

POSTED: 4-5-19

Please Note
This meeting is recorded.
Aviso:
Esta junta se grabará en cinta.

**LOS BANOS UNIFIED SCHOOL DISTRICT
GOVERNING BOARD OF EDUCATION
REGULAR MEETING
Los Banos City Council Chambers
520 J Street – Los Banos, CA 93635**

**Thursday, April 11, 2019
6:00 P.M. – Closed Session
7:00 P.M. – Regular Meeting**

AGENDA

The District welcomes Spanish speakers to Board meetings. Anyone planning to attend and needing an interpreter should call 826-3801, 48 hours in advance of the meeting, so arrangements can be made for an interpreter.
El Distrito da la bienvenida a las personas de habla hispana a las juntas de la Mesa Directiva. Si planea asistir y necesita interpretación llame al 826-3801, 48 horas antes de la junta, para poder hacer arreglos de interpretación.

I. OPENING BUSINESS

A. Call Public Session to Order

B. Roll Call of Board Members Present

Margaret Benton	Anthony Parreira
Megan Goin	Anahi Rodriguez
Ray Martinez	Marlene Smith
Gary Munoz	Kayla Kalisz

C. Closed Session (6:00 P.M.)

1. Student Discipline: Cases: #5501424, #5512008, and #9761079857 (Action)
2. Leave Extension Request, classified employee (Section 54957) (Action)
3. Conference with Labor Negotiator (Section 54957.6) Agency Negotiators: Tammie Calzadillas, Paul Enos, Don Laursen, Mark Marshall and Paula Mastrangelo; Employee Organization: LBTA/CSEA/Non Represented Groups (No Action)

II. OPEN REGULAR MEETING (7:00 P.M.)

III. PLEDGE OF ALLEGIANCE

In recognition of “Week of the Young Child” The Preschool students will be leading the Pledge of Allegiance and singing.

IV. APPROVAL OF AGENDA

Motion by _____ Seconded by _____
Proposed Action: Approve Agenda

V. **PUBLIC HEARING**

Public Presentations:

Members of the public may request an item be placed on the agenda of a regular meeting by submitting a request in writing, with all supporting documents, if any, to the Superintendent at least two weeks before the scheduled meeting date. [BB 9322(a)]

General Public Comment:

Individuals wishing to address the Board on items not on the agenda may do so by approaching the podium. Once recognized, individuals shall identify themselves and make their statement. Speakers are limited to three (3) minutes, with the total time for public input at twenty (20) minutes per non-agenda item. [BB 9323]

Public Comment on Agenda Items:

Members of the community may address specific items on the agenda as they are taken up by the Board in open session or prior to the Board going into closed session. The Board President will recognize individuals who wish to speak. Speakers are limited to three (3) minutes, with the total time for public input at twenty (20) minutes per agenda item. Once public comment on the agenda item is concluded and the Board begins deliberations or recesses to closed session, no further public comment shall be permitted on the agenda item. [BB 9323]

VI. **RECOGNITION/INTRODUCTIONS**

1. Merced County Parent Leadership Training Institute English Class Graduates
2. Genisa Salinas, PHS Student will be recognized for her accomplishments
3. Kayla Kalisz, PHS Student Representative, will be recognized for her service on the Board

VII. **REPORTS**

- A. Student Representative Report
- B. Los Banos Teachers' Association Report
- C. California School Employees' Association Report
- D. Superintendent's Report
- E. Facilities Report
- F. Board Member Reports

VIII. **NEW BUSINESS**

- A. 1Life Fully Lived (Pg 7) **10 Min.**
- Brian Rocha will give a presentation 1Life Dare2Dream youth program that recently came to Los Banos and Pacheco High Schools
- B. Saturday A+ Academy (Pg 8) **5 Min.**
- Dan Martin will give an update on the attendance recovery program Saturday A+ Academy.

C. Course Adoptions (1st Reading) (Pg 9) **5 Min**

It is recommended the Board declare its intent to adopt Agricultural Department Courses: Honors Ag Chemistry, Ag Physics and Ag Systems Management.

Motion By _____ Seconded By _____

Proposed Action: Declare Intent to Adopt

D. Memorandum of Understanding-Los Banos Teachers Association and Los Banos Unified (Pg 55) **5 Min**

It is recommended that the Board approve a Memorandum of Understanding (MOU) between the Los Banos Teachers Association (LBTA) and Los Banos Unified School District postponing the April 15th contract distribution date by ten working days to April 30, 2019.

Motion By _____ Seconded By _____

Proposed Action: Approve

E. Los Banos Teachers' Association and Los Banos Unified School District Negotiated Tentative Agreement (Pg 57) **5 Min**

It is recommended that the Board hold a Public Hearing and ratify the negotiated settlement between the Los Banos Teachers' Association (LBTA) and Los Banos Unified School District (LBUSD)

1. Open Public Hearing
2. Close Public Hearing

Motion By _____ Seconded By _____

Proposed Action: Hold Public Hearing and Ratify the Agreement

F. Reclassification – Classified Employees (Pg 63) **5 Min**

It is recommended the Board approve the reclassification of three classified employees.

Motion By _____ Seconded By _____

Proposed Action: Approve

G. Loftin Remodel (Pg 64) **5 Min**

It is recommended the Board authorize staff to begin investigating the Loftin Remodel Project.

Motion By _____ Seconded By _____

Proposed Action: Approve

H. Naming of New Elementary (Pg 65)

5 Min

It is recommended the Board authorize the Superintendent to form a committee to select a name for the new Elementary School.

Motion By _____ Seconded By _____

Proposed Action: Authorize

IX. CONSENT CALENDAR

The Consent Calendar represents routine items acted upon in one motion by roll call vote. The recommendation is for adoption, unless otherwise specified. Any item can be removed for discussion upon request.

A. Approval of Minutes

1. Regular Meeting, March 8, 2018 (Pg 66)

B. Personnel Actions

1. Report of Certificated Employment (Pg 72)
2. Report of Classified Employment (Pg 73)

C. Certificated Contracts, 2019-20 (Pg 74)

It is recommended the Board approve a list of certificated staff to be offered contracts for 2019-20

D. Permanent Employee Status 2019-20 (Pg 87)

It is recommended the Board approve permanent status be granted to eligible staff as submitted.

E. Monthly Fiscal Report (Pg 89)

The monthly Fiscal Report is provided for informational purposes.

F. Williams Complaint Summary (Pg 97)

It is recommended the Board approve the January-March Williams Complaint Summary as submitted.

G. Mandated Policy Changes/Updates (Second Reading) (Pg 99)

BP 0450	Comprehensive Safety Plan; Philosophy, Goals, Objectives and Comprehensive Plans
BP 1240	Volunteer Assistance; Community Relations
AR 1240	Volunteer Assistance; Community Relations
BP 1250	Visitors/Outsiders; Community Relations
BP 1312.3	Uniform Complaint Procedures; Community Relations
AR 1312.3	Uniform Complaint Procedures; Community Relations
AR 1312.4	Williams Uniform Complaint Procedures; Community Relations
E 1312.4	Williams Uniform Complaint Procedures; Community Relations

H. Contracts/Agreements/Proposals

1. Agreement, Brandman University, Supervised Internships (Pg 155)
2. Agreement, Concordia University, Supervised Internships (Pg 163)
3. Proposal, Jim Womack Inspector – LBE Fire Alarm Project (Pg 172)
4. Proposal, Jim Womack Inspector –WUES Fire Alarm Project (Pg 174)
5. Proposal, Jim Womack Inspector –VE Modulars Project (Pg 176)
6. Proposal, Jim Womack Inspector –SLHS Modular Project (Pg 178)
7. Proposal, Technicon Engineering Services–VE Modulars Project (Pg 180)
8. Proposal, Technicon Engineering Services –SLHS Modular Project (Pg 187)
9. Agreement, Pivot Learning Partners, Analytical Services EL Students (Pg 194)
10. Proposal, California Consulting, Per Grant Option, Grant Writing Services (Pg 198)

I. Overnight/Out-of-State Travel

1. LFE 6th Graders, Jack L. Boyd Outdoor School, March 2-6, 2020 (Pg 203)
2. MSE 6th Graders, Jack L. Boyd Outdoor School, May 11-15, 2020 (Pg 212)
3. LBHS Boys' Basketball Team, Cougar Summer Classic, Sparks/Reno NV, June 21-23, 2019 (Pg 221)
4. LBHS Band and Color Guard, Disney Performing Arts Workshop, Buena Park, CA April 26-28, 2019 (Pg 222)
5. PHS Choir, Columbia Studios World Strides, April 26-28, 2019 (Pg 223)
6. MSE Teacher, EDU Learn the International Conference, Spain, July 1-3, 2019 (Pg 224)
7. CJH Teacher, EDU Learn the International Conference, Spain, July 1-3, 2019 (Pg 225)
8. LBHS Counselors, American School Counseling Annual Conference, Boston, June 28-July 3, 2019 (Pg 226)

J. Obsolete Books (Pg 227)

It is recommended the Board declare specific library books and/or textbooks as obsolete and dispose of in accordance with Board Policy #3270.

K. Approval/Ratification of Warrants

Motion By _____ Seconded By _____
Proposed Action: Approve Consent Calendar as listed. **(ROLL CALL VOTE)**

X. REPORTING CLOSED SESSION ACTION

The Board will report action taken at the closed session held prior to the start of the meeting.

XI. DISCUSSION, INFORMATION & FUTURE AGENDA ITEMS (Board-Superintendent)

XII. **CLOSED SESSION** (If necessary)

XIII. **REPORT OF CLOSED SESSION ACTION** (If necessary)

The Board will report if action was taken in closed session

XIV. **ADJOURNMENT**

Americans with Disabilities Act Assistance: Auxiliary aids and services include a wide range of services and devices that promote effective communications for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at 826-3801 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of communication to insure equal access to Los Banos Unified School District programs and events.

Board Reference Material

SUBJECT TITLE: 1Life Dare2 Dream

REQUESTED ACTION:

Action _____

Discussion/Information X

RECOMMENDATION:

This is informational only, no action required

BACKGROUND INFORMATION:

Brian Rocha will give a presentation on the organization “1Life Fully Lived”. The organization recently came to Los Banos with their 1Life Dare2Dream youth program for Los Banos High and Pacheco High students. The event was supported thanks to local Rotarians, the Los Banos Rotary Club, Westside Community Foundation, and the Los Banos School District. Brian Rocha will summarize the event and will present a highlight video.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #3. Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

N/A

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Saturday A+ Academy

REQUESTED ACTION: Informational only

Action _____

Discussion/Information X

RECOMMENDATION:

Staff will be updated on the attendance recovery program Saturday A+ Academy

BACKGROUND INFORMATION:

Exploring options of decreasing Chronic Absenteeism and recovering lost ADA (Average Daily Attendance) Education Code Section 37223, EC 46112, EC 46113, and EC 46141 all support the recovery of lost ADA during Saturday School. Staff will share progress made after two months of Saturday A+ Academies.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goals # 1 Promote the educational success of all students.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Positive financial impact

ORIGINATOR: Dan Martin, Child Welfare and Attendance

Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Honors Ag Chemistry, Ag Physics, & Ag Systems Management
(First Reading)

REQUESTED ACTION: Declare Intent to Adopt

Action X Discussion/Information _____

RECOMMENDATION:

It is recommended the Board declare its intent to adopt the Agricultural Department courses Honors Ag Chemistry, Ag Physics, and Ag Systems Management for the District.

BACKGROUND INFORMATION:

These courses have been approved to be added to A-G

The District Secondary Curriculum Council, at its March 14, 2019 meeting reviewed and approved the courses.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #2: All students will graduate from high school having completed a clear pathway of A-G requirements and ready to enter a four-year university or have completed a vocational pathway and are ready to enter a technical school or the workforce.

ALTERNATIVES/IDENTIFIED OPPOSITION:

There is no identified opposition.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Instructional Materials: No cost to the district

ORIGINATOR: Paul J. Enos, Assistant Superintendent, Secondary Education
Date: April 11, 2019

Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses

Honors
~~Pre AP~~ Ag Chemistry

The Department Head or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Head(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Assistant Superintendent for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	Pre-AP ^{Honors} Agricultural Chemistry		
Grade Level:	10-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	College prep / science		
Credential Required / Available:	Agriculture or Agriculture Authorization		

Originating School:	LBHS
Originating Department:	LBHS Agriculture Department
Originating Teacher:	Jonathan Betschart

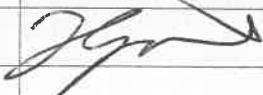

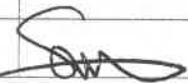
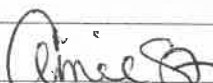
This action involves a:

X	New course		Course content revision		Course deletion
			Textbook Approval		
			Title change		

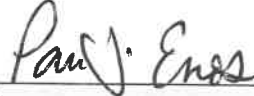
Rationale for action:

With the continuing development of agricultural pathways and the desire to produce pathway finishers, the Agriculture department realizes the need to provide instruction at a Pre - AP level for second year students who desire to take AP Chemistry in either their junior or senior year. This course will be an option for students as a second agriculture based science course.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Counselor				
Dept. Chair				

Curriculum Council Approval:

 Date 3/14/19
Secondary Area Administrator

Board Approval:

Date _____

FORM A-2

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria**

1. Course Identification *Honors*

Course Title:		Pre-AP Agricultural Chemistry				Grade Level:		10-12	
Course length/Credits:				Seeking "Honors" Distinction?					
		1 semester (5 credits)		<input checked="" type="checkbox"/>	Yes			No	
	<input checked="" type="checkbox"/>	1 year (10 credits)							
		2 years (20 credits)		Weighted GPA (Advanced Placement or International					
		Other:		Baccalaureate course)?					
				<input checked="" type="checkbox"/>	Yes		<input checked="" type="checkbox"/>	No	
Multiple Credit									
		Yes	<input checked="" type="checkbox"/>	No	Submitting for UC A-G?				
					<input checked="" type="checkbox"/>	Yes			No
Max. Credits:				Subject area requirement: Area D lab science					
Department Area					Graduation Requirement				
	<input checked="" type="checkbox"/>	Agriculture					Elective		
		Business					English		
		English					Foreign Language		
		Family & Consumer Science					Health		
		Foreign Language					History-Social Studies		
		History-Social Science					Mathematics		
		Industrial Technology					Physical Education		
		Mathematics				<input checked="" type="checkbox"/>	Science		
		Non Departmental					Visual & Performing Arts		
		Physical Education					Other:		
		Science							
		Visual & Performing Arts							
		Other:							
Prerequisites:		B or better in Ag Biology B or better in Integrated Math 1 or Integrated Math I/II							
Co-requisites:		Concurrent enrollment in Integrated Math II or Integrated Math II/III							
<i>for office use only</i>									
SIS Course #				Board of Education Approval Date					
Transcript Title/Abbreviation									

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

~~Pre-AP~~ Ag Chemistry

2. Honors Course Description

In this course, students will gain an understanding about different chemicals and the ways they interact and react with each other. Placement in the Ag Department ensures that topics covered will focus on Chemistry's applications to the environment and agricultural practices in our growing area. In particular, the Chemistry of soils will be explored as the primary link between Chemistry and Agriculture. This course covers the content in the Next Generation Science Standards set forth for high school physical sciences that are related to chemistry. Students will gain particular knowledge of atomic structure as well as chemical reactions and equilibrium, which will be supplemented by hands-on labs and completion of lab reports to present their findings through use of the scientific method. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA and SAE activities, both of which are graded components of the course. In addition to the Ag CP chemistry content, additional emphasis will be given to the mathematics involved in kinetics, acid and bases, equilibrium, and electrochemistry. As a culminating activity, students will also develop and present a content-relevant research project for the state agricultural science fair (Agriscience Fair).

3. Course Goals and/or Major Student Outcomes

This course is designed to give the students a strong foundation in the fundamental principles of chemistry, in order to prepare them for AP Chemistry. The course will provide students with hands-on experience relating to course content, particularly through soil investigations. Students will be able to research and prepare a formal research paper and also develop and present a content-relevant research project for the state agricultural science fair (Agriscience Fair).

4. Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)

NGSS Standards	
HS-PS1-1.	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
HS-PS1-2.	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
HS-PS1-3.	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
HS-PS1-4.	Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.
HS-PS1-5.	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
HS-PS1-6.	Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.*

HS-PS1-7.	Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
HS-PS1-8.	Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
HS-PS4-1.	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
HS-PS4-2.	Evaluate questions about the advantages of using a digital transmission and storage of information.
HS-PS4-3.	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
HS-PS4-4.	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
HS-PS4-5.	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.*
HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
HS-ETS1-2.	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
HS-ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

5. Course Outline

Pre-AP Chemistry Topics			
General Topics	Concepts Covered	Essential Questions	Standards/NGSS
Introduction to Science	Safety Chemistry Lab Equipment Fundamentals of Experimental Design Organizing Data	-What practices are followed to ensure safety in the laboratory? -What equipment is used in a chemistry lab? -What is measured during a controlled experiment? -How is data displayed to make it meaningful?	NGSS Science and Engineering Practices (1, 2, 3, 4, 6, & 7)
Math in Chemistry	Significant Digits & Measurement Significant Figures Solving Algebraic Formulas Percent Error	-What digits are significant when recording a measurement? -Which digits are significant when calculations are made? -How are variables isolated and solved in simple algebraic expressions?	NGSS Science and Engineering Practices (5 & 8) HS-PS1-7.
Nucleus	Isotopes Ions Average Atomic Mass Historical experiments that discovered subatomic particles	-Are all atoms of an element alike? -How are ions made from neutral atoms? -How are the masses on the periodic table determined? -What experiments led to the modern model of the atom?	HS-PS1-7. HS-PS1-8. CSSC 1. a,e,h

Electrons	Coulombic Attraction Electron Energy & Light Electron Configurations Experimental basis of quantum theory Planck's Relationship	-What variables will affect the force of attraction between charged particles? -How does light reveal the behavior of electrons in an atom? -What is the electron structure in an atom?	HS-PS1-1. HS-PS1-2 HS-PS4-3. CSSC 1. d,g,i,j
Periodic Table	Cracking the Periodic Table Code Periodic Trends Modern Element Groups (lanthanides, actinides and transactinides)	-Why are the elements on the periodic table list the way they are? -Can the properties of an element be predicted using a periodic table?	HS-PS1-1. HS-PS1-2. CSSC 1. b-d,f,g
Nomenclature	Naming Ionic Compounds Polyatomic Ions Naming Molecular Compounds Naming Acids Naming Organic Molecules	-What are the structural units that make up ionic compounds and how are they named? -Can groups of atoms have a charge? -How are the chemical formula and name of a molecule related? -What makes an acid unique and how are acids named?	CSSC 2. a CSSC 10. d
Reactions	Types of Chemical Reactions Relative Mass & the Mole Mole Ratios Limiting and Excess Reactants % Yield Bond Formation	-Do atoms rearrange in predictable patterns during chemical reactions? -How are atoms counted? -How can the coefficients in a chemical equation be interpreted? -Is there enough of each chemical reactant to make a desired amount of product? -How does electronegativity and ionization energy relate to bond formation?	HS-PS1-3. HS-PS1-4. HS-PS1-7. CSSC 2. a-d,e-g CSSC 3. a-f
Thermo-chemistry	Calorimetry Bond Energy Phase Change Hess's Law	-What is the relationship between heat energy and temperature? -What makes a reaction endothermic or exothermic? -How much energy is required for a phase change to occur? -How can exothermic or endothermic reactions be predicted?	HS-PS1-4. HS-PS3-4. CSSC 7. a-d, e
Gases	Gas Variables Ideal Gasses Dalton's Law of Partial Pressures Graham's Law	-How are the variables that describe a gas related? -How does gas behavior and phase changes allow weather predictions? -How can the compositing of gases be described using Dalton's Law of Partial Pressures? -At what rate do gasses effuse or diffuse across a space?	CSSC 4. a-f, h, i
Solutions	Saturated and Unsaturated Solutions Solubility Molarity Molality Freezing Point Depression & Boiling Point Elevation Separation of molecules	-Is there a limit to the amount of solute that will dissolve in a solvent? -How is the quantity of a solute in a saturated solution determined? -How can the concentration of a solution be expressed quantitatively? -What methods can be used to separate of molecules in solution?	CSS 6. a-d, e,f

Equilibrium and Kinetic	Equilibrium Kinetics Activation Energy	-At what point is a reversible reaction "completed"? -How does the equilibrium constant expression represent a reaction? -What role does activation energy play in a chemical reaction?	HS-PS1-5. HS-PS1-6. CSSC 8. a-c, d CSSC 9. a-b, c
Acids and Bases	Acids and Bases Strong versus Weak Acids Calculating pH Henderson-Hasselbalch	-How do acids and bases behave in water? -What makes a strong acid strong? -How is pH related to the concentration of hydronium ions? -How do buffers stabilize pH?	CSSC 5. a-f, g
Electro-chemistry	Oxidation and Reduction The Activity Series Batteries	-What happens when electrons are transferred in a chemical reaction? -Which metals lose their electrons more easily? -How does a battery (voltaic cell) work? -How is the voltage of a battery determined by the activity series (Nernst Equation)?	CSSC 3. g
Nuclear Chemistry	Unstable Nuclei Types of Radiation Uses of Radioactive Materials Half-Life	-What makes an atomic nucleus unstable? -What are the three most common types of radiation? -How are radioactive materials used? -At what rate does radioactive material decay?	HS-PS1-8. CSSC 11. a-e, f

6. Texts & Supplemental Instructional Materials

Pearson Chemistry -2012 Staley, Wilbraham, Matta & Waterman
Composting in the Classroom - Troutman & Krasny
POGIL Project -Guided Inquiry for Chemistry

7. Key Assignments

Agriculture Science Fair Project

Students will create a hypothesis, design and run a well-balanced experiment, record data, and analyze results of an agriculture related experiment. The students will have four months to run an experiment, record results, write a paper, create a display board, and compete in a school wide science fair competition. The purpose of this project is to give students a chance to use the scientific method in an agriculturally related manner while giving them hands on experience.

Lab Skill Development - Filtering

Students will set up a filtering system with ring stand, funnel, filter paper, and catch vessel. They will then filter a known amount of an insoluble salt through their filter and perform calculations to determine the amount of filtrate recovered. They will conclude the experience by properly performing a percent yield calculation to describe their relative success in recovery of the original solid. Filtering skills will be utilized later in the course in the limiting reagent lab.

Icosahedron Project -

Students will investigate an element with ties to agriculture. They will follow instructions to build an icosahedron (20 sided figure) for display in the classroom.

Names and Formulas for Ionic Compounds

The purpose of this lab is to observe the formation of compounds and to write their names and formulas. Using a reaction surface, students will mix various chemicals including silver nitrate with sodium carbonate, lead nitrate with sodium phosphate, and calcium chloride with sodium hydroxide. The students will describe each precipitate that forms and write the formulas and names of the chemical compounds produced in the mixture.

Making Ionic Compounds

Students will mix solutions containing cations and anions to make ionic compounds. Students will create compounds such as iron carbonate, silver phosphate and lead hydroxide. Students will write the formula for each compound formed and discuss which compounds will be soluble in water.

Avogadro's number Activity

Students will write their name with chalk on a piece of construction paper. They will then utilize the mole concept, avogadro's number and dimensional analysis to calculate the number Calcium atoms present in their name on their construction paper.

Stoichiometry Lab

Multiple options here but regardless of instructor choice, emphasis will be placed on factor label method and determining the expected amount of product to be made from a given amount of initial reactant combined with an excess reagent. % yield calculation will also be incorporated into the lab write up.

Soil Chemistry Lab

Students will test the acidity of soil relative to practices common in annual crop production, including soil liming. Students will examine the reactions present in soil when limed and write the balanced chemical equation for the reaction. Students will also obtain an alfalfa plant with intact roots and nodules. The class will discuss the chemical reaction that takes place in the root nodules to produce Nitrogen. Students will write the balanced chemical equation and identify the type of chemical reaction taking place in root nodules of legumes.

Compost Preparation

Incorporated into investigations of bond energy, students will research composting methods and utilize a bioreactor made up of nested garbage cans. Biomass will be tested for moisture content in order to generate optimal end product and other variables such as turning schedules, particle size, and passive air flow methods will be independently researched by students.

Preparation and Properties of Biodiesel

Biodiesel is an alternative, processed fuel for cars and trucks that is obtained from biological sources. The purpose of this activity is to prepare biodiesel fuel and to investigate the amount of energy it releases when burned. Students will calculate the change in temperature, amount of energy absorbed, and the heat of combustion of the fuel from the change in energy of the water and the mass of fuel consumed. Students will then discuss the potential for using biodiesel in agriculture settings and how it can benefit the environment.

Limiting Reagent Lab

Multiple options for reactants in this double replacement reaction lab analysis. Lead nitrate and potassium iodide will produce a brilliant yellow color and a discussion of agricultural food prep and consumption is relevant as dish ware is no longer made and colored with lead based dyes. A blander version of the lab involves aqueous solutions of Calcium nitrate and sodium carbonate to produce a less interesting but just as effective white precipitate of Calcium carbonate. Students will perform stoichiometric calculations to identify the limiting reagent in the process and incorporate a % yield calculation into their lab report.

VSEPR Theory Activity -

Students will utilize molecular models to construct shapes of various covalently bonded compounds. Bonding and nonbonding domains will be identified and polar bonds and their impact on total molecular polarity will be additional objectives.

Phase Change of Water/Latent heat of phase change lab activities

Students will change the phase of water from solid, to liquid, to vapor by melting ice on a hot plate. Students will record the temperature in degrees Celsius every minute and plot time versus temperature on a graph. The purpose of this lab is to understand the flow of energy and change of temperature when a substance changes state. Pushing past this concept, students will use concepts of specific heat and latent heat of phase change to predict the final temperature of a system composed of water and a unspecified amount of ice at a specific temperature.

Gas Collection Lab

Students will utilize a gas collection system to produce Hydrogen gas in a single displacement reaction with a known Molar concentration of Hydrochloric acid. Students will determine the limiting reagent in their initial reaction, collect their H₂ gas over water, and account for the vapor pressure change of the additional water in their final determination of volume of H₂ gas produced. Finally, they will make use of the ideal gas equation ($PV = nRT$) in their determination of % yield for the process.

Reaction Rates Qualitative Lab - Steel Wool

A piece of steel wool is burned in a bunsen burner in three distinct ways. The first while rolled into a tight pea sized ball, the second in a loose golf ball sized ball, and finally as just a few tufts of fibers exposed to the hot flame. Reaction rate as influenced by surface area is discussed in the analysis section of the activity.

