy is provided.

Example: Legal Reference:

EDUCATION CODE

48230 Exemption from full-time school attendance for students with work permits

- **Management Resources** - Additional materials that may be helpful are listed under Management Resources at the end of policies, bylaws or regulations. Management resources include California Department of Education advisories and CSBA reports.

Example: Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Acronyms

Attached is a California Department of Education Department website link that lists many acronyms used in education documents.

<https://www.cde.ca.gov/re/di/aa/ap/index.asp>

Questions

Should you have questions regarding policies, please contact Delia Friesen in the Superintendent's Office at (916) 686-7700.