Soil pH

Students will bring in soil samples from various locations around the county. Students will record the place in which each sample was taken and note any agriculture or industrial activity that has taken place in the soil's surroundings. They will then dilute them in water and test the pH of each soil using pH test strips. After recording their observations, students will make inferences about how the use of each soil impacts its pH and the effect agriculture has on soil pH.

Cheese-Making

The purpose of this activity is to examine the effects of enzyme activity and the different densities of milk components. Students will create cheese from powdered milk, age it for 48 hours and record observations of the final product. Students will discuss how pH, temperature, and bacteria type affect the cheese-making process.

Organic Chemistry

Organic Models Lab

Students will build models of organic molecules and name the nine structural isomers of heptane. Using a ball and stick kit, students will use colors to represent certain elements. They will build a model for a straight chain isomer of heptanes followed by the eight other structural isomers. Students will determine which is the shortest possible straight carbon chain in the isomer and why each one has its own unique name.

Milk is a Natural

The purpose of this lab is to separate the protein and carbohydrate components of skim milk and verify their identity. This lab activity involves the separation, identification, and quantitative analysis of the protein and carbohydrate fractions of skim milk. The experimental results will be compared against the information provided on the nutritional label for the amount of protein and carbohydrate in milk.

Quality curriculum is constantly evolving and it is anticipated/expected that these key assignments are revisited on a consistent basis to reflect new additions of labs and key activities that will improve the learning experience for our students.

8. Instructional Methods and/or Strategies

Instructional Methods includes:

- Direct Instruction with frequent checks for understanding: lecture, reading, in class research, problem sets, presentations, and guest speakers
- Instructional Materials: textbook, primary and secondary materials, experts from the field, and electronic media
- Team Teaching which will include business, university, and community based partners
- Community based applied concept projects
- Self-directed, cooperative, and collaborative learning and laboratory projects
- Lab-based inquiry
- Guided Inquiry (POGIL)
- Instruction adaptable to levels of learning - Built in remediation/enrichment to differentiate instruction for all learners. Approximately one day in five is dedicated to reteaching students who fail to grasp initial concepts and providing enrichment opportunities for those who experience success with grasping concepts following first exposure.

9. Assessment Methods and/or Tools

Evaluation of student performance is based on individual abilities, interests, and talents. Methods by which student progress is assessed will be through a variety and/or combination of methods. The methods available include but are not limited to the following:

- Maintaining a laboratory notebook and journal of all experiments, observations, etc.
- Regular review of work by science teacher
- Weekly diagnostics to guide instruction
- Teacher Observation
- Student demonstration
- Student work samples
- Written examination
- Laboratory experiments

10. Honors Designation (Honors Courses Only)

Pre-AP courses merit an Honors distinction.

The Pre-AP Ag Chemistry course will assume that the students are capable of separating variables, solving equations for single or multiple variables, and solving logarithmic functions. This assumption will influence the class in that minimal review of these math topics will be discussed during class time. A summer assignment utilizing Khan academy or equivalent will be utilized to refresh/ensure that students mathematical skill set is on par with the demands of the course. Additional homework maybe expected for students to review these concepts. Whereas the regular CP course has in its pacing guide an often qualitative approach to concepts, this class will more fully cover calculation based aspects of chemistry such as calculations using Planck's constant, equilibrium (including the utilization and determination of K values, half-life, ideal gas law, and Redox reactions. All items listed in bold in the above course outline represent topics not covered in the regular CP courses, making Honors distinction necessary.

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	<i>Honors Ag</i> Pre-AP Chemistry							
Action:	<input checked="" type="checkbox"/>	Content Revision	<input checked="" type="checkbox"/>	Textbook Revision	<input checked="" type="checkbox"/>	Title Change	<input type="checkbox"/>	Course Deletion

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/ Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Counselor				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>				
Date	District Curriculum Council Action			
	Approved:	DCC Signature		
	Approved as amended:			
	Disapproved:			
Date	Board of Education Action			
	Approved as Amended:			
	Disapproved:			

Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses

Course:

Ag Physics

The Department Chair or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Chair(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Area Administrator for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

FORM A-1: Course Outline Approval

FORM A-2: Course Eligibility Summary

FORM B: Course Syllabus/Outline (Pacing Calendar if available)

FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	Agriculture Physics		
Grade Level:	10-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	For graduation; approved for A-G for UC/CSU Agriculture		
Credential Required / Available:	Agriculture/Ag Specialist		

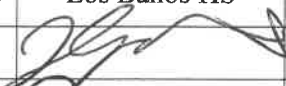



Originating School:	Los Banos High School
Originating Department:	Los Banos High School Agriculture Department
Originating Teacher:	Stuart McCullough

This action involves a:

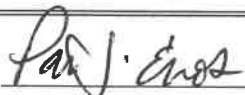
- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

Curriculum Council Approval:

 Date 3/14/19
Secondary Area Administrator

Board Approval:

_____ Date _____

FORM A-2

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria**

1. Course Identification

Course Title:	Agriculture Physics	Grade Level:	10-12
Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other: 1-4 years: About 2/3 of the repertoire changes annually.		Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted GPA (<u>Advanced Placement</u> or <u>International Baccalaureate</u> course)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Max. Credits: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement: D – Lab Science	
<p align="center">Department Area</p> <input checked="" type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:		<p align="center">Graduation Requirement</p> <input type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input checked="" type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:	
Prerequisites:	Ag Biology or Ag Physical Science or Biology CP		
Co-requisites:			
<i>for office use only</i>			
SIS Course #		Board of Education Approval Date	
Transcript Title/Abbreviation			

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

Complete each section of the identification form **or** provide a comprehensive course outline that addresses each of the following areas.

2. Course Description

Physics is the study of matter and energy and the interaction between them. Physics is about asking fundamental questions about the world around us, and trying to answer them by observing and experimenting. This course gives students a good foundation in Physics with related Earth Science phenomena and Engineering applications. The following topics will be covered: forces, laws of motion, structures, plate tectonics, momentum, collisions, universal gravity, Kepler's laws, planetary motion, waves, earthquakes, wave technology, the nature of light, optics and light spectra, the big bang theory, electrostatics, electricity and circuits, magnetism and electromagnetic induction, energy, power plants, renewable sources, nuclear radiation and processes, and history of the Earth, stars and the universe. This course also provides an opportunity and expectation for student's participation in the National FFA organization including FFA participation and a Supervised Agriculture Experience Project. This course meets all NGSS standards for Physics and Engineering Design, and many NGSS standards for Earth and Space Sciences as well as a variety of agriculture standards and frameworks. This is one of three agriculture science courses that are required for high school graduation.

3. Course Goals and/or Major Student Outcomes

4. Course Objectives/Content Standards (STANDARDS MAP IF AVAILABLE)

Unit 1: Motion

Guiding Questions:

1. How can we explain and predict the motion of objects?
2. How are Earth's surface features formed?
3. How do engineers design, create, and test stable structures?

Performance Expectations:

HS-PS2-1: Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net forces on a macroscopic effect, its mass, and its acceleration.

HS-ESS2-1: develop a model to illustrate how Earth's internal and surface processes operate at a different spatial and temporal scales to form continental and ocean floor.

HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Science and Engineering Practices: Analyzing and Interpreting Data, Developing and Using Models, Constructing Explanations and Designing Solutions

Disciplinary Core Ideas:

PS2.A Forces and Motion: Newton's second law accurately predicts changes in the motion of macroscopic objects.

ESS2.A Earth Materials and Systems: Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

ESS2.B Plate Tectonics and Large-Scale System Interactions: Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history. Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within Earth's crust.

ETS1.B Developing Possible Solutions: When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts.

ETS1.C: Optimizing the Design Solution: Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

Cross-Cutting Concepts: Stability and Change, Cause and Effect, Structure and Function

Unit 2: Momentum

Guiding Questions:

1. How do the concepts of impulse, momentum, and collisions apply to sports?
2. How do engineers use impulse and momentum to reduce impact force on objects?

Performance Expectations:

HS-PS2-2: Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system

HS-PS2-3: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision

HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HSET1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Science & Engineering Practices: Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions

Disciplinary Core Ideas:

PS2.A Forces and Motion: Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. In any system, total momentum is always conserved. If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system.

ETS1.A Defining and Delimiting Engineering Problems: Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

ETS1.B Developing Possible Solutions: When evaluating solutions it is important to take into account a range of constraints including cost, safety, reliability and aesthetics and to consider social, cultural and environmental impacts. Both physical models and

computers can be used in various ways to aid in the engineering design process. ETS1.C Optimizing the Design Solution: Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

Cross-Cutting Concepts: Systems and System Models, Cause and Effect

Unit 3: Gravity

Guiding Questions:

1. What factors affect Universal Gravitation?
2. What is the relationship between orbital period, orbital radius and velocity in an elliptical orbit?
3. How do we keep a satellite in orbit?

Performance Expectations:

HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects

HS-ESS1-4: Use mathematical or computational representations to predict the motion of orbiting objects in the solar system

HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Science & Engineering Practices: Using Mathematics and Computational Thinking

Disciplinary Core Ideas:

PS2.B Types of Interactions: Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

ESS1.B Earth and the Solar System: Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.

ETS1.B: Developing Possible Solutions: Both physical models and computers can be used in various ways to aid in the engineering design process. Computers are useful for a variety of purposes, such as running simulations to test different ways of solving a problem or to see which one is most efficient or economical; and in making a persuasive presentation to a client about how a given design will meet his or her needs.

Cross-Cutting Concepts: Patterns, Scale, Proportion and Quantity

Unit 4: Waves

Guiding Questions:

1. Determine the relationship between frequency, wave speed, and wavelength of a wave in a medium.
2. How does the medium affect the wave properties?
3. What are the advantages and disadvantages of using digital storage and transmission of information?
4. How is wave behavior and wave interaction involved in capture and transmission of

information and energy?

Performance Expectations:

HS-PS4-1: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media

HS-PS4-2: Evaluate questions about the advantage of using a digital transmission and storage of information

HS-PS4-5: Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy

HS-ESS2-3: Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection

Science and Engineering Practices: Using Mathematics and Computational Thinking, Developing and Using Models, Asking Questions and Defining Problems, Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas:

PS4.A Wave Properties: The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses. Geologists use seismic waves and their reflection at interfaces between layers to probe structures deep in the planet.

PS4.B Electromagnetic Radiation: Photoelectric materials emit electrons when they absorb light of a high-enough frequency.

PS4.C Information Technologies and Instrumentation: Multiple technologies based on the understanding of waves and their interactions with matter are part of everyday experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.

PS3.D Energy in Chemical Processes and Everyday Life: Solar cells are human-made devices that likewise capture the sun's energy and produce electrical energy.

ESS2.A Earth Materials and Systems: Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface and its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust. Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

ESS2.B Plate Tectonics and Large-Scale System Interactions: The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection. Plate tectonics can be viewed as the surface expression of mantle convection.

Cross-Cutting Concepts: Cause and Effect, Stability and Change

Unit 5: Light

Guiding Questions:

1. What is the nature of light? Compare and contrast the particle and wave models, and give evidence and uses for each.

2. What effects can electromagnetic radiation have on human tissue?
3. How do we know what stars are made of and how they're moving?
4. What is the evidence for the Big Bang Theory?

Performance Expectations:

HS-PS4-3: Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other

HS-PS4-4: Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter

HS-ESS1-2: Construct an explanation of the Big Bang Theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe

Science and Engineering Practices: Engaging in Argument from Evidence, Obtaining, Evaluating, and Communicating Information, Constructing Explanations and Designing Solutions

Disciplinary Core Ideas:

PS4.A Wave Properties: The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing. Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other.

PS4.B Electromagnetic Radiation: Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features. Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities.

ESS1.A: The Universe and its Stars: The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gases, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe. Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

Cross Cutting Concepts: Systems and System Models, Cause and Effect, Energy and Matter, Stability and Change

Unit 6: Electricity and Magnetism

Guiding Questions:

1. What factors affect the force between charges?
2. Which force rules - electric or gravitational?
3. How can we generate electricity?
4. How can we create magnets?
5. What factors affect the force between magnets?

Performance Expectations:

HS-PS2-4: Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

HS-PS2-5: Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.

HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction

Science and Engineering Practices: Engaging in Argument from Evidence, Obtaining, Evaluating, and Communicating Information, Constructing Explanations and Designing Solutions

Disciplinary Core Ideas:

PS2.B Types of Interactions: Newton's law of universal gravitation and Coulomb's law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects. Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space. Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

PS3.A Definitions of Energy: At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

PS3.C Relationship Between Energy and Forces: When two objects interacting through a field change relative position, the energy stored in the field is changed.

Cross Cutting Concepts: Systems and System Models, Cause and Effect, Energy and Matter, Stability and Change

Unit 7: Energy

Guiding Questions:

1. Predict the velocity of a roller coaster at any point on the track.
2. How can we use magnetic fields to launch something?
3. What kinds of power plants are there, and how do they work?
4. Describe the journey of energy through a power plant (transfers and transformations).
5. Which power source rules (cost/benefit ratios, conservation, recycling, efficiency, etc.)?
6. Design, build, analyze and refine a device that converts energy from one form to another.

Performance Expectations:

HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-2: Develop and use models to illustrate that energy at the macroscopic scale

can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).

HS-PS3-3: Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

HS-PS3-5: Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2: Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS-ETS1-3: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts

Science and Engineering Practices: Developing and Using Models, Using Mathematics and Computational Thinking, Constructing Explanations and Designing Solutions, Analyzing and Interpreting Data

Disciplinary Core Ideas:

PS3.A Definitions of Energy: Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy. These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

PS3.B Conservation of Energy and Energy Transfer: Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. The availability of energy limits what can occur in any system.

PS3.D Energy in Chemical Processes: Although energy cannot be destroyed, it can be converted to less useful forms—for example, to thermal energy in the surrounding environment.

ESS3.A Earth and Human Activity: All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and

risks as well as benefits. New technologies and social regulations can change the balance of these factors.

Cross Cutting Concepts: Systems and Systems Models, Energy and Matter

Unit 8: Nuclear Physics

Guiding Questions:

1. What happens during fission, fusion, and radioactive decay?
2. Why do nuclear bombs or power plants release so much energy?
3. How do you know how old your mummy is?
4. What's the oldest rock on earth, and how do we know that?
5. Where does the sun get its energy, and how long will it last?
6. Where did the elements come from?

Performance Expectations:

HS-PS1-8: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

HS-ESS1-1: Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy in the form of radiation.

HS-ESS1-3: Communicate scientific ideas about the way stars, over their life cycle, produce elements.

HS-ESS1-5: Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS1-6: Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

Science and Engineering Practices: Developing and Using Models, Constructing Explanations and Designing Solutions, Engaging in Argument From Evidence, Obtaining, Evaluating, and Communicating Information

Disciplinary Core Ideas:

PS1.C Nuclear Processes: Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total number of neutrons plus protons does not change in any nuclear process.

Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.

PS3.D Energy in Chemical Processes and Everyday Life: Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.

ESS1.A The Universe and its Stars: The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years. The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth. Other than the hydrogen and helium formed at the time of the Big Bang, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

ESS1.C: The History of Planet Earth: Continental rocks, which can be older than 4 billion years, are generally much older than the rocks of the ocean floor, which are less than 200 million years old. Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have

changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.

ESS2.B Plate Tectonics and Large-Scale System Interactions: Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.

Cross Cutting Concepts: Energy and Matter, Stability and Change, Patterns, Scale, Proportion, and Quantity

Unit 7- FFA and Supervised Agriculture Experience Projects (SAE)

Guiding Questions

What is the purpose and importance of the National FFA organization?

How can students benefit from involvement in the National FFA organization?

How can students benefit from a Supervised Agriculture Experience project?

California Agriculture Education Standards

9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

5. Course Outline

6. Texts & Supplemental Instructional Materials

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost

7. Key Assignments

8. Instructional Methods and/or Strategies

9. Assessment Methods and/or Tools

10. Honors Designation (*Honors Courses Only*)

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title					
Action:	Content Revision	Textbook Revision	Title Change	Course Deletion	

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>				
Date	District Curriculum Council Action			
	Approved:	Secondary Area Admin. /Designee Signature		
	Approved as amended:			
	Disapproved:			
Date	Board of Education Action			
	Approved as Amended:			
	Disapproved:			

Los Banos Unified School District
Secondary Course Outline Submittal Procedures
New and Revised Courses

Course:
*Ag Systems
Management*

The Department Chair or designated subject area leader identifies the need for a new course of study or for revisions to an existing course. Once identified, they will work collaboratively with designated site leadership to complete the course approval or revision process. All documents must be in final form before submitted to the curriculum council.

NEW OR REVISED COURSE SUBMISSION PROCESS / DOCUMENTS

- I. Course proposal identified, consensus reached within department(s), course outline approval document completed, signed and submitted.
- II. Department Chair(s) Approval / Disapproval / Revisions; hence, submission of approved proposal to Principal, or designee.
- III. Principal, or designee present proposal to Area Administrator for approval / disapproval / revisions
- IV. Submission to Curriculum Council for Review and Recommendation
- V. Approval / Disapproval / Recommendation by Board
- VI. Implementation

REQUIRED APPROVAL DOCUMENTS

- FORM A-1: Course Outline Approval
- FORM A-2: Course Eligibility Summary
- FORM B: Course Syllabus/Outline (Pacing Calendar if available)
- FORM C: Course Revision Approval Form

FORM A-1

LOS BANOS UNIFIED SCHOOL DISTRICT Course Outline Approval Form

Course Title:	Ag Systems Management		
Grade Level:	9-12	Course Number:	
Principal or Designee Approval Date:			
Type of Credit / What Department:	A-G Elective / CTE		
Credential Required / Available:	Agriculture/Ag Specialist		

Comment [v1]: Will be assigned by the district

Originating School:	Los Banos High School
Originating Department:	LBHS AG
Originating Teacher:	Stuart McCullough

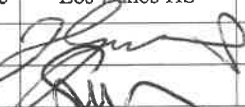
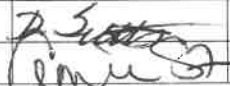
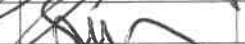

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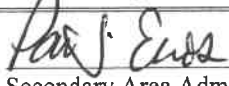
- New course
 Course content revision
 Course deletion
 Textbook Approval
 Title change

Rationale for action:

As we are expanding our Ag pathways, we are noticing additional options for our Ornamental Horticulture pathway. This course will bring that needed alternative.

Signatures: In order to eliminate course duplication and to ensure full district communication, applicable signatures are required before course is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

Curriculum Council Approval:  Date 3/14/19
Secondary Area Administrator

Board Approval: _____ Date _____

FORM A-2

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Eligibility Criteria**

1. Course Identification

Course Title: Ag Systems Management		Grade Level: 9-12
Course length/Credits: <input type="checkbox"/> 1 semester (5 credits) <input checked="" type="checkbox"/> 1 year (10 credits) <input type="checkbox"/> 2 years (20 credits) <input type="checkbox"/> Other: 1-4 years: About 2/3 of the repertoire changes annually.		Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Multiple Credit <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Weighted GPA (Advanced Placement or International Baccalaureate course)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Credits: 10		Submitting for UC A-G? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Subject area requirement:
Department Area <input checked="" type="checkbox"/> Agriculture <input type="checkbox"/> Business <input type="checkbox"/> English <input type="checkbox"/> Family & Consumer Science <input type="checkbox"/> Foreign Language <input type="checkbox"/> History-Social Science <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mathematics <input type="checkbox"/> Non Departmental <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:		Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Health <input type="checkbox"/> History-Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Physical Education <input type="checkbox"/> Science <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Other:
Prerequisites:	None	
Co-requisites:		
<i>for office use only</i>		
SIS Course #	Board of Education Approval Date	
Transcript Title/Abbreviation		

FORM B

LOS BANOS UNIFIED SCHOOL DISTRICT Course Syllabus / Outline Criteria

1. Course Identification

Complete each section of the identification form or provide a comprehensive course outline that addresses each of the following areas.

2. Course Description

This integrated class combines an interdisciplinary approach to laboratory science and research with agricultural management principles. Using skills and principles learned in the course, students design systems and experiments to solve agricultural management issues currently facing the industry. Additionally, students will connect the products created in this class with industry activities to link real world encounters and implement skills demanded by both colleges and careers. The course culminates with an agriscience experimental research project in which students design and conduct an experiment to solve a relative issue. Final projects will be eligible for Career Development Event competition at FFA Events. Throughout the course, students will be graded on participation in intracurricular FFA Activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) Program.

3. Course Goals and/or Major Student Outcomes

COURSE OUTLINE

Unit One: Research Methods in Agriscience

The final unit will culminate in an agriscience experimental research project. Students will identify a problem related to the aspects of agriculture explored in this course (plant science, animal science, natural resources, and food science). After completing studies in plant science, animal science, natural resources, and food science, students will develop an agriculture problem to be solved using the scientific method. Such examples of problems identified by the student may include the effects of estrus synchronization of ovulation, a comparison of the germination rates of GMO and conventional seeds, or an investigation of perceptions of community members towards alternative agriculture practices. The research problem should be current and relevant, and may be applicable on a local, regional, national, or global level. Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration. In this first unit, students will practice research skills in agriscience that will give them the skills needed to successfully complete the unit labs and capstone project.

Assignment Summary

Background Scholarly Research: In this assignment, students begin the work of investigation into their project. Students will read and deconstruct scholarly journal articles to identify the key components of agriscience research. The manner in which this assignment is completed can be determined by the individual teacher. Examples of student outcomes of the journal assignment could be: graphic organizer, abstract, oral presentation, visual aids, etc. This assignment models the expected outcomes of all projects in the coming units.

Anchor Standards: 3, 4, 5, 7, 8, 9, 10, 11

Career Readiness: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12

CTE Pathway Standards: C1.0, C1.2, C1.4, C1.5, C3.1, C3.2, C3.5, C13.1, C13.2

NGSS: HS-ETS1-1, HS-ETS1-2, HS-ETS1-3

Unit Two: Plant Systems

Students will examine the chemical and biological principles that govern plant science and crop production, using prior knowledge of plant pathology, taxonomy and biological principles to inform the unit's activities. Plant pests are present in all plant systems. Pest populations must be managed to prevent economic losses. Integrated pest management strategies are used to achieve desired results while using cost-effective and environmentally-friendly practices. Students will collect primary and secondary research regarding plant production models, chemical or biological control methods for pest management and agricultural yield expectations. Specifically in this unit, students will examine chemical irradiation methods, botanical extracts, microbial control, predator use, synthetic pesticides, etc. Through this unit, students will gather information regarding the risks and benefits of each method in regard to plant production, agricultural yields and environmental sustainability.

Assignment Summaries

1: GMO's/Organic vs. Conventional Farming Debate and TED talk

To further their understanding of accepted, conventional farming practices as well as alternative methods of production, students will distinguish between each practice, the characteristics of production that define each, and the concerns raised by society, then report their findings through visual media (TED). Genetic engineering is known as one of the great advancements of our times, but is also one of the most controversial. Often conventional farming methods and agriculture corporations are highly criticized for their creation of GMO (genetically modified organisms) products and use of chemicals. This assignment will help students understand the technologies and practices used in conventional and organic farming and be able to defend a practice or a product and support their position with scientific evidence. After instruction in conventional and organic farming, students will engage in secondary research to investigate differences between the two, the use of biotechnology and GMO's, by preparing and executing a yield differential lab that synthesizes their knowledge of biological and chemical principles. Specifically, students will calculate levels of chemical inputs and forecast environmental

impacts of anticipated chemical reactions between a GMO crop, a traditional crop and an organic crop. After the conclusion of that process, students will engage in primary research with a yield differential lab. The lab will ask students to prepare a soil sample that works for a locally-relevant crop and to plant and grow that crop in both GMO and organic forms, comparing yields at the conclusion of the lab.

Upon conclusion of their primary research, students will prepare a presentation that will highlight the results both of their secondary and primary research. The presentation should focus on the relationship between chemical uses and anticipated chemical reactions in various production scenarios and expected yields from the same scenarios, with students presenting recommendations to peers or industry guests. The desired goal is for students to inform their decision with a research validated analysis of the tradeoffs associated with each production method.

For activity enhancement: Students review biased documents/media (e.g. Food Inc.) to review and discuss their inaccuracies, contrasting the results of their lab with their media review. The conclusion of this assignment will ask students to present their comparative analysis to their peers and engage in a peer review process.

Additionally, students can research scientific journal articles, laws, regulations, case studies or other scientific evidence that supports or refutes claims, then produce and submit a 4-5 minute TED talk to be reviewed by their peers. Students will select the two TED talks produced by their classmates that they feel are the most fair, balanced, and scientifically based. They will discuss their selection in an individual class blog posting.

2. Categorizing Agriculture Pests

In this activity, students will categorize pests based on biological and physical characteristics. One of the key components of an IPM plan is being able to correctly identify a pest, which is then used to determine an appropriate control method. Students will collect a weed sample (e.g., from home, ag dept. school), and utilizing the UC IPM website, they will learn the difference between broadleaf, sedge, grass and aquatic weeds. They will then determine what type of weed their sample is and mount it. Examples of scientific sampling methods that may be used to collect weeds include; Random Sampling, Systematic Sampling or Stratified Sampling. Students will use taxonomic classification principles in order to label the identifying characteristics that distinguish it from other weed types. Being able to identify the type of weed will assist in determining what an appropriate control is and will be utilized to create their comprehensive crop production plan. Students will then conduct a laboratory experiment using a selected chemical or biological control and report their findings via a podcast, paper or blog post.

Students will continue their study of pests by examining vertebrate and invertebrate pests, pest damage (instructor will provide samples of common pest/damage for the region) and make predictions about which pest caused the damage. Students will be able to match crop damage to the pest that caused it using indicators like mouthparts, digging and pecking. Students will be able to identify pest using mouth parts, body segments, excrement, etc. Students will create a biological dichotomous key for the identification of vertebrate and invertebrate pests. Students will research and then create a handbook that assists in identifying nematode and plant disease damage. The dichotomous key will be added to the handbook. The knowledge gained in creating this handbook will be used as part of the IPM plan in the unit project.

3. Controlling Pests Through Integrated Pest Management

Students will demonstrate the integration of pest management techniques by designing and conducting an experiment where they compare the four methods of pest management (biological, cultural, mechanical/physical, and chemical) on a specific pest and crop, for example, snails in citrus trees or vegetables. After the conclusion of this experiment, students will construct an explanation on the effects of pest management techniques on biodiversity, ecosystem balance and agricultural productivity and include that information in their lab report. Suggested areas for experimentation might include chemical controls (soap and water), use of beneficial predators (avians or various invertebrates), cultural (tilling soil), and mechanical/cultural (physically removing the pest). One method must include a chemical control, with students describing the relationship between specific elements in the chemical control and the elements and reaction processes that facilitated the management of the pest.

Crop Production Plan

Based on prior knowledge and activities, students will create a comprehensive crop production calendar for a

specific crop (eg. row crops, trees, vines, greenhouses), organic or conventional farming methods and a specific location. The calendar will include various cultural practices, time frames on pest controls and monitoring, analysis of neighboring field plantings, fertilization, post harvest procedure, soil amendments, days to re-entry, and harvest and land preparation. In addition, students will include a solution for reducing the impacts of human activities on the environment and biodiversity through crop production practices. Students will utilize descriptions of the soil's chemical and physical profiles, chemical profiles for all soil amendments and genetic planning procedures for all plants used in the production scheme.

Related Research and Forming a Hypothesis

As they begin work on their year-long research project, students use skills in research and forming hypotheses developed in the plant systems unit to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

Anchor Standards: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Career Readiness: 1, 2, 4, 5, 8, 9, 10, 11, 12

CTE Pathway Standards: G1.1, G1.2, G1.3, G1.4, G1.5, G1.6, G3.1, G3.2, G3.6, G4.1, G4.2, G4.3, G5.1, G5.2, G5.3, G5.4, G5.5, G9.1, G9.2, G9.3

NGSS: HS-LS1-7, HS-LS2-3, HS-LS2-4, HS-LS2-1, HS-LS2-7, HS-LS4-6, HS-ETS1-1, HS-ESS2-5, HS-ESS2-7

Unit Three: Animal Systems

Description of Topics

Each livestock species has a series of parasites or diseases that can be managed to help produce healthier livestock. This unit builds on the basic format for research methods developed through activities in Unit One and Unit Two to help students understand how animals are affected by parasites and other infectious diseases. Students will review basic livestock anatomy and physiology, livestock production systems, and the goals and objectives associated with the production of livestock as a food and fiber source.

In order to achieve production goals, the management of the livestock herd must include an understanding of how diseases and parasites can impact livestock production in terms of growth efficiency and outcome of an animal. Students will research the basic cycles of the parasites and their prevention and how they are treated. The students will conduct experiments with pathogens, disease and infections related to livestock herds and examine information about the mode of infection and chemistry of the illness as well as the immune response of the species to the parasite or illness. Furthermore, students will propose methods for breaking the cycle of parasite and disease resistance by utilizing alternative management options outside of the traditional pharmacological treatments as part of the Parasite and Disease Management Plan (unit culminating activity).

Assignment Summaries

1 - Facility Visits - In order to understand the interaction of parasite life cycles with livestock production, students will be taken to livestock production facilities to discover which type of facilities and feeding systems may have an impact on parasite infections. Additionally, students will collect fecal samples from the site to determine the presence of common pathogens and parasites in an upcoming lab. Interviews on site with producers and handlers will provide insight as to how housing and facilities will impact diseases and parasites, thereby dictating the management plans on their farms. Students will then develop a written or live recommendation to the producer regarding the management protocols and handling needs to mitigate the parasites or pathogens found a result of the experiments.

2 - Survey - To foster professional contacts, students will complete a formal research survey (possibly using a Google Form Survey) which will require students to contact a variety of local facilities, producers, and veterinarians. Students will begin by engaging in secondary research to investigate major livestock conditions, diseases and parasites, with focus on the inherent biological and chemical conditions that precede or enhance the condition. Students will then use this background knowledge to develop the questions in order to examine the

professional's role in diagnosing and resolving infections or conditions that may occur frequently in the local community. Students will synthesize and analyze their data to determine best practices gleaned from the survey responses. Students will select a research topic related to the results of their survey. Students will include the final results of this survey in their parasite management plan along with their research.

3 - Technical Reading and Research - Taking direction from the results of their survey, students will analyze journal research and published studies and merge their survey data to create an infographic to be included in their final parasite management plan. An example of a topic could include; the use of crossbreeding in livestock to help a livestock producer achieve greater natural resistance to some parasites, the natural selection and parasite resistance to medicines or specific veterinary applications of remedies.

4 - Lab Experiment 1 - Fecal Egg Counts-Practice

Providing practical, agriscience research skills, students will use the Modified McMaster's Fecal Egg Counting Protocol to perform a fecal egg count on livestock. In this pathogen experimentation the fecal egg counts will be compared to demonstrate how management affects internal parasite populations in livestock. Students will incorporate the scientific skills learned in the first unit in this laboratory experiment. A hypothesis will be constructed to predict the outcome of the research. A McMaster's fecal egg counting slide will allow students to quantify parasite infection through the egg counting and recording process. Students will produce a formal lab report and conclusion document which includes some suggested topics for further experimentation. These suggested topics will inform the selection of the Experimental Design Topic.

5 - Lab Experiment 2- Experimental Design

Using their experiences from the first experiment, students will design and conduct a related experiment in which they investigate a parasite topic of their choice related to the final capstone project.

Examples of variables that may be tested could include:

- livestock that have been dewormed versus those that haven't
- livestock that have been dry lotted after having been dewormed versus livestock that are returned immediately to graze on pasture.
- livestock that are crossbred with breeds known to exhibit parasite resistance.
- a comparison of the effectiveness of various anthelmintics (dewormers) available to producers or commonly used on local production facilities.

A statistical analysis may be conducted to help the student determine the likelihood that the results are due to the applied variable, rather than chance. Students will revisit the original hypothesis as they draw conclusions based upon the data. A discussion of limitations to the research and further studies will be included. A formal lab report will be written and will include all parts of this study, therefore reinforcing the empirical method of scientific research. Any citations and resources should be made using APA format.

6 - Final Product: Parasite/Disease Management Plan for Livestock Components:

Using their research, surveys, and information from their visits and interviews, students will create a parasite management plan. The final product of this unit will be a written, research-based report which identifies a livestock species of interest and the disease or parasite that is affecting the livestock species of interest. After the best practices management plan is developed, students will present their portfolios to their peers and/or to local industry professionals at a formal symposium. All products should include qualitative and quantitative data recorded from the first five assignments of this unit.

Includes:

- Parasite/disease identified including biological/microbiological profile of the pest as well as a physiological analysis of the effect of the pest on the host.
- Vaccine/medication/anthelmintic- type and dosage to be administered, method of administration, withdrawal/recovery period, possible rotational schedule to prevent resistance. A chemical profile of the medication should also be included, with students specifically examining the presence of heavy metals, toxic elements and potential reactivity that require specific withdrawal periods when applied to food animals.

- Annual calendar or plan for vaccination and treatment of the animals in production.
- Facilities Design and Plan - livestock handling, pens/restraints, holding, equipment, pasture management/rotation. Specific considerations should be made for animal psychology, species-specific physiology and pest management through quality design.
- Human and Animal Safety considerations to be made. Specifically in relation to chemicals being used in the pest management protocol, which have hazardous reactions with humans and must be stored, managed and disposed of in particular manners?
- Labor requirements
- Alternative control methods that may be considered to help prevent or diminish the impact of the parasite/disease. Which holistic or homeopathic methods are effective in managing pests for alternative agricultural production models? What are the chemical profiles and potential reaction processes of alternative medicines that could be used to manage pests?
- Industry professional to mentor any part of the development of the management plan. For example, a veterinarian may be consulted on dosage and administration or a pharmaceutical representative may be asked to provide guidance on new medications. To develop a continued connection to agricultural careers, who locally could be potentially consulted in the implementation of this plan?
- Prevention plan to deter future infestations and disease or parasite resistance. What biological, physical and chemical elements can be put into a management protocol that would enhance prevention methods?

Experimental design and conducting experimentation

Students continue work on their year-long agriscience project by constructing an experimental design to test the hypothesis they developed in this unit. Students will draw on the experimental design and experimentation lessons learned during both fecal egg count laboratory activities. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, a study could be conducted to determine if administering an injection of selenium is more effective than simply providing selenium salts in the diet in an effort to prevent selenium deficiency and white muscle disease in a sheep herd. Raw data should be recorded using a field book or electronic device.

Anchor Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Career Readiness: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

CTE Pathway Standards: D1.1, D1.2, D1.3, D1.4, D2.1, D2.2, D2.3, D2.4, D3.1, D3.2, D3.3, D4.1, D4.2, D4.3, D4.4, D4.5, D5.1, D5.2, D5.3, D5.4, D5.5, D6.1, D6.2, D6.3, D6.4, D6.5, D6.6, D6.7

GSSS: HS-LS1-7, HS-LS2-3, HS-LS2-4, HS-LS2-1, HS-LS2-7, HS-LS4-6, HSETS1-1, HS-ESS2-5, HS-ESS2-7, HS-LS3-2, HS-LS3-3, HS-LS3-1

Unit Four: Natural Resources

Natural resources can be defined as items found on earth that are of use to humans such as fuel, food, shelter, or a source of wealth. It is what humans do with these resources and the management practices that will determine if these will be available to future generations. In this unit, students will conduct primary research to draw conclusions regarding the impacts of plant and animal systems (units 2 and 3) on natural resources. Students will create model environmental impact reports that include secondary research backing, industry needs, primary research analysis and sustainability recommendations in watersheds located in agricultural regions. Students will identify local agriculture production areas and their relationships between land characteristics, water quality, and habitat growth and maintenance. Referencing local environments and agriculture practices, students will analyze possible sources of pollution and erosion and determine the impact of animal and plant systems, wildlife interactions, and beneficial and detrimental production practices. Students will use their knowledge to make recommendations on ecological friendly solutions on improving watersheds. Students evaluate the importance of

soil and water conservation, the effects of animals, erosion, pollution, and urban sprawl on watersheds, and human impact on the environment and natural resources.

Assignment Summaries

1 - Water Quality

In order to understand that natural resources like water are affected by the environment, students will locate and retrieve a sample of untreated water from local sources that have agricultural runoff, if none are nearby instructors may include local creeks, lakes, watersheds, or reservoirs, one from a source near an agriculture producing facility and one away from an agriculture producing facility. Using a standard water testing kit, the water samples will be analyzed for the various particulates and contaminants. They will record pH, lead, and nitrates, presence of pesticide residue, and coliform bacteria as well as sediment levels. They will use this information to determine which pollution factors are affecting local watersheds and their source, including an analysis of possible erosion sources, chemical contaminants and biological inputs (wildlife, livestock, etc.). Following their data collection and analysis, they will use problem solving skills to make recommendations for pollutant elimination, the reporting format will be determined by the instructor (example: oral presentation, visual aide, lab write up, etc.).

2 - Agriculture Practices, Natural Resource Conservation, and Case Studies

Now that students have an understanding of factors that affect water quality they will be exposed to agencies that regulate the use of these resources. Local directors of the United States Department of Agriculture (USDA), Natural Resources Conservation Service (NRCS), the Resource Conservation District (RCD), or any other pertinent industry professionals will present students with information about practical applications of water conservation, limiting pollutants, and practices that reduce environmental impacts of agriculture practices. Local agriculture producers will also be invited to come and discuss their practices and how they are limiting their negative impacts on the natural resources available to them. Students will read and evaluate case studies of agriculture producing farms implementing sustainable practices. Case studies could include cover crops, owl boxes, crop rotation, and water runoff. The outcome of the visit(s) and case study will result in a reference included and cited in the future irrigation plan or environmental impact report that will be generated at the end of this unit. Both the irrigation plan and the environmental impact report should reference the data collected from assignment one.

3 - Water Flow, Irrigation Plan, and Efficiency Model

Using the information and data collected in assignments one and two, students will create a plan to analyze irrigation practices and efficiency in order to identify an appropriate irrigation system. Students will also gather knowledge of adhesion, cohesion and chemical bonding principles that govern water management through analysis of industry articles and scientific texts. Through the practice of building a water flow and efficiency model, students will identify innovative conservation approaches and irrigation methods such as scheduling irrigation rotations depending upon soil moisture, crop growing periods, availability of water, and methods of irrigation such as tape, drip, micro sprinklers, pressurized sprinklers, furrow, and flood. Sources of surface water and groundwater will be identified. Student irrigation plans will be based on a selected crop and data will be collected, analyzed, and interpreted, to form conclusions based on:

- acreage farmed
- types of crops
- methods of irrigation (to include a model demonstrating water flow and efficiency, see information below)
- sources of water
- acre feet of water for crops grown
- programs available for irrigation implementation funding or conservation
- cost effectiveness of farming versus selling water
- runoff and contamination
- environmental impact report culmination

Water flow and efficiency model:

Students will break into groups to demonstrate methods of irrigation. They are to create a “farm” of their choice (garden beds, farm plots, container created plots, etc.). Each group will be provided a set amount of water to

demonstrate their method of irrigation (each group should choose different methods such as furrow, drip, micro-sprinkler, etc.). They shall record the amount of water used, soil moisture, and runoff. At the conclusion of the lab, students will be able to justify best practices of irrigation for crops grown and the impact on environment and water resources. Students will utilize knowledge of capillary action in soil, plant physiology as well as chemical bonding in water to inform their laboratory experiment. Students will present their best practices in a format to be determined by the instructor (example: oral presentation, visual aide, lab write up, etc)

Analyzing data, interpreting data and forming conclusions.

Students will determine the best methods for organizing their data using tables. The skills in analyzing and interpreting data used during the water flow and efficiency model during the Natural Resource unit will be applied to the final agriscience research project. Specifically students were asked to determine the most efficient irrigation application method during the water flow and efficiency model. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

Anchor Standards: 1, 2, 4, 5, 6, 7, 9, 10, 11

Career Readiness: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

CTE Pathway Standards: E1.3, E1.4, E1.5, E2.1, E2.2, E2.3, E2.4, E2.5, E2.6, E5.1, E5.2, E5.3, E4.2, E4.3, E12.3

NGSS: HSL2-4, HS-LS2-1, HS-LS2-7, HS-LS4-6, HS-ETS1-1, HS-ESS2-5, HS-ESS2-7, HS-PS1-4, HS-PS1-6

Unit Five: Food Systems

Description of Topics

The purpose of this unit is to use prior knowledge of chemical and biological principles and apply them to end-stage agricultural practices in food safety and food preservation. Utilizing research skills and technical plant, animal and pest knowledge from earlier units, students will create a consumer-focused and locally-relevant food product (examples: jerky, jam, pickles). They will utilize scientifically proven food safety and preservation methods and will create a comprehensive food safety plan including a food label following FDA guidelines for presentation to be judged by industry professionals. As part of the comprehensive food safety plan students will investigate the importance of implementing Hazardous Analysis Critical Control Point (HACCP) plans in the prevention of foodborne illness. HACCP plans will identify areas of potential contamination in the food chain for a specific products production from the raw commodities, preparation, and packaging through storage by the consumer.

Assignment Summaries

1 - Foodborne Disease and Its Role in Food Safety

To begin the convergence of scientific principles and food safety, students will research a specific foodborne illness, and their findings in this research will be linked to laboratory investigations where they will determine the types of disease causing agents they collected on food samples and from the food preparation areas and tools. They will use knowledge from prior units to identify the type of disease causing agent (fungal, bacterial, viral, parasitic, noninfectious), transmission, treatment, and prevention in addition to reviewing production practices responsible for a specific outbreak of that disease. In their review of the outbreak, they will propose recommendations for prevention of future outbreaks of that type. Students will create and present a PowerPoint including their research findings; upon the conclusion of the presentations students will submit their project to a shared document to be used as a class resource in developing a comprehensive food safety and marketing plan.

2 - Osmosis in Food Preparation

After learning appropriate food-handling protocols to reduce incidents of illness, students will engage in a series

of chemistry-based exercises to learn the methods for preserving consumer food products safely. In particular this activity promotes student understanding of how jamming, dehydrating, and drying with salt or sugar are effective forms of food preservation, as they remove the water and change the chemical composition of food and delay the growth of microorganisms from harmful bacteria rendering the food safe for consumption. Groups of students will read a technical document on food preservation methods (e.g. smoking, canning, jamming). Students will create a graphic organizer to compare methods. Students will then conduct an experiment where they dissolve the shell of an egg and place it in various solutions over the course of a week to determine how osmosis and concentrations of solutions impacts movement through the cell membrane. Students will then apply their understanding of osmosis from this lab to a given commodity, and will be able to create a written recommendation for appropriate food preservation methods based on HACCP protocol. They will later apply these findings to the creation of their safe food product at the end of the unit.

3 - Identifying Components to HACCP

Students will create a visual display that identifies the seven principles of a HACCP plan, which is a systematic approach to the identification, evaluation, and control of food safety hazards based on the following seven principles: Principle 1: Conduct a hazard analysis, Principle 2: Determine the critical control points (CCPs), Principle 3: Establish critical limits. Principle 4: Establish monitoring procedures, Principle 5: Establish corrective actions, Principle 6: Establish verification procedures, and Principle 7: Establish record-keeping and documentation procedures. Consequently each of these principles will be researched and applied through experimentation throughout the unit, to create a comprehensive food safety plan for the food product students design for their final unit project.

4 - Swabbing Hazards

After learning basic HACCP procedures, students will visit a commercial food production facility (school cafeteria, restaurant, processing site) and conduct a hazard analysis (as a basis for learning to investigate Principle 1 & 5 of a HACCP plan), swab samples of various surfaces (including but not limited to hands, door handles, tables, cutting surfaces, food preparation tools), and prepare and grow culture plates. After a period of growth, students will determine if potential disease-causing agents are present, and if so, identify the specific pathogen. Students will record their findings in a written report. As a result students will determine the critical control points for that location (Principle 2 of the HACCP plan) based on the data generated from the swabs. Students will apply this skill in the development of their product and food safety plan.

5- Chemical Properties in Preservation

Given the top 5 seasonally available commodities in a growing region, as well as common ingredients (granulated sugar, lemon, etc.) for preservation of those commodities, students will determine chemical properties of those commodities through their prior knowledge of pH, brix and water content. They will collect and record their data in a chart they design. Students will study the effects of pH on cut apple preservation (as a basis for learning to investigate Principle 3 & 4 of a HACCP plan). Each group will make a selection of a test solution based on scientific research. Students will gather data on bacterial colony counts that develop on swabs they take of samples from the cut apples. As a result groups will report to the class their findings and groups will evaluate the data. Groups will also brainstorm and determine other possible critical control limits for the sliced apple product. Students can employ several different possible methods of reporting their findings (examples of reports include: oral presentation, visual aide, lab write up, etc).

6 - Implementing Procedures and Practices

Students will begin by reviewing a locally obtained HACCP plan (as a basis for learning to investigate Principle 6 of a HACCP plan). From the plan students will annotate and 1) identify areas of critical control 2) identify scientific evidence used as expert advice to validate HACCP protocols 3) identify specific procedures and practices to implement protocol in the plant. Student findings will be recorded using a graphic organizer that will be included in their final food safety plan (examples include: Three Circle Venn Diagram, Comparison Chart, Cause and Effect, Factors in the Cause or Sorting Organizer). Upon gathering that information, students will conduct a primary research investigation to test the HACCP principles in a controlled environment using radiation and chemical methods. Though much of the scientific research they will have read shows that appropriate temperature and time kills microorganisms, there is also a significant body of evidence that dramatic pH alterations can inhibit microorganism growth. As such, students will conduct a second research protocol within

the HACCP protocol that contrasts the radiation and chemical methods of microorganism prevention in order to determine the relative efficacy of each method. Students will combine their graphic organizer with their research conclusion and present their findings in a lab report, which will also be added to their final food safety plan.

7 - Food Labeling

Students will wrap up their unit by developing an infographic that highlights food allergens and their role in food labeling. Students will research to prepare the infographic, which will include symptoms, major food allergens, treatment/when to seek treatment, the relationship of livestock antibiotic withdrawal periods and what must be included in origin labeling. An analysis of several different allergen-causing foods should occur, with investigations conducted regarding the elemental makeup of each food and the chemical reactions that cause the allergic reaction, specifically drawing a relationship between the interactions of the chemical world and the microbiology of the human body. The final infographic should showcase their findings using technical nomenclature, pictures, and supporting statistics.

8 - Food Safety Product and Plan

The final project for the unit will ask student to develop a physical food product such as a fruit jam, dried vegetable product, oil, herb or seasoning mix, citrus juice, etc. and create a comprehensive food safety plan for the product that includes the HACCP and labeling standards. Students will choose a commodity from their growing region and utilizing food safety principles preserve it following scientifically proven preservation methods. Students will also engage in industry-standard testing protocols to assess the chemical profile of the food product (pH level, potential toxicity, etc.) as well as engage in a multi-interval microorganism testing protocol. Students will follow FDA guidelines and use prior unit knowledge to develop an appropriate label for their food that follows legal standards as well as agricultural marketing practices. They will prepare a written and 3-5 minute visual presentation (students will choose the media) for a panel of industry professionals.

Anchor Standards: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

Career Readiness: 1, 2, 4, 5, 8, 9, 10, 11, 12

CTE Pathway Standards: G2.1, D6.7, C5.1, C5.2, C5.3, C5.4, C3.3, C3.4, C3.5, C3.1, C3.2, C1.7, C1.2, C1.3, C1.4

NGSS: HS-PS1-4, HS-PS1-6, HS-LS2-7, HS-LS1-4, HS-LS3-1, HS-LS3-2, HS-LS1-3, HS-LS2-1, HS-LS2-2, HS-LS1-3

Unit 6: Agriscience Research Paper and Display

Throughout all units, students will gather knowledge through laboratory exercises to further develop and enhance their Agriscience Research programs. At the conclusion of the course, students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

Anchor Standards: 1, 2, 4, 5, 7, 9, 10, 11

Career Readiness: 1, 2, 4, 5, 9, 10, 11, 12

CTE Pathway Standards: C5.1, C5.2, C5.3, C5.4, C3.3, C3.4, C3.5, C3.1, C3.2, C1.7, C1.2, E1.3, E1.4, E1.5, E2.1, E2.2, E2.3, E2.4, E2.5, E2.6

NGSS: HS-LS3-1, HS-LS3-2, HS-LS1-3, HS-LS2-1, HS-LS2-2, HS-LS1-3

Unit 7: FFA and SAE

Students will appreciate the importance of the Future Farmers of America (FFA), Parliamentary Procedure. List, explain or recite the following items needed to be an FFA member.

A. History of the FFA

G. Aims and Purpose

- B. Creed
- C. Motto
- D. Colors
- E. Emblem
- F. Kinds of Membership
- H. Dress
- I. Code of Ethics
- J. Greenhand Degree
- K. California Recordbook

Demonstrate the proper use of parliamentary procedure to improve meetings, using motions, and proper conducting of business.

Students will gain an understanding of supervised agricultural experience (SAE), and farm record keeping through hands-on project involvement. Students will:

- A. Describe the benefits of an SAE and how to develop long-range planning.
- B. List reasons for good record keeping using the California Farm Account Book.
- C. Demonstrate understanding of various types of records including budgets, journals, income summaries and financial statements.

Anchor Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Career Readiness: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

CTE Pathway Standards: A2.1, A2.2, A2.3, A2.6, A7.1, A7.4, A1.6, A5.4, A5.5, A5.6, D9.3, D12.7

NGSS:

6. Texts & Supplemental Instructional Materials

7

Please list basic and supplementary materials with their copyright dates, costs, and funding sources for purchase. Funding Source should be included and should be specific.

Title/Publisher	Copyright Date	ISBN:	Funding Source	Cost Per Item	QTY	Total Cost
Agriscience Fundamentals and Application	2015 or latest	9781133686888	CTE or Perkins	185.95	30	5,578.50
Energy and Agriculture, Science, Environmental, and Solutions	2015 or latest	9781111541088	CTE or Perkins	39.99	30	1,199.70
Introduction to Biotechnology, an Agriculture Revolution	2013 or latest	9781435498372	CTE or Perkins	97.25	30	2,917.50

7. Key Assignments

Are in the Course Description

8. Instructional Methods and/or Strategies

Are in the Course Description

9. Assessment Methods and/or Tools

Are in the Course Description

10. Honors Designation (*Honors Courses Only*)

FORM C

**LOS BANOS UNIFIED SCHOOL DISTRICT
Course Revision Approval Form**

Course Title	Ag Systems Management			
Action:	<input type="checkbox"/> Content Revision	<input type="checkbox"/> Textbook Revision	<input type="checkbox"/> Title Change	<input type="checkbox"/> Course Deletion

Signatures are needed to ensure full district communication, applicable signatures are required before course revision is submitted to Curriculum Council.

Signature/Date	Los Banos HS	Los Banos Junior HS	Pacheco HS	San Luis HS
Principal				
Dept. Chair				

<i>District Curriculum Council and Board of Education Approval</i>			
Date	District Curriculum Council Action		
	Approved:	Secondary Area Admin. /Designee Signature	
	Approved as amended:		
	Disapproved:		
Date	Board of Education Action		
	Approved as Amended:		
	Disapproved:		

Board Reference Material

SUBJECT TITLE: Memorandum of Understanding – Los Banos Teachers Association and Los Banos Unified School District

REQUESTED ACTION: Approve Memorandum of Understanding with Los Banos Teachers Association and Los Banos Unified School District, re: extension of April 15th deadline to distribute employment contracts for the 2019-2020 school year

Action X

Discussion/Information

RECOMMENDATION:

It is recommended that the Board approve a Memorandum of Understanding (MOU) between the Los Banos Teachers Association (LBTA) and Los Banos Unified School District postponing the April 15th contract distribution date by ten working days to April 30, 2019.

BACKGROUND INFORMATION:

The LBTA Collective Bargaining Agreement identifies April 15th as the date by which all certificated employees will receive their employment contracts for the upcoming school year. The distribution date will be postponed by ten working days to April 30, 2019. This precautionary measure is being taken to ensure that staff had adequate time to generate accurate contracts for certificated staff members. The April 15th contract distribution deadline will be reinstated for the 2020-2021 school year.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not support a specific Board Goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

There is not a financial cost associated with this action.


ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent Human Resources
Date: April 11, 2019

**MEMORANDUM OF UNDERSTANDING
LOS BANOS UNIFIED SCHOOL DISTRICT AND
LOS BANOS TEACHERS ASSOCIATION**

The Los Banos Teachers Association (LBTA) collective bargaining agreement identifies April 15th as the date by which unit members are to receive their employment contracts for the upcoming school year.

The April 15th deadline will be postponed by ten working days, to April 30th. The extension of ten working days allows sufficient time to complete all of the tasks necessary in order to distribute accurate contracts to certificated employees.

The April 15th deadline will be reinstated for the 2019-2020 school year.



Dr. Mark Marshall, Superintendent

4/4/19

Date



Jennifer Wilkin, LBTA Co-President



Jeff Miller, LBTA Co-President

4/4/19

Date

4/4/19

Date

Tentative Agreement — March 20, 2019

The parties have reached agreement resolving negotiations for 2018-2019 as follows:

Article VI (Salary)

The base salary schedule shall be increased by **3.26%** retroactive July 1, 2018.

In addition, hourly pay including all hourly rates listed in Exhibit D, but not stipends or induction/mentor pay, shall be increased by 3.26%

Article VIII (Health and Welfare Benefits)

Consistent with Subdivision C., the District will cover the increase in the District annual contribution for health and welfare benefits for the 2018-2019 plan year because the increase was less than 5%.

Article VII (Staff Development Days)

Effective 2019-20, the teacher work year shall be reduced from 185 days to 184 on an ongoing basis by elimination of 1 of the 3 mandatory annual staff development days without reduction in compensation. The August 6th work day previously approved on the 2019-20 calendar will be removed.

The LBUSD/LBTA Joint Consultation Staff Development Committee shall be dissolved. The District will gather input from Site Leadership Teams (comprised of teachers and administrators) during the Staff Development planning process, and the District will have the final decision as to the content, subject matter, organization, and structure of the two (2) required Staff Development days. At least 10 working days prior to scheduled Staff Development days, the District will provide LBTA members with itineraries for planned trainings and activities. Similar to Orientation Days, teachers will continue to have a one hour duty free lunch on Staff Development Days.

All mandated trainings must be conducted during one of the two annual Staff Development days, first two staff meetings of the school year or Professional Learning Communities (PLC) time.

On Teacher Orientation days, no more than three (3) total hours of orientation meetings (including both District and school) can be scheduled.

Article IV (Parties' Rights)

The parties agree to continue to negotiate an MOU to address issues regarding deduction of membership dues, compliance with the *Janus* decision re agency fees, and AB 199 (relating to new member orientations and provision of unit member information to LBTA.) The goal of the parties is to enter into an MOU before the end of the 2018-2019 school year.

Article IX (Leaves):

The parties agree to continue to negotiate an MOU to define parental leave rights in compliance with existing law. The goal of the parties is to enter into an MOU before the end of the 2018-2019 school year.

Duration:

The term of the Agreement shall be extended through June 30, 2020. In 2019-2020, each party may reopen Salary and Health Benefits and one additional Article.


Authorized Representative
LBTA

3/22/19
Date


Authorized Representative
LBUSD

3/24/19
Date

* This TA is subject to ratification by the Governing Board.

LOS BANOS UNIFIED SCHOOL DISTRICT

2019-2020 School Calendar

All Wednesdays Are Minimum Days for all Elementary Schools

July 2019						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Elementary Teacher Prep
- All District Teacher Prep
- Secondary Teacher Prep
- Secondary First/Last Day of School
- Elementary First/Last Day of School
- Elementary Parent Teacher Conferences
- Holidays
- Elementary Minimum Day - Teacher Prep
- Elementary Minimum Day
- Secondary Minimum Day
- All District Minimum Day
- Elementary PLC
- High School PLC
- Jr. High PLC
- Staff Development Days
- Classified Staff Holidays

- Holidays**
- September 2
 - November 11
 - November 25-29
 - Dec. 23 - Jan. 10
 - January 20
 - February 10
 - February 17
 - March 23-27
 - April 10-13
 - May 1
 - May 25
- Report Card Periods**
- Grades TK-6
 - 1st Trimester Ends - October 31 (59)
 - 2nd Trimester Ends - February 28 (60)
 - 3rd Trimester Ends - June 5 (61)
 - Grades 7-8
 - 1st Trimester Ends - October 31 (60)
 - 2nd Trimester Ends - February 28 (60)
 - 3rd Trimester Ends - June 4 (60)
 - High Schools
 - 1st Quarter Ends - October 11 (46)
 - 2nd Quarter Ends - December 20 (43)
 - 3rd Quarter Ends - March 20 (46)
 - 4th Quarter Ends - June 4 (45)
- Kindergarten Registration**
- February 24 thru 28, 2020
- Graduations**
- Pacheco High School - June 5 - 8:00 PM
 - Los Banos High - June 5 - 8:00 PM
- Board Adopted:** January 10, 2019
 Board Adopted r: February 14, 2019
 r: February 20, 2019

★ Oct. 30, Mar. 4, and May 27 - Elementary Report Card Prep Days

vertex42 calendar

Pending Board Approval

LOS BANOS UNIFIED SCHOOL DISTRICT
2018-2019 CERTIFICATED SALARY SCHEDULE
 (3.26% Effective 7/1/18)

STEP	CLASS I BA + No Regular Cred		CLASS III BA + 30 + Regular Credential		CLASS IV BA + 45 or MA + Regular Credential		CLASS V BA + 60 or MA + 15 + Regular Credential		CLASS VI BA + 75 or MA + 30 + Regular Credential	
	Month	Annual	Month	Annual	Month	Annual	Month	Annual	Month	Annual
1	\$4,380.92	\$52,571	\$4,761.75	\$57,141	\$4,952.33	\$59,428	\$5,142.67	\$61,712	\$5,333.33	\$64,000
2	\$4,571.17	\$54,854	\$4,952.33	\$59,428	\$5,142.67	\$61,712	\$5,333.33	\$64,000	\$5,523.83	\$66,286
3	\$4,761.75	\$57,141	\$5,142.67	\$61,712	\$5,333.33	\$64,000	\$5,523.83	\$66,286	\$5,714.33	\$68,572
4	\$4,952.33	\$59,428	\$5,333.33	\$64,000	\$5,523.83	\$66,286	\$5,714.33	\$68,572	\$5,904.83	\$70,858
5			\$5,523.83	\$66,286	\$5,714.33	\$68,572	\$5,904.83	\$70,858	\$6,095.42	\$73,145
6			\$5,714.33	\$68,572	\$5,904.83	\$70,858	\$6,095.42	\$73,145	\$6,285.67	\$75,428
7			\$5,904.83	\$70,858	\$6,095.42	\$73,145	\$6,285.67	\$75,428	\$6,476.33	\$77,716
8					\$6,285.67	\$75,428	\$6,476.33	\$77,716	\$6,666.92	\$80,003
9					\$6,476.33	\$77,716	\$6,666.92	\$80,003	\$6,857.17	\$82,286
10					\$6,666.92	\$80,003	\$6,857.17	\$82,286	\$7,047.83	\$84,574
11							\$7,047.83	\$84,574	\$7,238.25	\$86,859
12							\$7,238.25	\$86,859	\$7,428.83	\$89,146
13							\$7,428.83	\$89,146	\$7,619.17	\$91,430
14									\$7,809.75	\$93,717
15									\$8,000.00	\$96,000
16									\$8,190.67	\$98,288
17									\$8,381.00	\$100,572
18									\$8,571.33	\$102,856
19									\$8,761.67	\$105,140
Longevity 24									\$8,999.25	\$107,991
Longevity 28									\$9,237.25	\$110,847

Note 1: To achieve the 24th step in Class VI, an employee must have worked in the District at least 10 years.
Note 2: To achieve the 28th step in Class VI, an employee must have worked in the District at least 15 years.

Effective: July 1, 2018

NEGOTIATED STIPENDS 2018-19

1. HOME INSTRUCTION, SUMMER SCHOOL: (\$45.62)
2. SPECIAL EDUCATION: (\$1,814)
3. OUTDOOR SCHOOL: (\$127 per day)
4. INDEPENDENT STUDY:
 - Step 1 - \$38.18 per hour
 - Step 2 - \$39.32 per hour
 - Step 3 - \$40.42 per hour
 - Step 4 - \$41.52 per hour
 - Step 5 - \$42.58 per hour
5. DEPARTMENT CHAIRPERSON: \$77.16 per section taught at the site.
6. HOURLY RATE: (\$35.17)
7. **PAR Panel members: \$1,420.06 (paid monthly)**
8. **PAR Consulting teachers: \$1,420.06 (paid monthly)**
9. **PAR Consulting teachers-Referred Teacher Assistance: \$2,840.12 (paid monthly)**

Revised
7/28/00
05/10/01
02/15/02
03/24/03
03/10/04
02/08/05
04/13/06
03/13/08
1/28/14
3/10/16

Pending Board Approval - 4/11/19

Board Reference Material

SUBJECT TITLE: **Reclassification**

REQUESTED ACTION:

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the reclassification of three classified employees.

BACKGROUND INFORMATION:

A Reclassification Committee was formed adhering to the agreed upon language contained in the California School Employees Association and its Los Banos Chapter #092, collective bargaining agreement. The Committee examined the Reclassification paperwork submitted by classified employees, applied the Reclassification Criteria as defined in Education Code Section 45101, and determined that three requests met the criteria to have their current positions reclassified.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT (Include impact on School District Facilities):

The reclassification is effective July 1, 2019.

ORIGINATOR: Tammie Calzadillas, Ed.D., Assistant Superintendent Human Resources
Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Loftin Remodel Project

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board authorize staff to begin investigating the Loftin Remodel Project.

BACKGROUND INFORMATION:

The Loftin Stadium Pool Facility is in disrepair causing it to be a public safety and liability hazard. This authorization would allow investigation into the beginning steps, demolition, of a Remodel Project.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature and does not directly support a Board Goal.

ALTERNATIVE/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT:

There are no costs yet for this activity as it is only exploratory.

ORIGINATOR: Mark Marshall, Ed.,D., Superintendent

DATE: April 11, 2019

Board Reference Material

SUBJECT TITLE: Naming of New Elementary

REQUESTED ACTION: Authorize

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board authorize the Superintendent to form a committee to select a name for the new Elementary School. Board Policy #1220 authorizes the Board to appoint ad hoc committees for specific purposes, and BP #7310 provides direction to the Board regarding the naming of new schools.

BACKGROUND INFORMATION:

Our elementary school project is at the point of a needing a name. This will help keep the project identified in Sacramento and will help in building a stronger sense of community as we prepare to open the new school for students.

The committee will present a prioritized list of names for consideration to the Board at the July 11th meeting.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS:

Goal #3: Create a comprehensive plan to pursue and utilize state, local and mitigation agreement revenue to build necessary schools in the District.

Goal #8: Develop and maintain an effective communications system to inform Board, staff and community about the District's academic progress, facility needs and annual budget.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

None

ORIGINATOR: Mark Marshall, Ed.D., Superintendent

Date: April 11, 2019

LOS BANOS UNIFIED SCHOOL DISTRICT
 MINUTES OF THE REGULAR MEETING
 OF THE BOARD OF EDUCATION
 March 14, 2019

City Hall
 Council Chambers

- | | |
|--|--|
| Mr. Parreira called the meeting to order at 5:46 P.M. | Call to Order |
| PRESENT: Ms. Benton, Mr. Martinez (5:47), Mr. Munoz, Mr. Parreira, Ms. Rodriguez (5:52), Ms. Smith. ABSENT: Ms. Goin | Roll Call |
| Assistant Superintendent Don Laursen held a study session for the Board regarding the Second Interim Budget Report | Study Session
Second Interim Report |
| A presentation was given by California Consulting. | Study Session |
| A closed session was held. Student Discipline: Cases, #81494976998, #3163045667, #9194977001 and #4174250850 (Action); Public Employees: Discipline/Dismissal/Release/Reassignment (Section 54957) (No Action); Conference with Labor Negotiator (Section 54957.6) Agency Negotiators: Tammie Calzadillas, Paul Enos, Don Laursen, Mark Marshall and Paula Mastrangelo; Employee Organization: LBTA, CSEA (No Action). | Closed Session |
| The regular meeting was called to order at 7:07 p.m. | Regular Meeting |
| The audience was led in the Pledge of Allegiance by Dr. Brenda Latham, Dean of Merced College, Los Banos Campus. | Pledge of Allegiance |
| The Los Banos Junior High Choir performed in honor of Music in our schools month. | LBJH Choir Performance |
| On a motion by Member Benton seconded by Member Martinez, Trustees approved the agenda. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried. | Approval of Agenda |
| Geneva Brett came forward and thanked the District for Partnering with the Chamber of Commerce to supply all of the residents of Los Banos with a "Los Banos SAFE-3 Minute Bag" | Public Forum |
| The Graduates from the Merced County Parent Leadership Training Institute were recognized and presented with certificates and flowers. Dr. Brenda Latham, Dean of Merced College, Los Banos Campus was honored for her retirement and her 22 years of service and partnership with Los Banos Unified School District. Members of the Measure X Citizens Oversight Committee were introduced. | Recognitions/
Introductions |
| Los Banos High School Student Representative, Celeste Gobeia reported on the many activities at Los Banos and Pacheco High Schools. | Student Report |

No Report

CSEA Report

No Report

LBTA Report

Dr. Marshall greeted everyone. He stated that the Community Café held at Los Banos High School was a success and commended Principal, Veli Gurgun, on the student entertainment and the well attended event. He congratulated Pacheco High Student Genisa Salinas, who scored in the top 2.5% on the PSAT of all Hispanic/Latino test takers nationwide and that she is being invited to participate in the National Hispanic Recognition Program (NHRP). Dr. Marshall told everyone in attendance that Pacheco High School would be hosting the Every 15 Minutes program on their campus for the next two days. He attended Ag Day events at many of the Elementary sites. He delivered the welcome address for the Parent Leadership Training Institute graduation and attended their “Dream Big” conference held in Merced on March 2nd. He said that the Ray Lozano event that was sponsored by the Elks went very well and that Mr. Lozano said that he was impressed with the students and our District. He thanked everyone involved in the Groundbreaking for the New Elementary School that was held on the 11th and stated that it was a very successful event. He gave kudos to Miano Elementary for placing first in the Imagine Language and Literacy California Cup and to teacher, Mr. Sergio DeAlba, for receiving the Edward C Roy Jr. Award for Excellence in Earth Science Teaching and announced that Mr. DeAlba was appointed to the National Middle Level Science Teachers Association Board of Directors. He announced that Los Banos was selected as a Model SARB for the State of California and congratulated Dan Martin for this achievement. He congratulated the Los Banos Junior High MESA students for their recent achievements. Dr. Marshall stated that Los Banos Junior High will be hosting Young Entrepreneur events and the Youth to Youth Conference. He shared that Charleston Elementary held a Pennies for Patients drive during the Great Kindess Challenge and raised \$4,009.58 for the Leukemia and Lymphoma society and that they were hosting their annual “Nite at the Races” fundraiser on March 15th. He announced that the next Community Café would be held at Volta Elementary on March 26th where presenters from the High Speed Rail Authority will be speaking about the impact the project would have on Volta Elementary and the surrounding community.

Superintendent’s Report:

Tom Worthy stated said that they had the first meeting with the contractor and discussed sub contractors for the new elementary school. They hope to be moving dirt on April 1. He stated that he is looking forward to working with Bernards on the project. He is currently working with the city to obtain an address for the site. The bid opening for the Los Banos Elementary School fire alarm project was held on the 12th. The bid opening for the San Luis High School modular project will be held on the 28th of March. There will be a meeting with the DTSE to discuss the Volta soil study results on the 21st of March. The camera project for Henry Miller Elementary is on schedule and should be completed soon.

Facilities Report

Marg Benton attended Dr. Sues day and read to students in the TK classes. She attended the FFA appreciation lunch. She stated that she attended the Rotary Speech contest for FFA students and the first place winner was from Los Banos. She

Trustee Reports

attended the Arbor Day Celebration and commented that Pacheco High School has a great Jazz Band. She attended Ag Day at Henry Miller Elementary and the Every 15 Minutes Program at Pacheco High School and commended Sue Shryock and Denise Clarke for organizing the program that sheds light on the dangers of drinking and driving as well as texting behind the wheel. She also attended the groundbreaking ceremony for the new elementary school. Marlene Smith attended the Parent Leadership Training Institute (PLTI) graduation and said she was proud of the graduates. She attended the Community Café held at Los Banos High School and was impressed with the Drone class being offered in conjunction with Merced College Los Banos. She read to the students at the TK center during Dr. Suess week. She also attended the groundbreaking ceremony for the new elementary school. She attended Career Day and the Every 15 Minutes program at Pacheco High School. She also attended a meeting with the District Wellness Committee. Anahi Rodriguez thanked the choir for their performance and congratulated the graduates of the PLTI program and thanked Rosa Barragan and Nancy Velador. She also participated in reading to classrooms during Dr. Suess week. She stated that she will be participating in the Youth Business Expo at Los Banos Junior High. Ray Martinez attended the 2x3 meeting, and read to eight different classrooms at LBE, MSE, WUES and the TK center. He took part in the Volta Science Expo. He also participated the Ad Hoc Safety Committee meeting. He attended the groundbreaking ceremony for the new elementary school. Gary Munoz congratulated the 22 parents who graduated from the PLTI. He stated that the English class from PLTI would be holding their graduation on Wednesday, April 10th in the Espanas Banquet Room and gave contact information for anyone who wanted to attend. He thanked Mr. Rosales for the use of his site. He read to classes at LBE, MSE and the TK center. He stated that he planned to attend the Open House at WUES on the 21st of March. He chaperoned a field trip with LBE to the Monterey Bay Aquarium. Anthony Parreira read at 5 elementary schools and said the kids were a “hoot”. He attended Career Day at WUES and spoke to grades 3, 5 and 6 about becoming educators. He reminded everyone how important music and the arts were in schools and that they were a vital part of the educational system. It is STEAM not STEM.

On a motion by Member Smith seconded by Member Benton, Trustees approved and certified the District will be able to meet its financial obligations for the current year and two subsequent fiscal years. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.

Second Period
Interim Budget
Report

On a motion by Member Martinez seconded by Member Munoz Trustees adopted Resolutions #03-19, Volunteer Recognition Week, April 7-13, 2019, #04-19, Day of the Teacher, May 8, 2019, and #05-19, Classified School Employees’ Week, May 19-25, 2019. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.

Resolutions 3-19,
4-19, and 5-19
Employee &
Volunteer
Recognition

Assistant Superintendents Paul Enos, Paula Mastrangelo, and Tammie Calzadillas provided an informational report on Goals #3 and #5 of the Local Control Accountability Plan.

LCAP

<p>Mr. Parreira opened a public hearing on Resolution 07-19 regarding adopting a CEQA Mitigated Negative Declaration for Volta Elementary at 8:31 P.M., no one came forward and the public hearing was closed at 8:31 P.M. On motion by Member Benton, seconded by Member Smith Trustees approved the Resolution: Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Resolution 7-19 Volta Elementary School Environmental Review</p>
<p>Mr. Parreira opened a public hearing on the initial bargaining proposal of the California School employees Association (CSEA) at 8:33 P.M., no one came forward and the public hearing was closed at 8:33 P.M. On motion by Member Martinez, seconded by Member Benton Trustees adopted the proposal: Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Initial Bargaining Proposal CSEA</p>
<p>Mr. Parreira opened a public hearing on the initial bargaining proposal of the Los Banos Unified School District (LBUSD) to the California School Employees Association (CSEA) at 8:35 P.M., no one came forward and the public hearing was closed at 8:35 P.M. On motion by Member Benton, seconded by Member Smith, Trustees adopted the proposal: Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Initial Bargaining Proposal LBUSD</p>
<p>Mr. Parreira opened a public hearing at 8:37 p.m. on the disclosure of the estimated PERS Golden Handshake costs, no one came forward and the public hearing was closed at 8:37 p.m. On motion of Member Smith, seconded by Member Martinez, Trustees adopted Resolution 06-19 granting a designated window period for eligible classified employees. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Resolution 6-19 PERS Golden Handshake</p>
<p>On a motion by Member Smith seconded by Member Benton, Trustees approved a \$10,000.00 signing bonus for Speech and Language Pathologists. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Signing Bonus Speech Language Pathologist</p>
<p>On a motion by Member Munoz, seconded by Member Benton, Trustees declared its intent to adopt the mandated policies BP 1250Visitors/Outsiders; Community Relations, BP 1240 Volunteer Assistance; Community Relations, AR 1240 Volunteer Assistance; Community Relations ,BP 0450 Comprehensive Safety Plan; Philosophy, Goals, Objectives and Comprehensive Plans. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>Mandated Policy Changes (first reading)</p>
<p>On a motion by Member Benton seconded by Member Rodriguez, trustees approved the Consent Calendar. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried.</p>	<p>CONSENT CALENDAR</p>
<p>Trustees approved the minutes of the: Regular Meeting held on February 14, 2019 and the Special Board Meeting held on February 28, 2019.</p>	<p>Minutes</p>
<p>Certificated Report: Appointments: Purser, Dean – Speech/Language Pathologist, District Wide – effective 7/1/2019. Resignations: Berrelleza, Isabella – Math</p>	<p>Personnel Actions</p>

Teacher, Creekside Junior High – effective 6/30/2019, Silva-Cisneros, Sandra – English/Drama Teacher, Pacheco High School – effective 6/30/2019, Purser, Dean – Special Education Coordinator, District Wide – effective 6/30/2019, Williams, Jennifer – Associate Pre School Teacher – effective 6/30/2019, Brown, Lucinda – Math Teacher, Creekside Junior High – effective 6/30/2019. Retiring:Nocito, Randall – Special Education Teacher, LBHS – effective 6/30/2019. Extra Duty Appointments: Ralph Apodaca-Asst. Softball Coach, 7th Grade- LBJH,David Duke-Asst. Swim Coach-PHS,Melanie Cardoso- Asst. Varsity Softball Coach-PHS, Drew Guintini- Head Varsity Swim Coach-LBHS, Gregorio Soliz-Varsity Volleyball Coach, Boys-LBHS, Lorinda Sanchez-Head JV Softball Coach-LBHS, Kelly Todd-Head Varsity Swim Coach-PHS, Chauncey Lee-Head Varsity Baseball Coach-PHS, Taylor Brooks-Asst. Swimming Coach-LBHS, Issac Samaniego-Head JV Volleyball Coach, Boys-LBHS, Dexter Coelho-Asst. Varsity Softball Coach-LBHS, Serryna Gonzalez-FROSH Volleyball Coach, Boys-LBHS, Michael O’Brien - Head FROSH Baseball Coach-LBHS, David Zuniga - Head FROSH Baseball Coach-LBHS, Samantha Jacques-Asst. Varsity Softball Coach-PHS, Noah Jones-Asst. Track Coach-LBHS, Douglas Fuentes-Head Baseball Coach-7th Grade-LBJHS. Resignations: None.

Classified Report: New Hires: Jones, Mayra – FS, Child Nutrition Worker (1.5 Hrs). Appointments: None. Promotions: Raspberry, Cecilia –TK Paraprofessional/Office Assistant (6.5 Hrs). Retired: Chrisoulis, Alejandrina – PHS, Attendance Secretary – Effective 7/31/2019, Valenzuela, Dolores – SLHS, Administrative Secretary – Effective 6/30/2019. Terminations: Bondi-Antonetti, Dianne – TK, Paraprofessional – Effective 2/6/2019, Simpson, Tabatha – TR, Bus Driver – Effective 2/14/2019 Torres Jr., Rene – LBE, Custodian – Effective 2/1/2019. Resigned: Stevenson, Lacie – LBHS/PHS, Accompanist – Effective 6/7/2019. Leave of Absence: None.

The monthly Fiscal Report was submitted for Board information.	Fiscal Report
Trustees approved the 2019-20 Holiday Schedule.	Holiday Schedule 2019-20
Trustees approved the revised job description for Licensed Vocational Nurse (LVN).	Revised Job Description/LVN
Trustees approved the donations by Morning Star to Henry Miller Elementary for the purchase of t-shirts for student mentors and Ag Day t-shirts for staff.	Donations
Trustees approved the following agreements/proposals: Agreement, Fresno Pacific, Internship Program; Agreement, Mobile Modular Piggy Back Contract, SLHS Restrooms; Agreement, Forensic Analytical Consulting, Asbestos and Lead Paint Survey.	Agreements/ Contracts
Trustees approved the following overnight/out-of-state travel: WUES Students, Camp Green Meadows, Oct 22-25, 2019; LBHS FFA Students, CSU Chico Field Day, March 8-9, 2019, LBHS FFA Students, Gridley Field Day, March 29-30, 2019, LBHS FFA Students, CDE Finals, San Luis Obispo May 3-4, 2019; VE Students, Camp Green Meadows, Sept. 30-Oct 4, 2019.	Out of State/Overnight Travel

Trustees declared specific library books and/or textbooks from Westside Union Elementary School as obsolete and dispose of in accordance with Board Policy #3270. Obsolete Books

Trustees approved the warrants for payment. Warrants

On motion by Member Benton seconded by Member Munoz, Trustees expelled students #9194977001, and #3163045667 for the remainder of the 2018-19 School Year and the fall semester of the 2019-20 School Year, student #4174250850 expelled for one calendar year, student #8194976998 expelled for the remainder of the 2018-19 school year and the first trimester of the 2019-20 school year. Students are to contact the Office of Student Discipline for possible readmission to the District following the period of expulsion for a review of attendance, credits and/or grades, behavior and recommended counseling. Pupils are referred to Valley Community Day School. Ayes: Benton, Martinez, Munoz, Parreira, Rodriguez, Smith; Noes: 0; Absent: Goin, Motion carried. Reporting Closed Session

There were no future agenda items or discussions. Future Agenda/
Discussion Items

The meeting was adjourned by Mr. Parreira at 8:45 P.M. Adjournment

SECRETARY

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas, Assistant Superintendent

REPORT OF CERTIFICATED EMPLOYMENT
FOR BOARD APPROVAL – April 11, 2019

APPOINTMENT:

None

RESIGNED

Castaneda, Fernando – Science Teacher, Creekside Junior High – effective 6/30/2019

Dunne, Dominique – Special Education Teacher, Lorena Falasco Elementary – effective 6/30/2019

RETIRING

Isom, Marlene – Kindergarten Teacher, RME – effective 6/30/2019

EXTRA DUTY

APPOINTMENTS:

Peter Costello-8th Grade Head Softball Coach-CJHS (moved from 7th grade to 8th)

Paulina Taylor-8th Grade Asst. Softball Coach-CJHS (moved from 7th grade to 8th)

Ronnie Barton Jr. – 7th Grade Head Softball Coach-CJHS

Jesse Bellinger-Head Baseball Coach, 8th Grade-LBJHS

Jalen Bourbon-Asst. Baseball Coach – 7th Grade-CJHS

Barry Reardon-Varsity Golf Coach, Boys-PHS

RESIGNED

None

LOS BANOS UNIFIED SCHOOL DISTRICT

DIVISION OF HUMAN RESOURCES

Tammie Calzadillas, Assistant Superintendent

**REPORT OF CLASSIFIED EMPLOYMENT
FOR BOARD APPROVAL – April 11, 2019**

New Hires:

Garcia, Joel – TR, Bus Driver (6.0 Hrs)

Appointments:

Promotional:

Eguia, Susan – SLHS, Administrative Assistant (8.0 Hrs)

Retired:

Ellison, Laura – FS, Child Nutrition Site Specialist – Effective 6/8/2019

Escobar, Laura – PHS, Custodian – Effective 6/30/2019

Laursen, Don – DO, Asst. Superintendent/Admin Services – Effective 6/28/2019

Millsap, Jean – CE, Office Assistant – Effective 6/28/2019

Rodriguez, Gloria – LBJH, Campus Security – Effective 6/30/2019

Rodriguez, Yolanda – VE, Custodian – Effective 6/30/2019

Sanchez, Delia – MSE, Office Assistant – Effective 6/30/2019

Stiles, Jeffrey – PHS, Campus Security – Effective 8/7/2019

Termination:

Resigned:

Leave of Absence:

Garcia, Joseph – 39 Month Rehire – Effective 4/5/2019

Board Reference Material

SUBJECT TITLE: Certificated Contracts, 2019-2020

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board authorize the Superintendent or designee to offer certificated contracts for the 2019 - 2020 school year.

BACKGROUND INFORMATION:

Preparation of certificated contract is a requirement per the Contract with the LBTA

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity which does not support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Step advancement as related to the negotiated salary schedule.

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent-- Human Resources
Date: April 11, 2019

LAST	FIRST	SITE
AGUILAR	JEANETTE	LBHS
ALARCON	SANDRA	RME
ALEXANDER	EMILY	CSJHS
ALLEN	MARY ELLEN	CE
ALVARENGA	LAURA	LBJHS
ALVES	ROSEMARY	LFE
AMABILE	MICHELLE	DW
ANDRADE - BEAM	LORRIE	T-K CENTER
ANDREWS	MARIA	LBE
APODACA	RALPH	LBJHS
ARAGONA	JULIE	CE
ARAICA	SUSAN	LBJHS
ARCEO	CARLOS	LBJHS
BAFFUNNO	DANIELLE	LBJHS
BAKER	AMANDA E	LBJHS
BAKER	FRANCINE	MSE
BAPTISTA	KIMBERLY	VE
BARCELLOS	ALEXANRA	CSJHS
BARCELLOS	JENNIFER	CSJHS
BARCELLOS	JOEY	LBHS
BARCELLOS	RACHEL	LBJHS
BARGER	DARRYL	LBJHS
BARGER	LAURA	PHS
BARRON	CAROLYN	HME
BARRY	TEESHA	WUES
BARTON	RENEE	LFE
BATEY-CARDOZA	MEGAN	LBHS
BATTISTI-GRANT	LISA	SLHS
BATY	APRIL	CR
BELL	CHRISTOPHER	CSJHS
BELL	SHANNON	HME
BELLINGER	JESSE	LBJHS
BELTRAN	JULIE	WUES
BENSON	ILANA	HME
BENTON	MIKELL	CSJHS
BERGLAND	SUZANNAH	WUES
BERUMEN-FLORES	CRUZ	PHS
BETHAM	SANDRA	PHS
BETHAM	JOHN	PHS

BETSCHART	JONATHAN	LBHS
BETSCHART	STACY	WUES
BHASKAR	HANSA	LBHS
BLARER	THELMA	LBE
BLOMQUIST	CHRISTINE	LFE
BOLES	YVETTE	HME
BORBA	SUSAN	RME
BORCHARD	MARGARET	LFE
BORELLI	LARRY	LBHS
BORREGO	LAURA	HME
BOURBON	AMANDA	LFE
BOWLER	DAVID	RME
BOWMAN	MARGARET	CE
BOYD	NICKOLA	MSE
BRAND	C. J.	CSJHS
BRANDI	MELISSA	VE
BRAR	DANNI	PHS
BRAVO	CARMEN	LBE
BRETZ	JASON	LBHS
BRETZ	JENNIFER	MSE
BREWER	ANN	LBHS
BRIZZEE	DANETTE	CSJHS
BROCK	JENNIFER	PHS
BROCKMAN	JESSICA	PHS
BROUSSARD	JUSTIN	PHS
BROWN	CHELSEA	RME
BUCKLEY	JANET	CR
BURNS	TIMOTHY	PHS
BUSSE	CHRISTOPHER	LBJHS
BUSSE	STEPHANIE	MSE
CALCAGNO	MARYLOU	CE
CALDERON-ARAGON	RODRIGO	PHS
CALHOUN	JILL	HME
CALTABIANO	DANIELLE	RME
CAMPOS	CARLOS	PHS
CARDOZA	SHANNON	LFE
CAREDIO	SHARON	PHS
CAROPRESO	DUSTIN	LBHS
CASCIA	BRIAN	CSJHS
CASCIA	MARIE C.	T-K CENTER

CASCIA NOCETI	LINDSAY	LBHS
CASEY	MAUREEN	LBHS
CASTANEDA	CHAMROEUN	MSE
CATES	KAREN	PHS
CAVAZOS	DANIELLE	LBHS
CHAPMAN	JENNIFER	PHS
CHRISTENSEN	JEFF	LBHS
CHRISTIANSEN	BRENNA	LBJHS
CINTORA	BEATRIZ	LBJHS
CINTORA	MARIA	RME
CLARK	BRENDA	PHS
CLARK	BRIAN	LBJHS
CLARK	CHRISTINA	RME
CLARKE	ANDREA	RME
CLARKE SILVERIA	DENISE	PHS
COELHO	AMANDA	WUES
COLEMAN	KEVIN	LBHS
CONWAY	HILLARY	PHS
COOKSEY	BRITTNIE	PHS
CORTOPASSI	ADARIANA	RME
CORTOPASSI	ALEXI	LBJHS
COSTA	BETH	PHS
COSTA	JOSEPH	PHS
COSTELLO	MICAH	MSE
COSTELLO	VICKI	MSE
COTTA	AARON	LFE
COTTA	CASEY	LFE
COTTA	JENNIFER	LFE
COTTA	SHELLBY	DW
COTTA	LEANNA	LFE
COX	STEPHEN	RME/ABLE
COZENS	MARIA	PHS
COZENS STROHMENGER	AIMEE	PHS
COZZI	HEATHER	LBHS
CREIGHTON	AMANDA M	WUES
CRIVELLI	COURTNEY	LBHS
CURRY	DAVID	PHS
CURUTCHAGUE	CLAUDIA	LBHS
DANNER	JOSH	LBHS
DAVIES	JAMIE	LBJHS

DAVIS	KATHLEEN	CE
DE ALBA	ELIANE	RME
DE ALBA	SERGIO	RME
DE BRUIN	JAMIE	MSE
DE FREITAS	JUSTIN	VE
DE LA CRUZ	ALISHA	LBE
DE LA CRUZ	JEFFREY	PHS
DEGOUGH	ERIN	LBHS
DEGRACE	MARION	LBHS
DEMOSS	KATE	CE
DIXON	HEATHER	LBJHS
DRAKE	KEVIN	PHS
DRUMMOND	DENISE	RME
DUNAVAN	KRISTAL	WUES
DUNCAN	CECILIA	MSE
DUNI	JUSTIN	LBE
DURAN	STACI	LBE
DUTRA	JENNIFER	LBHS
EAGLETON	YVONNE	VE
EBNER	KRISTEN	LBE
ECHOLS	JAMES	CSJHS
ELAM	SARAH	VE
ELLERSICK	AMBER	LFE
ELLERSICK	DANIEL	WUES
ELLINGTON	KAREN	SLHS
ENGLISH	SAMANTHA	DW
ENOS	JULIE	RME
ENOS	KIMBERLY	WUES
ERRATCHU	ELIZABETH	VE
ERRECA	ANN	LBE
ETCHEVERRY	ELYSE	MSE
EXNER	KELLI	RME
FAGUNDES	DANIELLE	VE
FAGUNDES	JENNIFFER	HME
FAJARDO MENDEZ	MARIA	LBHS
FALASCHI	SONIA	LBHS
FALASCO	CONNIE	LBE
FARIA	GABRIELLA	PHS
FARIA	MANUEL T.	LBHS
FERNANDEZ	ELSA	LFE
FERREIRA	MACKENZIE	HME

FIFIELD	TROY	CSJHS
FLORES	CARLA	LBJHS
FLORES	JAIME	LBHS
FLORES	TOMAS	MSE
FLORES-AYALA	BELARMINA	MSE/RME
FLORES-VILLANUEVA	LIZENIA	WUES
FOSTER	JAMES	LBJHS
FRANCO	CYNTHIA	LBE
FRANCO	ERICA	LBJHS
FREEMAN	CAITLIN	PHS
FUENTES	DOUG	LBJHS
FUENTES	TIFFANY	CE
FUNK FULLINGTON	TARA	RME
FURNISH-REYES	DEBORAH	MSE
GALLEGOS	TRINIDAD	LBHS
GAMINO	JUVENTINA	LFE
GARBER	CHARLES	LBHS
GARCIA	KENNY	LBHS
GARCIA	LUCY	LBE
GARCIA	MANUEL	LBJHS
GARCIA	OLGA	PHS
GARCIA	STEFFANIE	LBJHS
GARCIA RORIGUEZ	MARIA	LFE
GARCIA-MARTINEZ	FRANCISCO	PHS
GARDNER	BRETT	HME
GARIBAY OCHOA	ROGELIO	PHS
GARST	BEVERLY	VE
GILARDI	NANCY	RME
GOMES	BILLY	PHS
GOMES	CECILIA	HME
GOMES	CRISTIN	CR
GOMES	JEWEL	WUES
GOMES	ROXY	CE
GONZALES	ALEX	LFE
GONZALEZ	HECTOR	PHS
GONZALEZ	ULISES	LBHS
GREEN	CIERA	PHS
GREEN	HANNAH	PHS
GREENWOOD	MICHELLE	PHS
GRIFFITH	CARISSA	PHS
GURGEN-YASIN	LEILA	CE

GUZMAN	ELUERECIA	CR
GUZMAN	ERIKA	LFE
GUZMAN	RHONDA	RME
HALPIN	BOWMAN	LBHS
HAMILTON	KELLI	PHS
HAMMARI	STEVEN	LBHS
HANSON	NATHAN	LBHS
HARTLEY	DAVID	CSJHS
HATFIELD	BRANDON	CSJHS
HATTON	MICHELLE	HME
HAWORTH	KARA	LBHS
HAYS	TAMI	CE
HAZAN	CARLENE	SLHS
HEAD	LINDA	LBHS
HEATH	GENEVIEVE	LBE
HELBLING	CHRISTOPHER	PHS
HENLEY	MARK	PHS
HEPWORTH	SUSANNA	VE
HERFORTH	CLARA	CR
HERNANDEZ	DEIDRE	MSE
HERNANDEZ	MARIA	HME
HERRERA	BRITTNEY	PHS
HERRING	KIMBERLY	LFE
HILL	RODNEY	LBHS
HIXSON	KENNETH V.	LBE
HUFF	CHRISTINE	SLHS
HULING	SHANNON	LFE
HURD	ALLISON	RME
INDART	BERNADETTE	HME
INDART	JEAN	HME
INIGUEZ	MARY ESTHER	CSJHS
IPSEN	DELANIE	PHS
JACOBO	ADAM	PHS
JONES	BRUCE	PHS
JONES	EVON	LBJHS
JONES	JANICE	RME
JONES	NATHAN	VE
KEMP	GUADALUPE	HME
KENNEDY	DAMIEN	CSJHS
KESSLER	SHANNON	MSE
KING	JAMIE	LFE

KING	JOHN	LFE
KISSEL	ELIZABETH	WUES
KNOESTER	BILLIE	HME
KOCHER	LISA	CE
KRUGER	CAROLE	LBHS
KVALE	ROBIN	RME
LAMPREDA	JENNIFER	MSE
LARA	VICTORIA	LFE
LARKINS	TRICHELLE	LFE
LEVINGSTON	STACY	T-K CENTER
LEWIS	PATTY	LBHS
LEWIS	SHARON	PHS
LEYVA	JENNIFER	HME
LINDBLOM	CHRISTOPHER	PHS
LINDBLOM	DANYELL	HME
LINDEMANN	KELLY	VE
LINDSTRAND	MARY ANN	VE
LLAMAS	MELONIE	LBJHS
LOEFFLER	MATTHEW	CSJHS
LOPEZ	ALICIA	RME
LOPEZ	OSCAR	LBE
LOPEZ MADRIGAL	ANA	LBE
LOWERY	ANA	VE
LUDLUM	STEPHANIE	WUES
LUNA	JOSE	LBHS
MABE	CODY	CSJHS
MACHADO	ERMILINDA	HME
MAGALLANES	AIDA	VE
MAGANA	JOEL	MSE
MAGANA	MONICA	CSJHS
MAIORINO-CHASE	STACI	LFE
MALCOLM	CATHERINE	SLHS
MALLETT	JANNETTE	PHS
MALLONEE	CODY	CSJHS
MARTIN	LYNN	CE
MARTINEZ	AMY	MSE
MASCORRO	VALENTINA	LBJHS
MASTALER	BRETT	PHS
MATHIS	MELISSA	PHS
MCBRIDE	WOODROW	LBE

MCCOLLOCH	LORI	LBE
MCCOY	JOEL	PHS
MCCULLOUGH	KIMBERLY	LBHS
MCCULLOUGH	STUART	LBHS
MCDONOUGH	DAVID	RME
MCGRAW	ANGELA	HME
MCRAE	BRAD	LBE
MCWILLIAMS	RUSSELL	LBHS
MEISNER	MICHAEL	WUES
MELLO	KASCIA	LFE
MENDEZ	ASHLEY	MSE
MENDOZA	CAROLYN	HME
MENEZES	JEANETTE	LBHS
MERRILL	DEANNA	HME
MEZA	NICOLE	PHS
MEZA	SHERYL	RME
MILLER	JEFFERY	LBE
MILLER	SHAWNA	WUES
MINOR	MICHAEL	LBE
		T-K CENTER
MIRANDA	ANGELICA	
MOLINA	ALEXANDRIA	LFE
MOLINA	MARILYN	LBE
MONDRAGON	KRISTAL	HME
MONTEJANO	ISABELLA	LBHS
MONTEMURRO	JENNIFER	LBJHS
MONTEMURRO	PAUL	MSE
MONTIEL	ALEXANDRIA	LBHS
MOODY	ROBERT	HME
MOORE	KAREN	CSJHS
MOORE	LORI	PHS
MORGAN	MARIE	RME
MOSELEY	KEVIN	PHS
MOWAD	MONIQUE	RME
MURPHY	DONNA	HME
NARVAEZ	JOSEFINA	LBJHS
NEHME	NADIA	LBE
NELSON	ILA	PHS
NICOLETTI	ELISE	LBHS
NOIA	JOHN	LBHS
NORRIS	KAREN	LBJHS

O'BANION	CARRIE	LBJHS
ODELL	KRISTIN	CSJHS
OLDS	LINDSAY	MSE
OLIVENCIA	COURTNEY	LBE
O'MASTERS	CHEANIE	LBHS
ORNELAS	BRENDA	PHS
OROZCO	JENNIFER	RME
OZBIRN	SHERI	CE
PACHECO	ALEXANDRA	LBHS
PACHECO	FRANCES	HME
PARKES	DANIEL	PHS
PARREIRA	KIMBERLY	LBE
PASTORI	LYNNETTE	LBJHS
PATINO	JOANNE	LBHS
PENA	FERNANDO	CSJHS
PERDOMO	MONICA	MSE
PEREZ	CLAUDIA	LFE
PERKINS	MICHAEL	PHS
PICKERELL	STEVE	PHS
PIKAS	AMY	MSE
PIKAS	CHARLES	PHS
PIWOWARSKI	JANICE	VE
POLINI	GINA	VE
POWERS	TALINA	LBE
PRATER	BRYCE	PHS
PRICOLO	ANISA	LBHS
PRITSCH	LISA	LBHS
PULIDO	MAYA	LBJHS
PURSER	LEANN A.	LBE
PURSER	LEANN A.	LBE
QUEVEDO SORCI	CHRISTINE	CSJHS
RAMIREZ	CYNTHIA	WUES
RAMIREZ	JESSICA	WUES
RAMIREZ	JURIDIA	WUES
RASEY	LAURA	LBE
REARDON	BARRY	LBHS
RICHARDSON	ALAN	HME
RITCHIE	JACLYN	LBE
RIVAS	LUPITA	HME
ROARK	KIMBERLY	MSE
ROBERTSON	CHRIS	CSJHS

ROBERTSON	KAREN	RME
ROBLEDO	TONY	LBJHS
ROCHA	DAWN	CE
ROCHA OLIVEIRA	SHAWNA	LBE
RODRIGUEZ	GUADALUPE	LBE
ROELOFS	SEREY	WUES
ROEST	NATHAN	CSJHS
ROMERO	WENDY	RME
ROSEMAN	MICHAEL	VE
ROSSIE	SUSAN	T-K CENTER
ROY	SABRINA	LFE
RUTLEDGE	AMANDA	CSJHS
SALAZ	MICHAEL	LBHS
SALCIDO	CHRISTINE	PHS
SANCHEZ	ANABEL	MSE
SANDOVAL	ANABELA	LBHS
SANSOVAL	OYUKY	T-K CENTER
SAWYER	KAITLYN	LFE
SAWYER	SHARON	DW
SCHLINGER	PAULINE	DW
SCHULTZ	TAMMI	WUES
SEABORN	VERONICA	LBHS
SHANAHAN	MICHAELA	CSJHS
SHRYOCK	SUE	PHS
SIEMILLER	JEREMY	PHS
SILVA	AUDREY	PHS
SILVA-CISNEROS	SANDRA	PHS
SILVIERRA	BROOKE	RME
SIMMONS	MARK	LBE
SINGH	MICHAEL	PHS
SMITH	MARILYN	PHS
SMITH	PAMELA	HME
SMITH	ROBERT	LBJHS
SNIVELY	PAMELA	LBHS
SNOWDEN	LAUREN	MSE
SNOWDEN	TAYLOR	MSE
SOELLER	AMELIA	MSE
SOLI	ANDREW	LBJHS/SLHS
SOLIS	JOSHUA	PHS

SOLORIO	GEORGINA	HME
SOTELO	JENNIFER	LFE
SOUSA	CHRISTINA	RME
SOUZA	MEGHAN	LBHS
SOUZA	SARAH	CE
SOWERSBY	JENNIFER	HME
SPANN	MARGARET	PHS
SPINELLA	CHRISTINA	PHS
SPIVEY	ALAN LEE	LBHS
STEPRO	JEFFERY	LBHS
STITES DUYAO	DEANNA	CR
STOCKDALE	DIANA	RME
STONEGROVE	ELIZABETH	PHS
STOOPS	CHRISTINA	WUES
STUBBS	CORI	HME
SUMNER	TRACI	SLHS
TACHEELLA	ANTHONY	PHS
TAYLOR	PAULINA	CSJHS
TEAGLE	AARON	LBJHS
TEIXEIRA	DEBBIE	LBHS
TERRANOVA	MARJORIE	VE
TERRANOVA-GARDNER	MICHELE	CE
THACKER	STEFANI	LBHS
THIARA	MOHANI	LBJHS
THOMAS	HEATHER	WUES
TODD	KELLY	CSJHS
TOMAS	TONY	LBHS
TORRES	CRISTALENE	LBHS
TORRES	MELANIE	T-K CENTER
TRENT	MICHELE	CE
TRISTAN	ROSE	LBE
TUGMAN	RAY	LBHS
ULLOA	EFRAIN	CSJHS
VALADAO	DAYNA	WUES
VAUGHN	REX	LBJHS
VAUSE	MICHELE	LBE
VAZ	MARYANNE	LFE
VERA	PAMELA	VE
VIERRA	SARAH	HME
VIGIL	JEFFREY	LBJHS

VILLA	LUPE	LFE
VOGLIN	SPENCER	LBJH
VOGLIN	VALERIE	MSE
WALKER	DANIEL	LBHS
WALLACE	JOHN	PHS
WALLACE	MICHAEL	CSJHS
WALLACE	ROBBIE	CSJHS
WALSH	JASON	LBJHS
WALSH	TAWNY	WUES
WATKINS	DAYNA	LBJHS
WEATHERS	SHELLY	LBHS
WENIG	JOHN	PHS
WILKIN	JENNIFER	MSE
WILLIAMS	SUMMER	WUES
WILLS	STEVIE	LBJHS
WILSON	ELISE	WUES
WILSON	HOWARD	CSJHS
WINDECKER	BRIANNE	WUES
WOLFSEN	LEIGH ANN	WUES
WOOD	KIERSTEN	HME
WORMSTALL	KELSEY	VE
WORMSTALL	VALERIE	MSE
YANG	MAI	MSE
YASIN	ADAM	PHS
YASIN	ROSALVA	LBE
YASIN-GURGEN	LEILA	CE
YOUNCE	SUSAN	DW
ZAMORA	ELBIA	CSJHS
ZAPIEN	PATRICK	VE
ZUNIGA	DAVID	CSJHS
ZUNUN	LETICIA	LFE

Board Reference Material

SUBJECT TITLE: 2019-2020 Permanent Employees

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board grant permanent status to eligible staff listed on the enclosure.

BACKGROUND INFORMATION:

California Education Code provides every certificated employee of a school district who, after having been employed by the district for two complete consecutive school years in a position requiring certification qualifications, is reelected for the next succeeding school year shall, at the commencement of the succeeding school year, be classified as and become a permanent employee of the district.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity will meet the need for fully-credentialed teachers in our District.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None at this time.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

None

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent, Human Resources

Date: April 11, 2019

Last Name	First Name	Site	Authorized Subject	Credential Held
Apodaca	Ralph	LBJHS	PE	Preliminary Single Subject
Cortapassi	Alexi	LBJHS	Science	Preliminary Single Subject
Benson	Ilana	HME	General Subjects	Preliminary Multi Subject
Brockman	Jessica	PHS	Social Stu	Preliminary Single Subject
Cavazos	Danielle	LBHS	Music	Preliminary Single Subject
Cozens	Maria	PHS	Agriculture	Clear Single Subject
Drake	Kevin	PHS	Science	Clear Single Subject
Duncan	Cecelia	MSE	General Subjects	Clear Multiple Subjects
Garcia	Olga	PHS	For Lang	Clear Single Subject
Garcia-Rodriguez	Maria	LFE	General Subjects	Preliminary Multi Subject
Gardner	Brett	HME	General Subjects	Clear Single Subject
Greenwood	Michelle	PHS	Inc Spec	Clear Level II Special Ed
Hatfield	Brandon	CJHS	English	Preliminary Single Subject
Odell	Kristin	CJHS	English	Clear Single Subject
Olds	Lindsay	MSE	General Subjects	Preliminary Multi Subject
Ornelas	Brenda	PHS	For Lang	Clear Single Subject
Orozco	Jennifer	RME	General Subjects	Clear Multiple Subject
Sanchez	Anabel	MSE	General Subjects	Clear Multiple Subjects

Board Reference Material

SUBJECT TITLE: Monthly Fiscal Report

REQUESTED ACTION: None—report only

 Action_____

 Discussion/Information___X___

RECOMMENDATION:

The attached reports are provided for informational purposes only.

BACKGROUND INFORMATION:

- Board Financial Summary Report, General Fund
- Enrollment Graphs
- Developer Fee Collection Report (summary only)

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not directly support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

N/A

ORIGINATOR: Amer Iqbal, Director of Fiscal Services

Date: April 11, 2019

UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND/COUNTY SSF

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUE DETAIL							
	REVENUE LIMIT SOURCES :	113,778,785.00	511,571.00	114,290,356.00	78,713,598.89	35,576,757.11	68.87
	FEDERAL REVENUES :	5,487,500.00	4,978,718.00	10,466,218.00	4,186,693.74	6,279,524.26	40.00
	OTHER STATE REVENUES :	15,200,891.00	1,400,226.00	16,601,117.00	6,361,445.29	10,239,671.71	38.31
	OTHER LOCAL REVENUES :	851,802.00	255,730.00	1,107,532.00	971,773.51	135,758.49	87.74
* TOTAL YEAR TO DATE REVENUES		* * 135,318,978.00 *	7,146,245.00	* 142,465,223.00 *	90,233,511.43	* 52,231,711.57 *	63.33

EXPENDITURE DETAIL							
	CERTIFICATED SALARIES :	52,793,069.00	374,652.00-	52,418,417.00	38,317,891.32	14,100,525.68	73.10
	CLASSIFIED SALARIES :	17,485,493.00	1,400,715.00	18,886,208.00	13,927,750.92	4,958,457.08	73.74
	EMPLOYEE BENEFITS :	37,719,861.00	446,341.00	38,166,202.00	23,932,208.45	14,233,993.55	62.70
	BOOKS AND SUPPLIES :	10,575,960.00	2,440,266.33	13,016,226.33	4,055,268.42	8,960,957.91	31.15
	SERVICES, OTHER OPER. EXPENSE:	8,604,900.00	4,174,114.20	12,779,014.20	7,957,208.42	4,821,805.78	62.26
	CAPITAL OUTLAY :	1,912,000.00	2,250,676.00	4,162,676.00	3,274,707.03	887,968.97	78.66
	OTHER OUTGOING :	1,730,000.00	11,000.00-	1,719,000.00	1,105,171.00	613,829.00	64.29
	DIRECT SUPPORT/INDIRECT COSTS:	351,742.00-	37,767.00-	389,509.00-	4,876.45-	384,632.55-	1.25
	PRIOR YEAR EXPENDITURE :	987,288.00		987,288.00	619,535.42	367,752.58	62.75
* TOTAL YEAR TO DATE EXPENDITURES		* * 131,456,829.00 *	10,288,693.53	* 141,745,522.53 *	93,184,864.53	* 48,560,658.00 *	65.74

OTHER FINANCING SOURCES (USES)							
	INTERFUND TRANSFERS - OUT :	3,515,000.00-	1,550,000.00	1,965,000.00-	1,967,738.63-	2,738.63	100.13
	CONTRIB.- RESTRICTED PROGRAMS:	.00		.00	.00	.00	NO BDGT
* TOTAL YEAR TO DATE OTHER FINANCING		* 3,515,000.00-*	1,550,000.00	* 1,965,000.00-*	1,967,738.63-*	2,738.63	* 100.13

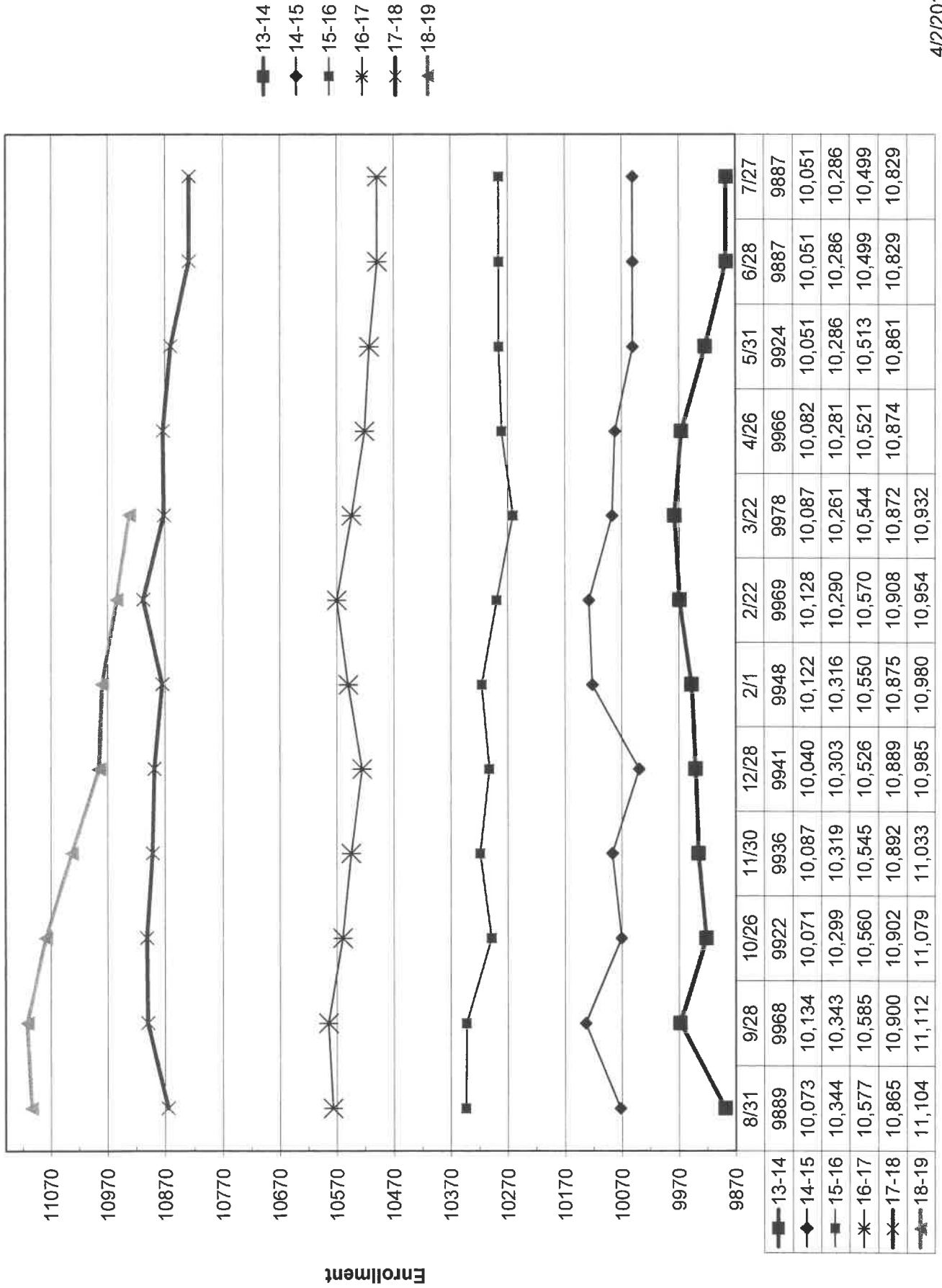
UNRESTRICTED/RESTRICTED COMBINED

FUND: 01 GENERAL FUND/COUNTY SSF

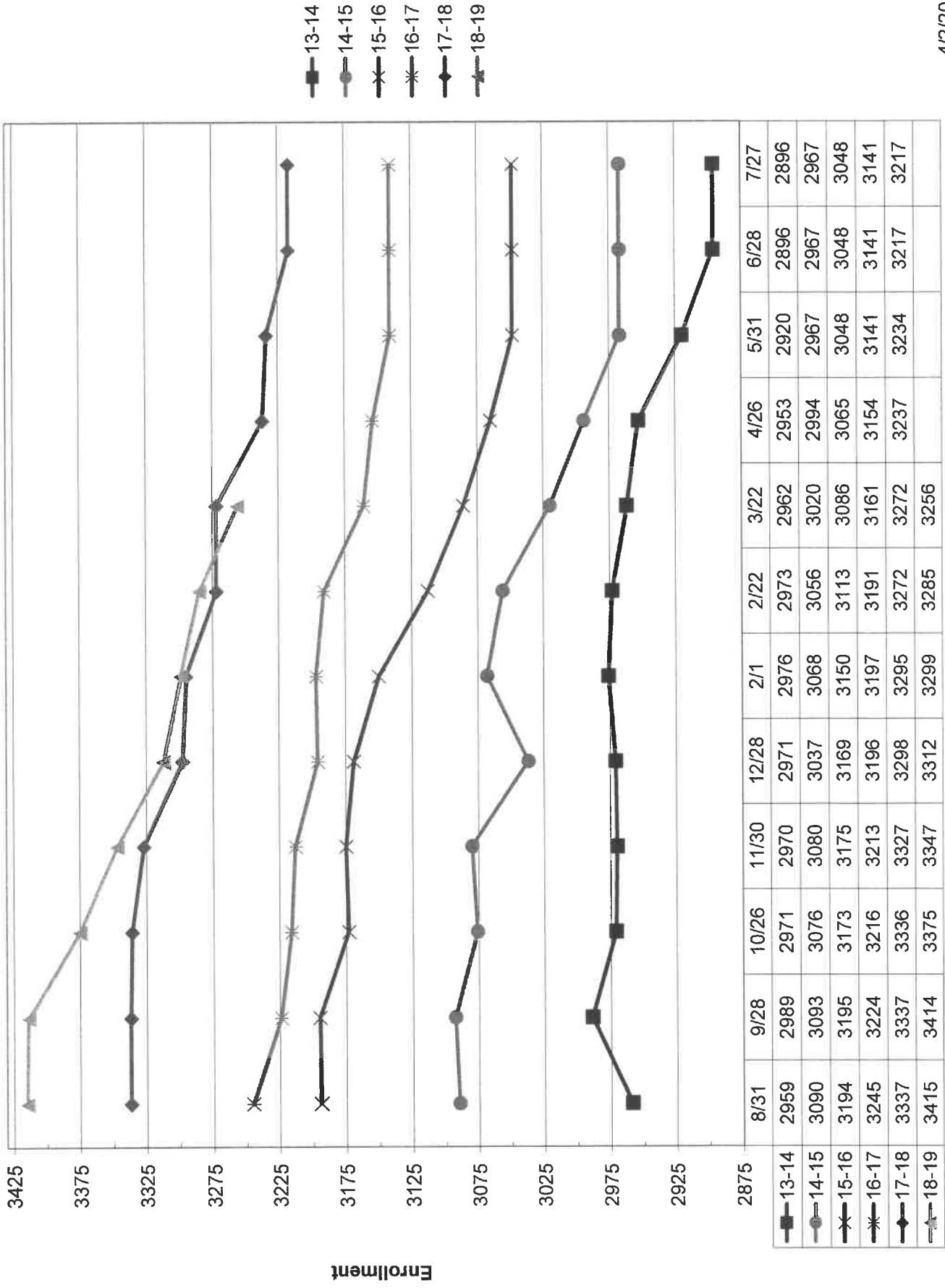
OBJECT NUMBER	DESCRIPTION	BEGINNING BALANCE	YEAR TO DATE ACTIVITY	ENDING BALANCE
FUND RECONCILIATION				
ASSETS AND LIABILITIES :				
9110	CASH IN COUNTY TREASURY	21,505,129.16	7,227,845.82-	14,277,283.34
9130	REVOLVING CASH ACCOUNT	25,000.00	200.00	25,200.00
9135	CASH W/ FISCAL AGENT		31.24-	31.24-
9210	ACCOUNTS RECEIVABLE PRIOR YEAR	1,826,141.05	1,775,726.27-	50,414.78
9310	DUE FROM OTHER FUNDS	380,245.66	682,139.55-	301,893.89-
9319	DUE FROM OTHER FUNDS - SET UP		4,876.45	4,876.45
9340	OTHER CURRENT ASSETS	2,250.00	.00	2,250.00
9510	ACCOUNTS PAYABLE CURRENT LIAB	2,370,788.03-	2,183,074.55	187,713.48-
9522	STRS REF EXCESS CONTRIBUTION	863.90-	360.06-	1,223.96-
9550	USE TAX LIABILITY	4,052.00	39,158.30-	35,106.30-
9553	REPAY	996.83-	5,005.64-	6,002.47-
9554	INSURANCE		853,900.86	853,900.86
9556	MISC DISTRICT VOL-DEDS (1)		15,537.67-	15,537.67-
9564	RETIREE LIABILITY	99,766.31-	99,766.31	.00
9567	INSURANCE MISCELLANEOUS		13,132.36	13,132.36
9610	DUE TO OTHER FUNDS	17,827.46-	18,265.99	438.53
9650	UNEARNED (DEFERRED) REVENUE	2,032,371.18-	2,032,371.18	.00
* NET YEAR TO DATE FUND BALANCE	**	19,220,204.16 *	4,540,216.85-*	14,679,987.31 *
* EXCESS REVENUES/(EXPENDITURES)	**	19,220,204.16 *	4,540,216.85-*	14,679,987.31 *

OBJECT NUMBER	DESCRIPTION	ADOPTED BUDGET	BUDGET ADJUSTMENTS	CURRENT BUDGET	INCOME/ EXPENSE	BUDGET BALANCE	BUDGET % USED
REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE							
A.	REVENUES	135,318,978.00	7,146,245.00	142,465,223.00	90,233,511.43	52,231,711.57	63.33
B.	EXPENDITURES	131,456,829.00	10,288,693.53	141,745,522.53	93,184,864.53	48,560,658.00	65.74
C.	EXCESS REVENUES (EXPENDITURES)	3,862,149.00	3,142,448.53-	719,700.47	2,951,353.10-	3,671,053.57	0.00
D.	OTHER FINANCING SOURCES (USES)	3,515,000.00-	1,550,000.00	1,965,000.00-	1,967,738.63-	2,738.63	100.13
E.	NET CHANGE IN FUND BALANCE	347,149.00	1,592,448.53-	1,245,299.53-	4,919,091.73-	3,673,792.20	395.01
F. FUND BALANCE :							
	BEGINNING BALANCE (9791)	.00	.00	.00	.00	.00	NO BDGT
	AUDIT ADJUSTMENTS (9793)	.00	.00	.00	.00	.00	NO BDGT
	OTHER RESTATEMENTS (9795)	.00	.00	.00	.00	.00	NO BDGT
	ADJUSTED BEGINNING BALANCE	.00	.00	.00	.00	.00	NO BDGT
G.	ENDING BALANCE	347,149.00	1,592,448.53-	1,245,299.53-	4,919,091.73-	3,673,792.20	395.01

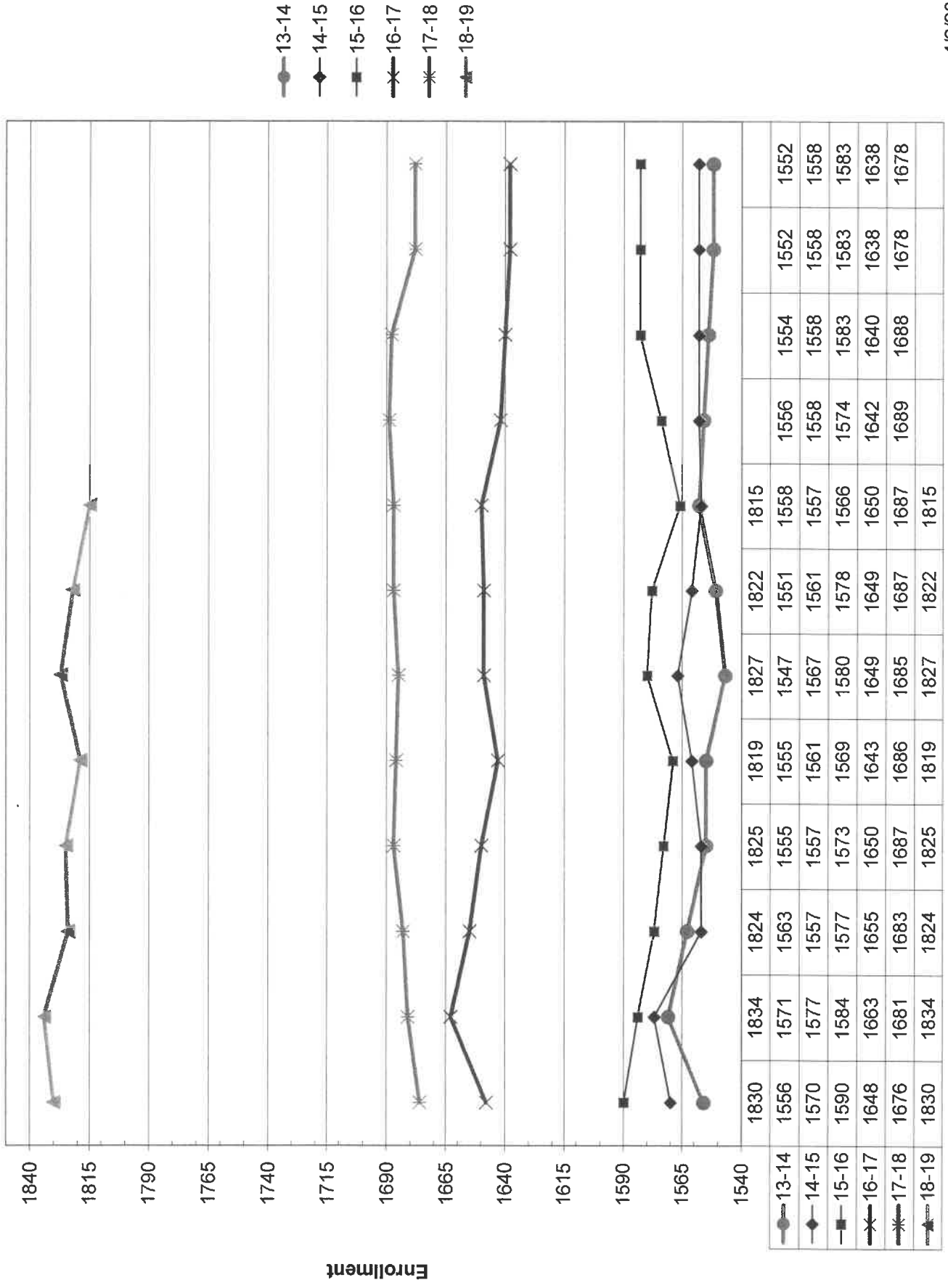
K-12 Enrollment (including SDC) by Month



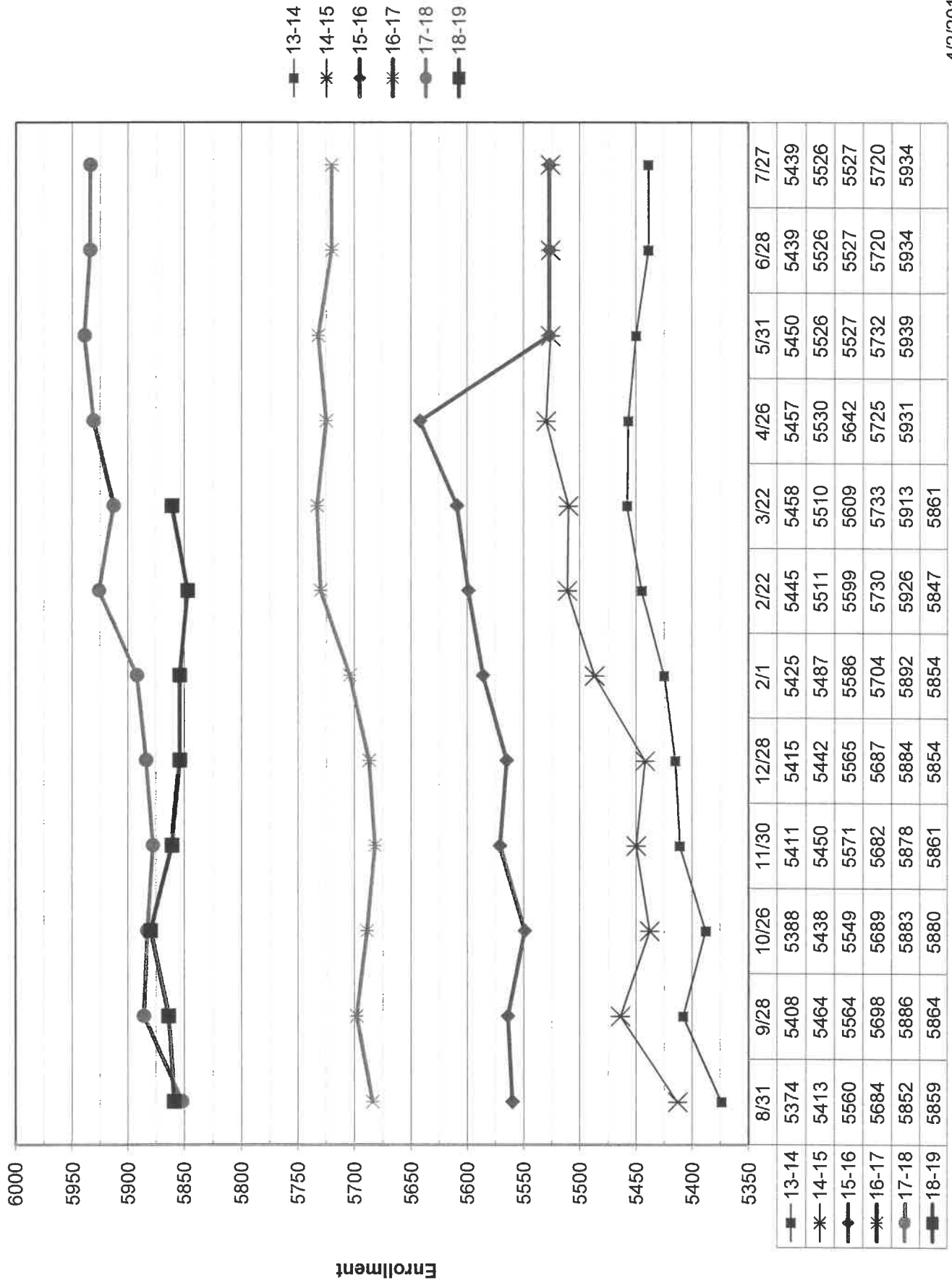
9-12 Enrollment (including SDC)



7-8 Enrollment (including SDC)



K-6 Enrollment (including SDC) by Month



Los Banos Unified School District
2018-2019 Developer Fees

	2015-16	Monthly %	Cumulative %	2016-17	Monthly %	Cumulative %	2017-18	Monthly %	Cumulative %	2018-19	Monthly %	Cumulative %
JUL	\$109,941.25	7.48%	7.48%	\$5,731.20	0.25%	0.25%	\$274,657.79	8.01%	8.01%	\$309,617.57	18.12%	18.12%
AUG	\$105,310.08	7.17%	14.65%	\$26,649.18	1.16%	1.41%	\$208,796.85	6.09%	14.10%	\$281,495.00	16.48%	34.60%
SEP	\$37,320.27	2.54%	17.19%	\$47,479.74	2.07%	3.48%	\$275,404.32	8.03%	22.13%	\$102,499.83	6.00%	40.60%
OCT	\$19,825.11	1.35%	18.54%	\$51,686.41	2.25%	5.74%	\$218,715.47	6.38%	28.50%	\$89,323.29	5.23%	45.83%
NOV	\$28,945.89	1.97%	20.51%	\$186,628.12	8.14%	13.88%	\$197,943.82	5.77%	34.28%	\$269,092.36	15.75%	61.58%
DEC	\$82,174.85	5.59%	26.11%	\$60,503.79	2.64%	16.51%	\$217,111.35	6.33%	40.61%	\$191,497.49	11.21%	72.79%
JAN		0.00%	26.11%	\$365,848.48	15.95%	32.47%	\$635,341.43	18.53%	59.13%	\$132,937.61	7.78%	80.57%
FEB	\$61,428.06	4.18%	30.29%	\$273,114.28	11.91%	44.38%	\$247,502.17	7.22%	66.35%	\$176,908.67	10.36%	90.93%
MAR	\$111,836.09	7.61%	37.90%	\$165,196.51	7.20%	51.58%	\$66,820.53	1.95%	68.30%	\$155,010.10	9.07%	100.00%
APR	\$304,266.24	20.71%	58.61%	\$145,515.82	6.35%	57.93%	\$278,641.73	8.12%	76.42%		0.00%	100.00%
MAY	\$436,037.69	29.68%	88.29%	\$787,362.62	34.34%	92.27%	\$549,872.46	16.03%	92.45%		0.00%	100.00%
JUN	\$171,996.03	11.71%	100.00%	\$177,319.04	7.73%	100.00%	\$258,832.61	7.55%	100.00%		0.00%	100.00%
TOTAL	\$1,469,081.56	100.00%	100.00%	\$2,293,035.19	100.00%	100.00%	\$3,429,640.53	100.00%	100.00%	\$1,708,381.92	100.00%	100.00%

Board Reference Material

SUBJECT TITLE: Williams Quarterly Complaint Report Summary

REQUESTED ACTION: Approve

Action X Discussion/Information

RECOMMENDATION:

It is recommended that the Board approve the January – March 2019 complaint summary as submitted.

BACKGROUND INFORMATION:

Education Code 35186 requires a school district to report summarized data on the nature and resolution of all Williams Complaints on a quarterly basis to the County Superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

The general complaint summary areas include Textbooks & Instructional Materials, Facilities, and Teacher Vacancy & Misassignments. At this time, there are no pending complaints with the District.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Compliance in Nature

ALTERNATIVES/IDENTIFIED OPPOSITION:

None

SPECIFIC FINANCIAL IMPACT:

None

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent Elementary Education
DATE: April 11, 2019

Quarterly Uniform Complaint Report Summary for Submission to Merced County Office of Education

Quarter Covered by this Report	<input checked="" type="checkbox"/> January to March	<input type="checkbox"/> April to June	<input type="checkbox"/> July to September	<input type="checkbox"/> October to December	2019	
Textbooks & Instructional Materials: Enter zero in any cell that does not apply.	Facilities:					
	Teacher Vacancy & Misassignment					
Totals						
# of complaints received in quarter	0	0	0	0	0	0
# of complaints resolved	0	0	0	0	0	0
# of complaints unresolved	0	0	0	0	0	0
Submitted by:	Paula Mastrangelo					
Title:	Assistant Superintendent Elementary					
School District:	Los Banos Unified					
Telephone:	209-826-3801 ext. 7007					
PLEASE RETURN VIA E-MAIL						

Board Reference Material

SUBJECT TITLE: **Mandated Policy Changes/Updates-Second Reading**

REQUESTED ACTION: Adopt

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board adopt the following mandated updates:

BP 0450	Comprehensive Safety Plan; Philosophy, Goals, Objectives and Comprehensive Plans
BP 1240	Volunteer Assistance; Community Relations
AR 1240	Volunteer Assistance; Community Relations
BP 1250	Visitors/Outsiders; Community Relations
BP 1312.3	Uniform Complaint Procedures; Community Relations
AR 1312.3	Uniform Complaint Procedures; Community Relations
AR 1312.4	Williams Uniform Complaint Procedures; Community Relations
E 1312.4	Williams Uniform Complaint Procedures; Community Relations

BACKGROUND INFORMATION:

These Board Policies, Administrative Regulations and have been updated to meet current legal and state mandated requirements. The changes are mandated by law and the District must take action to update these policies.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature, and does support a specific Board Goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

Mandated policies must be acted upon; optional policies are recommended, but are adopted at the discretion of the Board.

SPECIFIC FINANCIAL IMPACT:

None.

ORIGINATOR: Mark Marshall Ed., D., Superintendent

DATE: April 11, 2019

Los Banos USD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

cf. 5131.41 - Use of Seclusion and Restraint

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)
(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that ~~includes~~ **addresses** tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative(s) of an employee bargaining unit(s), if ~~he/she~~ **they** chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)
(cf. 9321 - Closed Session Purposes and Agendas)
(cf. 9321.1 - Closed Session Actions and Reports)

~~Public~~ Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

41020 Annual audits

~~35294.10-35294.15 School Safety and Violence Prevention Act~~

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student act constituting grounds for suspension or expulsion

67381 Violent crime

GOVERNMENT CODE

54957 Closed session meetings for threats to security

PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7111-7122 Student Support and Academic Enrichment Grants

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

~~Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac>

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: November 2011 Los Banos, California

revised: October 12, 2017

revised: March 14, 2019

Los Banos USD

Board Policy

Volunteer Assistance

BP 1240

Community Relations

The Governing Board ~~encourages~~ **recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community.** The Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with our students. ~~Community volunteers in our schools enrich the educational program and strengthen our schools' relationships with homes, businesses, public agencies and private institutions. By their presence in the classroom and on school grounds, volunteers may also enhance supervision of students and contribute to school safety.~~

(cf. 1000 - Concepts and Roles)

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

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

The Superintendent or designee **shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members.** He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

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

~~may authorize the use of volunteers and shall establish procedures to protect the safety of both students and volunteers. The Superintendent or designee may require tuberculosis testing and fingerprinting of volunteers and may request criminal records checks as authorized by law. Volunteers shall act in accordance with district policies and regulations.~~

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

(cf. 1230 - School Connected Organizations)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4212.5 - Security/Credit Check)

The Board prohibits harassment of any volunteer on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition,

genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status. (Government Code 12940)

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

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

~~The primary responsibility for everyday maintenance of the schools and grounds rests with the district's~~

Volunteer work shall be limited to those projects that do not replace the normal duties of classified employees staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, meet a specific need, comply with established building and safety codes, do not significantly increase maintenance workloads and comply with employee commitments and contracts negotiated agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

~~(cf. 6144 - Controversial Issues)~~ **(cf. 3515.2 - Disruptions)**

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

(cf. 0500 - Accountability)

Workers' Compensation Insurance

The Board desires to provide a safe environment for volunteers and minimize the district's exposure to liability.

Upon the adoption of a resolution by the Board, volunteers shall be entitled to workers'

compensation benefits for any injury sustained while engaged in the performance of service for the district. (Labor Code 3364.5)

**(cf. 3530 - Risk Management/Insurance)
(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)**

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

44814-44815 Supervision of students during lunch and other nutrition periods

~~44227.5 Classroom participation by college level teaching methodology faculty~~

~~44814 Duty free lunch periods~~

~~44815 Noncertificated supervision~~

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

~~45340-45349 Instructional aides act, especially:~~

~~45344.5 Instructional aide; proficiency in basic skills~~

~~45347 Instructional aides as classified employees~~

~~45349 Volunteers~~

45360-45367 Teacher aides

48981 Parental notifications

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

GOVERNMENT CODE

~~3100-3109 Oath or affirmation of allegiance~~

3543.5 Prohibited interference with employees' rights

~~96100-96114 Academic Volunteer and Mentor Service Act of 1992~~

12940 Prohibited discrimination and harassment

HEALTH AND SAFETY CODE

1596.7995 Immunization requirements for volunteers in child care center or preschool

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

1720.4 Public works; exclusion of volunteers from prevailing wage law

3352 Workers' compensation; definitions

~~3364.5 Persons performing voluntary services for school districts~~ **Authority to provide workers' compensation insurance for volunteers**

PENAL CODE

290 Registration of sex offenders

290.4 Information re: sex offenders

290.95 Disclosure by person required to register as sex offender

626.81 Sex offender; permission to volunteer at school

~~CODE OF REGULATIONS, TITLE 5~~

~~18168 Personnel duties with infants and toddlers~~

~~CODE OF REGULATIONS, TITLE 22~~

101170 Criminal record clearance

101216 Health screening, volunteers in child care centers

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

~~62 Ops. Cal. Atty. Gen. 325 (1979)~~

~~Whisman Elementary School District, 15 Public Employee Reporter for California,~~

~~Section 22043 (1991) PERB Decision No. 868~~

Management Resources:

WEB SITES

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

California Department of Education, Parents/Family and Community:

<http://www.cde.ca.gov/lp/pf>

California Department of Justice, Megan's Law mapping: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

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

Policy LOS BANOS UNIFIED SCHOOL DISTRICT

adopted: October 3, 1996 Los Banos, California

revised: March 14, 2019

Los Banos USD

Administrative Regulation

Volunteer Assistance

AR 1240

Community Relations

~~Volunteer Definition~~ Duties of Volunteers

~~A volunteer is a parent, community member or other adult who is paid or unpaid and assists at a school site or program on a regular or semi-regular basis. Volunteers under the age of 21 shall be under the direct supervision of a district paid employee.~~

Qualifications

~~1. Community Volunteers serving as classroom aides or otherwise supervising students and Parent Volunteers serving as classroom aides or otherwise supervising students in their own children's schools may:~~

~~a. Be determined not to be a registered sex offender. (Education Code 35021) Before authorizing any volunteer to serve as a nonteaching aide or to supervise students on a regular basis the Superintendent or designee shall ask a local law enforcement agency to conduct an automated records check or call the Department of Justice to determine that the individual is not a registered sex offender. Volunteers shall be informed that the district is pursuing this investigation.~~

~~b. Submit evidence that they are free from active tuberculosis in accordance with District policy.~~

~~2. Community Volunteers serving as classroom aides must be at least 21 years of age and shall give evidence of the following qualifications required of all instructional aides: (Education Code 45347, 45349)~~

~~a. Tuberculosis testing. (Education Code 49406)~~

~~b. Fingerprinting. (Education Code 45125)~~

~~(cf. 4212 Appointment and Conditions of Employment)~~

~~(cf. 4222 Teacher Aides/Paraprofessionals)~~

~~3. Community Volunteers for Co-curricular and Extra Curricular activities must be at least 18 years of age and:~~

~~a. Have evidence of a negative TB test and been fingerprinted.~~

b. ~~Have a clear police record with no criminal activity or convictions.~~

e. ~~Must be recommended by the teacher of the organization, and approved by the principal of the school, and the Superintendent or designee.~~

d. ~~Must have written approval from the district employee of the activity they will be volunteering for.~~

e. ~~A chaperone over 21 must be present at all practice events.~~

4. ~~Volunteer activities requiring fingerprinting and a criminal record clearance in addition to other specific requirements include, but are not limited to:~~

~~* Coaching~~

~~* One-on-one tutoring or mentoring outside the classroom or another supervised school setting~~

~~* Attending or chaperoning overnight school sponsored trips~~

~~* Student observation as a part of a formal teacher preparation program~~

~~* Any other volunteer activity, including that done by parents in child care and development programs, where there is the possibility of unsupervised contact with children~~

~~* Any other volunteer activity where the funding agency requires such a criminal record clearance~~

5. ~~Only District employees or District approved volunteers 21 or older are allowed to transport students during the course of their volunteer activity and must be cleared to drive through the District transportation department and are required to drive a District vehicle.~~

~~— A DMV record will be reviewed. Drivers who have more than two points on the record or have had a DUI will not be allowed to transport students.~~

6. ~~All community volunteers and Parent Volunteers in child care and development programs shall:~~

~~— Be tested for tuberculosis not more than 60 days before or within seven days after the volunteer service begins; staff shall also maintain annual follow up reports indicating that the volunteer is free from tuberculosis. (5 CCR 18168)~~

7. ~~All Community Volunteers in child care and development programs shall and all Parent Volunteers in child care and development programs may:~~

~~— Be fingerprinted for criminal record clearance unless they serve for less than 10 days a~~

~~month under the constant supervision of an adult who has met criminal record clearance requirements. (Health and Safety Code 1596.871)~~

~~Exclusion of Volunteers~~

~~Upon receiving the criminal background information regarding a volunteer, the Superintendent or designee shall not place a volunteer in a child care or child development program who has been convicted of a crime other than a minor traffic violation or arrested for any crime under Penal Code 245, 273a, 273.5 or 290. (Health and Safety Code 1596.871) In all other programs, the Superintendent or designee shall not place a volunteer who has been convicted of a serious or violent felony as defined in Penal Code 667.5 and 1192.7. For any other conviction, the Superintendent or designee may decide to not utilize the volunteer depending upon the nature of the conviction as it relates to the volunteer's duties. A person who is required to register as a sex offender pursuant to Penal Code 290 shall not serve as a volunteer. (Education Code 35021)~~

~~Duties~~

~~Community Volunteer and Parent Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)~~

~~Community Volunteers and Parent Volunteer aides who work with or supervise students shall be under the immediate supervision of certificated employees. (Education Code 35021)~~

The Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)

3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)

4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"

5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

(cf. 6163.1 - Library Media Centers)

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

(cf. 4217.3 - Layoff/Rehire)

Basic Skills Proficiency Requirement

Volunteers who supervise or provide instruction to students pursuant to Education Code 45349 shall submit evidence of basic skills proficiency to the Superintendent or designee. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

Criminal Background Check

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. At his/her discretion, the volunteer may choose to meet this requirement by obtaining an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

(cf. 4112.5/4212.5/4312.5 - Criminal Background Check)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 6145 - Extracurricular and Cocurricular Activities)

The Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

The criminal background check requirement shall not apply to volunteer supervisors for breakfast, lunch, or other nutritional periods or to volunteer nonteaching aides under the immediate supervision and direction of certificated personnel pursuant to Education Code 35021, including parents/guardians volunteering in a classroom or on a field trip or community members providing noninstructional services. (Education Code 49024)

Registered Sex Offenders

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site.

The principal may grant a registered sex offender, who is not the parent/guardian of a student at the school, permission to come into a school building or upon school grounds to volunteer at the school. At least 14 days prior to the first date for which permission has been granted, the principal or designee shall notify the parent/guardian of each student at the school, using one of the methods specified in Education Code 48981, that a person who is required to register as a sex offender pursuant to Penal Code 290 has been granted permission to come into a school building or upon school grounds, the date(s) and times for which permission has been granted, and the parent/guardian's right to obtain information regarding the person from a designated law enforcement agency. (Penal Code 626.81)

(cf. 5145.6 - Parental Notifications)

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

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

Note: See AR 5148.2 - Before/After School Programs for information about health screening and fingerprint clearance requirements for volunteers in the After School Education and Safety program and 21st Century Community Learning Center program pursuant to Education Code 8483.4 and 35021.3.

Volunteer Facilities Projects

All Community Volunteer work projects shall have approximate start and completion dates and

~~must~~ **shall** be approved by the principal in advance. Projects ~~approved by the principal~~ shall also be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions or repairs to buildings and grounds.
2. Construction involving wall or roof penetration, drilling or nailing.
3. Structural modifications.
4. Electrical, electronic, plumbing, or heating and cooling work.
5. Painting.
- ~~6. Installation of carpet.~~
- ~~7. Installation of playground equipment and benches.~~
- ~~8. Installation of sprinkler systems.~~
- 6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs**
- ~~9. 7. Paving.~~
- ~~10. Installation of marquees and signs.~~
- ~~11. 8. Tree planting, pruning or removal.~~

The Superintendent or designee shall ensure that ~~the above projects comply with health and safety codes, building codes, fire codes, environmental laws and agreements with employee bargaining units. The district will provide on-site assistance and supervision for such projects, depending upon their complexity and the expertise of the volunteers.~~

~~Projects shall be inspected upon completion to ensure that the work was done satisfactorily. Electrical, electronic, heating, ventilation, air conditioning, plumbing, welding and structural work must be done by a licensed contractor or performed under the supervision of a skilled district maintenance employee knowledgeable of the trade involved. volunteers possess the appropriate license and/or have sufficient expertise required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary.~~

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

~~(cf. 7111—Evaluating Existing Buildings)~~
(cf. 7140 - Architectural and Engineering Services)

Workers' Compensation

~~Unsalariesd volunteers shall be considered employees of the district for Workers' Compensation Insurance purposes. If injured while serving as volunteers in the district, they should file Workers' Compensation Insurance forms provided by the district office.~~

Regulation LOS BANOS UNIFIED SCHOOL DISTRICT
approved: November 27, 2000 Los Banos, California
revised: January 14, 2010
revised: November 10, 2010
revised: September 13, 2012
revised: **March 14, 2019**

Los Banos USD

Board Policy

Visitors/Outsiders

BP 1250

Community Relations

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

(cf. 6116 - Classroom Interruptions)

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1112 - Media Relations)

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher and principal's permission. (Education Code 51512)

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

(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. 3515.2 - Disruptions)

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

Legal Reference:

EDUCATION CODE

32210 Willful disturbance of public school or meeting
32211 Threatened disruption or interference with classes; misdemeanor
32212 Classroom interruptions
35160 Authority of governing boards
35292 Visits to schools (board members)

49091.10 Parental right to inspect instructional materials and observe school activities

51101 Parent Rights Act of 2002

51512 Prohibited use of electronic listening or recording device

EVIDENCE CODE

1070 Refusal to disclose news source

LABOR CODE

230.8 Discharge or discrimination for taking time off to participate in child's educational activities

PENAL CODE

290 Sex offenders

626-626.10 Schools

626.81 Misdemeanor for registered sex offender to come onto school grounds

627-627.10 Access to school premises, especially:

627.1 Definitions

627.2 Necessity of registration by outsider

627.7 Misdemeanors; punishment

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

Policy LOS BANOS UNIFIED SCHOOL DISTRICT
adopted: March 10, 2011 Los Banos, California
revised: **March 14, 2019**

Los Banos USD

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

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

Complaints Subject to UCP

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing **any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; American Indian education centers and early childhood education program assessments; bilingual education; California Peer Assistance and Review programs for teachers; state career technical and technical education, career technical, and technical training programs; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; Economic Impact Aid; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; special education programs; California State Preschool Programs; Tobacco-Use Prevention Education programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000** ~~adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)~~

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

(cf. 5131.62 - Tobacco)

~~(cf. 5141.4 - Child Abuse Prevention and Reporting)~~

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) ~~discriminatory harassment, intimidation, or bullying,~~ in district programs and activities ~~against any person~~ **including in those programs or activities funded directly by or that receive or benefit from any state financial assistance,** based on ~~his/her~~ **the person's** actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, **immigration status,** ethnic group identification, age, religion, marital ~~or parental~~ status, , **pregnancy, parental status,** physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on ~~his/her~~ **the person's** association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(~~cf. 4030 - Nondiscrimination in Employment~~)
(~~cf. 4031 - Complaints Concerning Discrimination in Employment~~)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging ~~bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics~~ **district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student** (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

(~~cf. 5131.2 - Bullying~~)

4. Any complaint alleging ~~district violation of the prohibition against requiring students to~~

~~pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)~~

~~(cf. 3260 - Fees and Charges)~~

~~(cf. 3320 - Claims and Actions Against the District) district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)~~

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

~~(cf. 0460 - Local Control and Accountability Plan) district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)~~

~~(cf. 3260 - Fees and Charges)~~

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

6. Any complaint alleging ~~retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy~~ **district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)**

~~(cf. 0460 - Local Control and Accountability Plan)~~

~~(cf. 3100 - Budget)~~

7. Any ~~other complaint as specified in a district policy~~ **complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)**

~~(cf. 0420 - School Plans/Site Councils)~~

8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of

an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

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

(cf. 6142.7 - Physical Education and Activity)

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

14. Any other complaint as specified in a district policy

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

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

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

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

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

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

The Superintendent or designee shall maintain records of ~~all UCP~~ **each complaintS and the investigations of those complaints.** ~~All such records shall be destroyed in accordance with applicable state law and district policy.~~ **and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.**

(cf. 3580 - District Records)

Non-UCP Complaints

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

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services, ~~the County~~ Protective Services Division, and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. ~~Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.~~ 4. Any complaint alleging fraud shall be referred to the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve~~ Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments, **or health and safety violations in any license-exempt California State Preschool Program shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)**
(~~Education Code 35186~~)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures

33380-33384 California Indian Education Centers

35186 Williams uniform complaint procedures
44500-44508 California Peer Assistance and Review Program for Teachers
46015 Parental leave for students
48853-48853.5 Foster youth
48985 Notices in language other than English
49010-49013 Student fees
49060-49079 Student records, especially:
49069.5 Records of foster youth
49490-49590 Child nutrition programs
49701 Interstate Compact on Educational Opportunity for Military Children
51210 Courses of study grades 1-6
51223 Physical education, elementary schools
51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements
51226-51226.1 Career technical education
51228.1-51228.3 Course periods without educational content
52060-52077 Local control and accountability plan, especially
52075 Complaint for lack of compliance with local control and accountability plan requirements
52160-52178 Bilingual education programs
52300-52490 Career technical education
52500-52616.24 Adult schools
54000-54029 Economic Impact Aid
~~52800-52870 School-based program coordination~~
54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process
65000-65001 School site councils
GOVERNMENT CODE
11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act
HEALTH AND SAFETY CODE
1596.792 California Child Day Care Act; general provisions and definitions
1596.7925 California Child Day Care Act; health and safety regulations
104420 Tobacco-Use Prevention Education
PENAL CODE
422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 2
11023 Harassment and discrimination prevention and correction
CODE OF REGULATIONS, TITLE 5
3080 ~~Application of section~~ **Applicability of uniform complaint procedures to complaints**

regarding students with disabilities

4600-4687 **70** Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6577 Title I basic programs

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

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

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

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

~~12101-12213 Title II equal opportunity for individuals with disabilities~~

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample UCP Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

~~Questions and Answers on Title IX and Sexual Violence, April 2014~~

~~Dear Colleague Letter: Bullying of Students with Disabilities, August 2013~~

~~Dear Colleague Letter: Sexual Violence, April 2011~~

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001 U.S. DEPARTMENT OF JUSTICE

PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition

Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco>

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

Policy LOS BANOS UNIFIED SCHOOL DISTRICT
adopted: October 2014 Los Banos, California
revised: December 11, 2014
revised: April 11, 2019

Los Banos USD

Administrative Regulation

Uniform Complaint Procedures

AR 1312.3
Community Relations

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

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(~~cf. 4031 - Complaints Concerning Discrimination in Employment~~)
(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

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

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

Assistant Superintendent-Human Resources
1717 S. 11th Street
Los Banos CA 93635
(209) 286-3801
~~patricia~~ **patriciacalzadillas**@losbanosusd.k12.ca.us

The compliance officer who receives a complaint may assign another compliance officer to investigate the complaint. The compliance officer shall promptly notify the complainant **and respondent, if applicable**, if another compliance officer is ~~designated~~ **assigned** to investigate the complaint.

In no instance shall a compliance officer be ~~designated~~ **assigned** to investigate a complaint if in **which** he/she is ~~mentioned in the complaint or has a~~ **has a bias or** conflict of interest that would prohibit him/her from fairly investigating the **or resolving the** complaint. Any complaint ~~filed~~

against or implicating a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall may be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

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

(cf. 4331 - Staff Development)
(cf. 9124 - Attorney)

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

Notifications

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

The Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians, the of district students, district advisory committee members school advisory committees members, appropriate private school officials or representatives, and other interested parties. The notification shall include information regarding the prohibition of discrimination, harassment, intimidation, and bullying; unlawful student fees; local control and accountability plan (LCAP) requirements; and requirements related to the educational rights of foster youth, homeless students, former juvenile court school students, and children of military families. (Education Code 262.3, 48853, 48853.5, 49010- 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 3260 - Fees and Charges)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications) (cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

The notice shall:

- 1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints**
- 2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable**
- 3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).**
- 4. Include statements that:**
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.**
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.**
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.**
 - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.**
 - e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.**

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that

discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

i. A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into a district high school or between district high schools as applicable shall be notified of the district's responsibility to:

(1) Accept any coursework or part of the coursework that the student has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency, and to issue full or partial credit for the coursework completed

(2) Not require the student to retake any course or a portion of a course which he/she has satisfactorily completed in another public school, juvenile court school, or a nonpublic, nonsectarian school or agency

(3) If the student has completed his/her second year of high school before the transfer, provide the student information about district-adopted coursework and Board-imposed graduation requirements from which he/she may be exempted pursuant to Education Code 51225.1

j. The complainant has a right to appeal the district's decision to CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

k. The appeal to CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

1. Copies of the district's UCP are available free of charge.

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

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

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

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

~~The notice shall:~~

- ~~1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints~~
- ~~2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable~~
- ~~3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination.~~
- ~~4. Include statements that:
 - ~~a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.~~
 - ~~b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.~~
 - ~~e. A complaint alleging retaliation, unlawful discrimination, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.~~~~

~~d. — A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.~~

~~e. — The Board is required to adopt and annually update a local control and accountability plan (LCAP), in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.~~

~~(cf. 0460 – Local Control and Accountability Plan)~~

~~f. — The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.~~

~~g. — The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.~~

~~h. — Copies of the district's UCP are available free of charge.~~

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation, **or unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying)** confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

All complainants shall be protected from retaliation.

Filing of Complaint

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in **writing and signed by the complainant**. If a complainant is **unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.** (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A ~~written~~ complaint alleging district violation of applicable state or federal law or regulations governing ~~any the programs or activity conducted by the district, which is funded directly by, or that receives or benefits from any state financial assistance. (GC 11135, EC 200, 220, 234.1, 5 CCR 4610, PC 422.55.)~~ **specified in the accompanying Board policy (item #1 of the section "Complaints Subject to the UCP") may be filed by any individual, public agency, or organization.** (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. **A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.** (Education Code 49013, 52075; **5 CCR 4630**)
3. A complaint alleging unlawful discrimination, ~~including~~ **(such as** discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged **unlawful** discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged **unlawful** discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination **(such as discriminatory harassment, intimidation, or bullying)** is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant ~~or alleged victim~~ of unlawful discrimination **(such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant** requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

~~6. — If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. — (5 CCR-4600)~~

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation, **He/she** shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. **At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.**

To ~~resolve~~ **investigate** a complaint alleging retaliation, unlawful discrimination, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report ~~of the district's investigation and decision~~, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. **When required by law, the matter shall be considered in closed session.** The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision **on how it will resolve the complaint** shall be in writing and shall be sent to the complainant **and respondent.** (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties ~~that~~ **who** may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected. . **In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.**

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In other all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination,

the following factors may be taken into account:

- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct
- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination, ~~including~~ **(such as** discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. **How** **The manner in which** the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, ~~the district will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint,~~ **a remedy that comports with** Education Code 49013 and 5 CCR 4600

~~A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. (5 CCR 4630(e)(2))~~

For complaints of unlawful discrimination, ~~including~~ **(such as** discriminatory harassment, intimidation, or bullying), the ~~notice~~ **decision** may, as required by law, include:

- a. ~~The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint~~ **respondent**
 - b. Individual remedies offered or provided to the subject of the complaint, **but this information should not be shared with the respondent.**
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's **and respondent's** right to appeal the district's decision to **CDE** within 15 calendar days ~~to the CDE~~ and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination, ~~including~~ **based on state law (such as** discriminatory harassment, intimidation, and bullying), ~~based on state law~~, the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies, training for faculty, staff, and students, updates to school policies, or school climate surveys.

For complaints involving retaliation, **or** unlawful discrimination **(such as discriminatory**

harassment, intimidation, or bullying), appropriate ~~corrective actions~~ **remedies** ~~that focus on that may be offered to the victim but not communicated to the respondent~~ may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim.
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation **or** unlawful discrimination (**such as discriminatory harassment, intimidation, or bullying**), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such

as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, ~~including~~ **(such as discriminatory harassment, intimidation, or bullying)**, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges **physical education instructional minutes for students in elementary schools**, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians **subject to procedures established by regulation of the State Board of Education.** (Education Code 49013, **51223**, 52075)

For complaints alleging noncompliance with the laws regarding student fees, ~~such remedies, where applicable,~~ the district ~~will~~ **shall** attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all **affected students-pupils and** parents/guardians who ~~paid a pupil~~ **the unlawful student fees** within one year prior to the filing of the complaint. Education Code 49013 and 5 CCR 4600

~~A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred. (5 CCR 4630(c)(2))~~

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision **of a complaint regarding any specified federal or state educational program subject to the UCP** may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, **48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632**)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with CDE.

The complainant shall specify the basis for the appeal of the decision and ~~whether~~ **how** the facts are incorrect and/or the law has been misapplied. The appeal shall be ~~accompanied by~~ **sent to CDE with** a copy of the locally filed complaint and a copy of the district's decision **in that complaint** (5 CCR 4632)

Upon notification by the CDE that the complainant **or respondent** has appealed the district's

decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation LOS BANOS UNIFIED SCHOOL DISTRICT
approved: October 2014 Los Banos, California
revised: September 10, 2015
revised: March 14, 2019

Los Banos USD

Administrative Regulation

Williams Uniform Complaint Procedures

AR 1312.4
Community Relations

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Los Banos Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

Types of Complaints

The district shall use the following procedures **described in this administrative regulation only** to investigate and resolve **the following**: ~~complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)~~

1. **Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)**

a. A ~~pupil~~ **student**, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

b. A ~~pupil~~ **student** does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.

c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

d. A ~~pupil~~ **student** was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

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

2. **Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)**

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners ~~pupils~~ in the class.

(cf. 4112.22 - Staff Teaching ~~Students of Limited-English~~ **Learners Proficiency**)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the ~~pupils-~~ **students** enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day ~~pupils~~ **students** attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)

- a. A condition poses an emergency or urgent threat to the health or safety of ~~pupils~~ **students** or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of ~~pupils~~ **students** or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to ~~pupils~~ **students** or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when pupils students are not in classes and has kept a sufficient number of restrooms open during school hours when pupils students are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil student safety or to make repairs. (Education Code 35292.5)

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

(cf. 3514 - Environmental Safety)

(cf. 3517 - Facilities Inspection)

~~4. High school exit examination intensive instruction and services~~

~~A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)~~

~~(cf. 6162.52 - High School Exit Examination)~~

~~(cf. 6179 - Supplemental Instruction)~~

Filing of Complaint

~~A complaint alleging any condition(s) specified in items #1-3 in the section entitled "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. The principal or designee shall forward a complaint about problems beyond his/her authority to the Superintendent or designee in a timely manner, but not to exceed 10 working days. (Education Code 35186; 5 CCR 4680)~~

~~A complaint alleging any deficiency specified in item #4 in the section entitled "Types of Complaints" above shall be filed with a district official designated by the Superintendent. Such complaints may be filed at the district office or school site and shall be immediately forwarded to the Superintendent or designee. (Education Code 35186)~~

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 8235.5, 35186; 5 CCR 4680)

The Superintendent or designee shall post in each K-12 classroom in each school a notice containing the components specified in Education Code 35186. In each license-exempt CSPP classroom, a notice containing the components specified in Education Code 8235.5 shall be posted. (Education Code 8235.5, 35186)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee, or the preschool administrator or designee as appropriate, at the school in which the complaint arises. A complaint about problems beyond the authority of the principal or preschool administrator shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 8235.5, 35186; 5 CCR 4680)

Investigation and Response

The principal/preschool administrator or designee of the Superintendent shall make all reasonable efforts to investigate any problem within his/her their authority. ~~He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received.~~ (Education Code 8235.5, 35186; 5 CCR 4685)

Investigation of a complaint regarding preschool health or safety issues shall begin within 10 calendar days of receipt of the complaint. (Education Code 8235.5)

The principal/preschool administrator or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 8235.5, 35186; 5 CCR 4685)

~~Complaints may be filed anonymously. If the complainant has indicated on the complaint form a desire to receive that he/she would like a response to the complaint, the principal/preschool administrator or Superintendent's or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form.~~ **the principal/preschool administrator makes this report, the information**

shall be reported at the same time to **the Superintendent** ~~the principal~~ or designee shall report the same information to the Superintendent or designee. (Education Code **8235.5**, 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, ~~he/she~~ **the complainant** has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code **8235.5**, 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of ~~pupils~~ **students** or staff as described in item #3a or #4 in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal/**preschool administrator** or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code **8235.5**, 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code **8235.5**, 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

On a quarterly basis, the Superintendent or designee shall report ~~summarized data on the nature and resolution of all complaints~~ to the Board **at a regularly scheduled public Board meeting** and to the County Superintendent of Schools, **summarized data on the nature and resolution of all complaints**. ~~on a quarterly basis~~. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. ~~These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting.~~ (Education Code **8235.5**, 35186; 5 CCR 4686)

Forms and Notices

~~The Superintendent or designee shall ensure a Williams complaint form is available at each school. — However, complainants need not use the district's complaint form in order to file a complaint. — (Education Code 35186; 5 CCR 4680)~~

~~The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. — A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)~~

~~The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)~~

Legal Reference:

EDUCATION CODE 234.1 Prohibition of discrimination, harassment, intimidation, and bullying

1240 County superintendent of schools, duties

8235-8239.1 California State Preschool Programs, especially:

8235.5 California State Preschool Program, complaints regarding health and safety issues

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 -~~35292.6~~ Restrooms, maintenance and cleanliness

~~37254 Supplemental instruction based on failure to pass exit exam by end of grade 12~~

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

4680-4687 Williams complaints

UNITED STATES CODE, TITLE 20

6314 Title I schoolwide program

Management Resources:

WEB SITES

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

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

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January 20, 2005 Los Banos, California
revised: June 12, 2007
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revised: September 13, 2012
revised: April 11, 2019

Los Banos USD

Exhibit

Williams Uniform Complaint Procedures

E 1312.4

Community Relations

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Los Banos Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

Exhibit 1

NOTICE TO PARENTS/GUARDIANS, PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. ~~There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil~~ **That means each student**, including an English learner~~s~~, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

Misassignment means the placement of a certificated employee in a teaching or services

position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

~~4. Pupils, including English learners, who have not passed one or both parts of the high school exit examination by the end of grade 12 are to be provided the opportunity to receive intensive instruction and services for up to two consecutive academic years after the completion of grade 12.~~

~~5. A complaint form can be obtained at the school office or district office, or downloaded from the school or district web site at <http://www.losbanosusd.k12.ca.us>. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. Complainants need not use the Williams complaint form to file a complaint.~~

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site:

<http://www.losbanosusd.org/> You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

Exhibit (2) 1312.4

WILLIAMS UNIFORM COMPLAINT PROCEDURES

~~Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009), ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), and SB 70 (Ch. 7, Statutes of 2011), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Los Banos Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-09 through 2014-15 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.~~

K-12 COMPLAINT FORM:

WILLIAMS UNIFORM COMPLAINT PROCEDURES

~~Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair or teacher vacancy or misassignment, or the lack of opportunity to receive intensive instruction and services to pupils who did not pass one or both parts of the high school exit examination by the end of grade 12. The complaint and response are public~~

documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? Yes No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)

A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.

A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.

Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.

A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)

A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position

to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

___ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.

___ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)

___ A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.

___ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers.

~~1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.~~

~~2. School facilities must be clean, safe, and maintained in good repair.~~

~~3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.~~

~~Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.~~

~~Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.~~

4. ~~Pupil, including English Learners, who have not passed or both parts of the high school examination by the of the 12th grade are to be provide the opportunities to receive intensive instructions and services for up to two consecutives academic years after completion of grade 12.~~

5. ~~A complaint form may be obtained at the school office, district office, or downloaded from the bottom of the district's web site at <http://www.losbanosusd.k12.ca.us/> You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/ep/uc/>. Complainants need not use the Williams complaint form to file a complaint.~~

Response requested? Yes No

Contact information:

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Course title/grade level and teacher name: _____

Room number/name of room/location of facility: _____

Date problem was observed: _____

~~Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please use the appropriate district complaint procedure.~~

~~Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)~~

For a school that serves students in any of grades 6-12 with 40 percent of more of its students from low-income families, as defined, the school has not stocked at least half of its restrooms with feminine products at all times and made those products available to students at no cost.

The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for student safety or to make repairs.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

Please file this complaint at the following location:

(principal or designee)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

1. ~~Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)~~

~~_____ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.~~

~~_____ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.~~

~~_____ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.~~

~~_____ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.~~

2. ~~Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4681)~~

~~_____ A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.~~

~~_____ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.~~

~~_____ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.~~

3. ~~_____ Facility conditions: (Education Code 17592.72, 35186, 35292.5; 5 CCR 4683)~~

~~_____ A condition exists that poses an emergency or urgent threat to the health or safety of pupils or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.~~

~~_____ A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, or paper towels or functional hand-dryers.~~

~~_____ The school has not kept all restrooms open during school hours when pupils are not in classes and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.~~

4. ~~_____ High school exit exam intensive instruction and services: (Education Code 35186)~~

~~_____ Pupils who have not passed the high school exit exam by the end of grade 12 were not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after the completion of grade 12.~~

~~Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of pupils or staff.~~

~~_____

_____~~

Please file this complaint at the following location:

~~_____

(principal or title of designee of the Superintendent)~~

1717 S. 11th Street
Los Banos, CA, 93635

~~Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.~~

(signature) _____
(date)

Exhibit LOS BANOS UNIFIED SCHOOL DISTRICT
version: September 13, 2007 Los Banos, California
revised: July 17, 2008
revised: September 13, 2012
revised: April 11, 2019

Board Reference Material

SUBJECT TITLE: Agreement, Supervised Internship Brandman University

REQUESTED ACTION: Approve

Action X Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve a Supervised Internship Agreement with Brandman University .

BACKGROUND INFORMATION:

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Supports Board Goal #7: Recruit, hire, train and retrain administrative, instructional and classified staff that will provide the best educational environment for the students of Los Banos Unified School District.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT (Include impact on School District Facilities):

None.

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent of Human Resources
Date: April 11, 2019



SUPERVISED INTERNSHIP AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Modesto Campus.

SCHOOL PSYCHOLOGY

EDUCATION ADMINISTRATION

SCHOOL COUNSELING

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Los Banos Unified School District, hereinafter called "FIELDWORK SITE."

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION").

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- C. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or

involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

- D. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- E. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- F. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE's supervision of UNIVERSITY students.
- G. The FIELDWORK SITE acknowledges that each INTERN under this Agreement shall be a paid employee of the FIELDWORK SITE and thus covered under the FIELDWORK SITE'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of Brandman University while performing services for the District.

III. THE PARTIES MUTUALLY AGREE

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- C. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:

Los Banos Unified School District
1717 South 11th Street
Los Banos, CA 93635
Attn: Rochelle Creighton
Phone: (209) 826-3801

UNIVERSITY CONTACT INFORMATION:

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Fax: (800) 775-0128

- D. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- E. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- F. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this

Agreement.

- G. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective 07/01/2019 and shall continue in full force and effect through 06/30/2022. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
 Name: _____
 Title: _____
 Date: _____

UNIVERSITY: Signature: _____
 Name: Phillip L. Doolittle
 Title: Executive Vice Chancellor of Finance and
 Administration and Chief Financial Officer
 Date: _____

Appendix A
Definition of Internship

- A. "INTERN" is defined according to the COMMISSION as a person who is enrolled in a COMMISSION-approved internship program and is serving with an Internship Credential issued upon the recommendation of the UNIVERSITY.
- B. INTERNS shall not displace certificated FIELDWORK SITE employees. FIELDWORK SITE further agrees to provide written certification that no person with the appropriate credential, background and qualifications is interested and/or available in the position that is the subject matter of this Agreement.
- C. The internship may continue for a period of up to two years and the credential may be renewed upon a showing of good cause.
- D. The internship program is being implemented in order to provide the INTERN with an opportunity to gain field experience on a paid basis. In the event that the internship is being developed to meet an employment shortage, FIELDWORK SITE agrees to provide a statement regarding the availability of qualified, certificated individuals holding the appropriate credential.
- E. The Internship Credential is issued for service only in the FIELDWORK SITE District and the UNIVERSITY shall notify the COMMISSION of the FIELDWORK SITE'S participation.

Appendix B
Specific Supervision Requirements for Each Program

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.
- I. **Specific Supervision Requirements School Psychology Fieldwork:**
 - A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.
 - B. Provide experiences with a diverse student population.

- C. Provide experiences with a variety of educational programs.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
 - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.
- E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.
- G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration Fieldwork:

- A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The FIELDWORK SITE shall provide student with experiences with a diverse student population.
- C. The FIELDWORK SITE shall provide student with experiences with a variety of educational programs.
- D. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- F. The FIELDWORK SITE shall ensure that the student will be treated by the FIELDWORK SITE as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

Board Reference Material

SUBJECT TITLE: Agreement Supervised Internship Concordia University

REQUESTED ACTION: Approve

Action X Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve a Supervised Internship Agreement with Concordia University.

BACKGROUND INFORMATION:

WHEREAS, an INTERN, as defined in Appendix A, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and FIELDWORK SITE professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Supports Board Goal #7: Recruit, hire, train and retrain administrative, instructional and classified staff that will provide the best educational environment for the students of Los Banos Unified School District.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT (Include impact on School District Facilities):

None.

ORIGINATOR: Tammie Calzadillas, Assistant Superintendent of Human Resources
Date: April 11, 2019



**Concordia University Irvine
School of Education
SCHOOL COUNSELOR CANDIDATE
PRACTICUM/FIELDWORK AGREEMENT
Los Banos Unified School District
March 27, 2019**

This School Counselor Candidate Fieldwork Agreement ("Agreement") is made and entered into as of the execution of the Agreement by both parties (on the "Effective Date") by and between Los Banos Unified School District_ ("School District") located in Los Banos, California, and Concordia University ("University") a non-profit religious corporation located in Irvine, California.

RECITALS

- A. School District operates schools within its service area, and employs credentialed school counselors to serve one or more of those schools.
- B. University is an institution of higher learning authorized pursuant to California law to offer education programs, including without limitation, the School Counseling Field Experience program which requires school counseling fieldwork experience to fulfill the credentialing requirements set forth by the California Commission on Teacher Credentialing (the "Program").
- C. School District operates schools which are suitable for University's Program. University desires to establish the Program at School District for the students of the University enrolled in the Program. School District desires to support the Program to assist in training students of University.
- D. The purpose of this Agreement is to set forth the terms and conditions pursuant to which the parties will institute the Program at School District schools.

AGREEMENT

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein and for such other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. RESPONSIBILITIES OF UNIVERSITY

- 1.1 Academic Responsibility. University shall develop the curriculum for the Program and shall be responsible for student accreditation and/or approval by any state board or agency.
- 1.2 Number of Students. University shall designate and notify School District of the students who are enrolled and in good standing in the Program to be assigned for field experience at School District in such numbers as are mutually agreed upon between School District and University. University and School District will also mutually agree to the dates and length of the Program.
- 1.3 Orientation. University shall provide orientation to all students and ensure that all students receive instruction and have necessary basic skills prior to the field experience at School District.

- 1.4 Discipline. University shall be responsible for counseling, controlling, disciplining and all activities of students at School District.
- 1.5 Documentation. University shall maintain all attendance and academic records of students participating in the Program. University shall implement and maintain an evaluation process of the students' progress throughout the Program.
- 1.6 Fingerprint and TB Clearance. The University will be responsible for students obtaining fingerprint and TB clearance and maintaining all documentation should proof be requested.

In accordance with California Education Code Section 44320, each credential candidate prior to assignment to District must obtain, at their sole expense, a "Certificate of Clearance," which includes a complete Live Scan Service. The University will ensure that student's receive a Certificate prior to beginning their assignment in the district or hold a valid document issued by the CTC accounting for fingerprint clearance.

In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at the candidate's sole expense an examination by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, prior to beginning the candidate's assignment in the District.

- 1.7 School District Policies and Procedures. University shall ensure that each student is aware of and understands all applicable School District policies and procedures and shall require each student to conform to all such School District policies, procedures, regulations, standards for health, safety, cooperation, ethical behavior, and any additional requirements and restrictions agreed upon by representatives of School District and University.
- 1.8 Supplies and Equipment. University shall provide and be responsible for the care and control of educational supplies, materials, and equipment used for instruction during the Program. University shall also be responsible, as between School District and University, for the cost of travel expenses and transportation, if any, incurred by students as a result of the Program.
- 1.9 Confidentiality. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District and the University shall remain strictly confidential and shall not be disclosed without consent of the other party.

The University shall notify Students that they are responsible for respecting and maintaining the confidentiality of all Student information and law enforcement records which the Student may receive or have access to pursuant to this Agreement. The University shall notify Students that they must agree to comply with the terms and conditions of all applicable confidentiality laws, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") and the Regulations promulgated thereunder (20 U.S.C. section 1232g; 34 C.F.R. Part 99); California Education Code section 49060 et seq. (pupil records); California Welfare & Institutions Code sections 300 and 600 et seq.; 827 (juvenile justice system records) ; California Welfare & Institutions Code §5328.6 and §5328.7 (Mental Health Records); and 42 U.S.C. §§290dd-2; (iv) Health Insurance Portability and Accountability Act of 1996 ("HIPAA") and the Regulations promulgated thereunder

(42 U.S.C. Sections 1320d-2 and 1320d-4; 45 C.F.R. Subtitle A, Subchapter C, Parts 160 – 164), as amended from time to time.

- 1.10 Insurance. University shall ensure that all students maintain professional liability insurance coverage (either independently or as an additional insured on University's policy) at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, University agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. University shall ensure that such policies provide for notification to School District at least thirty (30) days in advance of any material modification or cancellation of such coverage. University also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of University working at School District pursuant to this Agreement at all times during the course of this Agreement. University shall provide certificates evidencing all coverage referred to in this section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis except, with respect to students, such evidence will be provided prior to the date when any new student commences participation in the Program.
- 1.11 Accreditation. University shall at all times during the course of this Agreement be accredited, licensed or qualified to offer the Program to students.
- 1.12 Program description: See exhibit A attached for the description of the practicum/fieldwork requirements.

2. RESPONSIBILITIES OF SCHOOL DISTRICT

- 2.1 Access. School District shall permit nonexclusive access to the Program to those students designated by University as eligible for participation in the Program at School District provided such access does not unreasonably interfere with the regular activities at School District. School District agrees to provide qualified students with field experience opportunities as appropriate to the level of understanding and education of such students and as appropriate to the provision of quality care and privacy of School District pupils.
- 2.2 Implementation of Program. School District agrees to cooperate with and assist in the planning and implementation of the Program at School District for the benefit of students from University.
- 2.3 Supervision: School District shall provide for the supervision of University students in their field experience at School District school(s) by a properly credentialed school counselor provided by the School District.
- 2.4 Space and Storage. At School District's discretion, it will provide students with a workspace at the School District school(s) and with an acceptable amount of storage space for University's instructional materials for use in the Program, subject to reasonable availability.
- 2.5 Removal of Students. In the event that any University student, in the sole discretion of School District, fails to perform satisfactorily, fails to follow School District policies, procedures and regulations, or fails to meet School District standards for health, safety, security, cooperation or ethical behavior, School District shall have the right to request that University withdraw the student from the Program. University shall

comply with School District's request within five (5) days of receipt of written notice from School District. Notwithstanding the foregoing, in the event of any emergency or if any student represents a threat to safety or personnel, School District may immediately exclude any student from School District until final resolution of the matter with University.

- 2.6 Documentation. School District agrees to make available to qualified students of University a copy of its policies and procedures, rules and regulations, and other relevant information in order that students obtain the benefit of such documentation and in order that students comply with such policies and rules.
- 2.7 Statement of Adequate Staffing. School District acknowledges that it has adequate counseling staffing and that students participating in the Program shall not be required to substitute for any school district contracted employee necessary for reasonable staffing coverage.
- 2.8 Authority. School District shall maintain at all times full authority over and responsibility for care of its pupils and may intervene and/or redirect University students when appropriate or necessary.
- 2.9 Insurance. School District agrees to maintain professional liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, School District agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. School District shall ensure that such policies provide for notification to University at least thirty (30) days in advance of any material modification or cancellation of such coverage. School District also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of School District working at School District pursuant to this Agreement at all times during the course of this Agreement. School District shall provide certificates evidencing all coverage referred to in this section within thirty (30) days of execution of this Agreement and thereafter, on an annual basis.

3. RELATIONSHIP OF THE PARTIES

- 3.1 Term. The term of this Agreement shall commence as of the Effective Date and shall continue for three (3) years unless terminated sooner as provided herein.
- 3.2 Termination. Either party may terminate this Agreement at any time and for any reason upon at least thirty (30) days prior written notice to the other party. To the extent reasonably possible, School District will attempt to limit its termination of this Agreement without cause so as to allow the completion of student training for the then current academic year by any student who, at the date of said notice by School District, was satisfactorily participating in the Program.
- 3.3 Independent Contractor. In the performance of the obligations under this Agreement, it is mutually understood and agreed that University is at all times acting and performing as an independent contractor. Nothing in this Agreement is intended nor shall be construed to create between School District and University an employer/employee relationship, a joint venture relationship, or a lease or landlord/tenant relationship. Students shall maintain the status of learners and neither this Agreement nor any acts pursuant to it shall be deemed to create an

employment or agency relationship between School District and any University student.

- 3.4 Role of Students. It is not the intention of University or School District that any students occupy the position of third party beneficiary of any obligations assumed by School District or University pursuant to this Agreement.
- 3.5 Publicity. Neither University nor School District shall cause to be published or disseminate any advertising materials, either printed or electronically transmitted, which identifies the other party or its facilities with respect to the Program without the prior written consent of the other party.
- 3.6 Records. It is understood and agreed that all records, other than student evaluation records and information, shall remain the property of School District.

4. GENERAL PROVISIONS

- 4.1 Entire Agreement; Amendment. This Agreement contains the complete and full agreement between the parties with respect to the subject matter hereof and shall supersede all other agreements relative to the subject matter hereof by and between the parties. This Agreement may be amended but only by an instrument in writing signed by both parties to the Agreement.
- 4.2 Assignment. Neither party shall subcontract, assign its rights or delegate its duties under this Agreement without the prior written consent of the other party. This Agreement shall be binding on and inure to the benefit of successors and permitted assigns of each party.
- 4.3 Indemnification. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its officers, directors, regents, agents, employees, students, or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its officers, directors, regents, agents, employees, students, or subcontractors.
- 4.4 Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. Any action arising out of this Agreement shall be instituted and prosecuted only in a court of proper jurisdiction in Orange County, California.
- 4.5 Non-Discrimination. Neither party shall discriminate against any University student on the basis of race, age, religion, sex, color, creed, national origin, handicap, disability or sexual preference, except to the extent that religious freedom exemptions apply. In addition, the parties will fully comply with any and all applicable local, state and federal anti-discrimination regulations, statues and judicial decisions.
- 4.6 Notices. Any and all notices permitted or required by this Agreement shall be in writing and shall be deemed to have been duly given (a) on the date personally delivered; (b) three business days after being mailed by United States post, certified and return receipt requested; or (c) one business day after being sent by nationally

recognized overnight courier, properly addressed as follows or such other address as may later be designated by the party:

School District: Los Banos Unified School District
1717 S. 11th St.
Los Banos, CA 93635
Attn: Rochelle Creighton

University: Concordia University Irvine
1530 Concordia West
Irvine, CA 92612
Attn: Office of the Provost
provost@cui.edu
Copy to General Counsel

- 4.7 Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.
- 4.8 Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.
- 4.9 Program Description: Refer to Exhibit A for the description of the practicum and fieldwork program.

SIGNATURE PAGE

THIS AGREEMENT IS ENTERED INTO THIS _____ DAY OF _____, _____.

AGREEMENT EFFECTIVE:

STARTING _____ DAY OF _____, **2018** THROUGH _____ DAY OF _____, **2021**.

(Three year agreement – May be renewed with consent of both parties)

SCHOOL DISTRICT:

Signature: _____

Typed Name: _____

Title: _____

Date: _____

CONCORDIA UNIVERSITY:

Signature: _____

Typed Name: Dr. Peter Senkbeil – Concordia University, Irvine, CA.

Date: _____

Exhibit A

During the course of the Practicum or Fieldwork experience, the Practicum or Fieldwork experience student will complete the approved Concordia University Practicum or Fieldwork experience portions of the program.

- a. The duration for the Practicum or Fieldwork experience will be determined prior by the School District and Concordia University for each Practicum or Fieldwork experience student. It is intended that this Practicum or Fieldwork experience encompass a period of at least one term and will not exceed the time limits as listed below:

Practicum: Not to exceed 1 calendar year

- b. Fieldwork experience: 1 calendar year at full time (non-internship) OR b) 2 calendar years at part-time. The School District and Concordia will cooperatively develop and implement a support system for each Practicum or Fieldwork experience student.
- c. The Practicum or Fieldwork experience student will be provided experience and practice in the school and classroom. Anticipated duties are listed below. Duties will vary according to available opportunities on the site, as determined by the District. The Practicum/Fieldwork experience activities will be determined using the Planning Document based upon the California Standards for the Counseling Profession.

Practicum Duties – 100 hours required (University/School District-level):

- 1) Peer counseling related to university or college program practicum course
- 2) Personal and career assessment
- 3) Personal counseling experience in either individual or group context
- 4) School-based programs serving parents and family members
- 5) Community service programs serving children and families
- 6) School related experience such as "shadowing" a school counselor, observing classroom instruction, attending district and school-based meetings, and become familiar with school-based community resources
- 7) Become familiar with special needs students; Gifted and Talented programs; attend/observe IEP/504 meetings; assessment and evaluation activities; Common Core instructional activities; Student Study teams; master schedule activities; etc.

Fieldwork Experience Duties – 600 hours required (University/District-level):

- 1) Continue to participate in any duties or activities listed under the practicum section
- 2) Perform functions of school counselors in school counseling domains
- 3) Work with diversity programs
- 4) Work with the development and implementation of a program that addresses diversity issues
- 5) Work with individuals and groups of a racial and ethnic background different from that of the candidate
- 6) Gain experience at two different settings: elementary, middle school, or high school
- 7) Participate in group supervision throughout the Fieldwork experience

Board Reference Material

SUBJECT TITLE: **Proposal: Jim Womack, Inspector of Record**

REQUESTED ACTION: Approve

 Action X

 Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the proposal from Jim Womack, Inspector of Record to perform required inspection services for the Los Banos Elementary School Fire Alarm Project.

BACKGROUND INFORMATION:

Jim Womack will perform required Site Inspection services at Los Banos Elementary School.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity directly supports Board Goal: Facilities #4, #5, #6.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The contract estimate is \$2,000. The cost will be paid from Capital Improvement Fund 40.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: April 11, 2019

April, 01 2019

Los Banos Unified School District
1717 S. 11th Street
Los Banos, CA 93635-4800

TO: Don Laursen
FROM: Jim Womack, Project Inspector
RE: 02-117999 Los Banos ES fire alarm, Los Banos

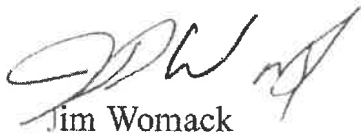
I would like to thank for the opportunity to quote the inspection services for this project.

The inspection fee for this project will be a flat rate of \$2,000. The project has a 120 day duration and is scheduled to start June 8, 2019 - September 27, 2019. Any lab testing, special inspections or outside inspections (Health Department) for this project are not covered in my proposal. At this time there is no lab testing for this project.

In the event the project runs over the district and I will negotiate the cost to finish.

If my quote is acceptable, please issue a purchase order for service.

If you have any questions I can be reached at (209) 658-3253.



Jim Womack

CC, File

2999 Evelyn Ave Merced Ca. 95348 - (209) 658-3253 - Email uisinspectorjim@aol.com

Board Reference Material

SUBJECT TITLE: Proposal: Jim Womack, Inspector of Record

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the proposal from Jim Womack, Inspector of Record to perform required inspection services for the Westside Elementary School Fire Alarm Project.

BACKGROUND INFORMATION:

Jim Womack will perform required Site Inspection services at Westside Elementary School.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity directly supports Board Goal: Facilities #4, #5, #6.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The contract estimate is \$2,000. The cost will be paid from Capital Improvement Fund 40.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services

Date: April 11, 2019

April, 01 2019

Los Banos Unified School District
1717 S. 11th Street
Los Banos, CA 93635-4800

TO: Don Laursen
FROM: Jim Womack, Project Inspector
RE: 02-117398 Westside fire alarm, Los Banos


I would like to thank for the opportunity to quote the inspection services for this project.

The inspection fee for this project will be a flat rate of \$2,000. The project has a 120 day duration and is scheduled to start June 8, 2019 - September 27, 2019. Any lab testing, special inspections or outside inspections (Health Department) for this project are not covered in my proposal. At this time there is no lab testing for this project.

In the event the project runs over the district and I will negotiate the cost to finish.

If my quote is acceptable, please issue a purchase order for service.

If you have any questions I can be reached at (209) 658-3253.



Jim Womack

CC, File

Board Reference Material

SUBJECT TITLE: **Proposal: Jim Womack, Inspector of Record**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the proposal from Jim Womack, Inspector of Record to perform required inspection services for the Volta Elementary School Modulars Project.

BACKGROUND INFORMATION:

Jim Womack will perform required Site Inspection services at Volta Elementary School.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity directly supports Board Goal #5.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The contract estimate is \$7,000. The cost will be paid from Developer Fees Fund 25.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: April 11, 2019

April, 01 2019

Los Banos Unified School District
1717 S. 11th Street
Los Banos, CA 93635-4800

TO: Don Laursen
FROM: Jim Womack, Project Inspector
RE: 02-117560 Volta Modulares Los Banos

I would like to thank for the opportunity to quote the inspection services for this project.

The inspection fee for this project will be a flat rate of \$7,000. The project has a 120 day duration and is scheduled to start May 28, 2019 - September 27, 2019. Any lab testing, special inspections or outside inspections (Health Department) for this project are not covered in my proposal. At this time there is lab testing for this project.

In the event the project runs over the district and I will negotiate the cost to finish.

If my quote is acceptable, please issue a purchase order for service.

If you have any questions I can be reached at (209) 658-3253.



Jim Womack

CC, File

Board Reference Material

SUBJECT TITLE: **Proposal: Jim Womack, Inspector of Record**

REQUESTED ACTION: Approve

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the proposal from Jim Womack, Inspector of Record to perform required inspection services for the San Luis High School Modular Project.

BACKGROUND INFORMATION:

Jim Womack will perform required Site Inspection services at San Luis High School.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity directly supports Board Goal #5.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The contract estimate is \$7,000. The cost will be paid from Developer Fees Fund 25.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: April 11, 2019

April, 01 2019

Los Banos Unified School District
1717 S. 11th Street
Los Banos, CA 93635-4800

TO: Don Laursen
FROM: Jim Womack, Project Inspector
RE: 02-117464 San Luis Modulares Los Banos

I would like to thank for the opportunity to quote the inspection services for this project.

The inspection fee for this project will be a flat rate of \$7,000. The project has a 150 day duration and is scheduled to start May 6, 2019 - October 31, 2019. Any lab testing, special inspections or outside inspections (Health Department) for this project are not covered in my proposal. At this time there is lab testing for this project.

In the event the project runs over the district and I will negotiate the cost to finish.

If my quote is acceptable, please issue a purchase order for service.

If you have any questions I can be reached at (209) 658-3253.



Jim Womack

CC, File

Board Reference Material

SUBJECT TITLE: **Proposal: Technicon Engineering Services, Inc.**

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve the proposal from Technicon Engineering Services, Inc. to perform required testing services for the Volta Elementary School Modulars Project.

BACKGROUND INFORMATION:

Technicon will perform required site testing, e.g., soil moisture and compaction, structural steel, etc.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature and directly supports Board Goal #5.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The proposal estimate is \$16,265. The cost will be paid from Developer Fee Fund 25.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services

Date: April 11, 2019



GEOTECHNICAL & ENVIRONMENTAL ENGINEERING – CONSTRUCTION TESTING & INSPECTION

April 1, 2019

TES No. MP19-060

Mr. Donald Laursen
Assistant Superintendent, Administrative Services

Los Banos Unified School District
 1717 S 11th Street
 Los Banos, CA 93635
 Phone: 209-826-3801 ext 1710 voice
 Email: DLaursen@losbanosusd.k12.ca.us

PROJECT: Volta Elementary School Modular Classrooms
 24307 Ingomar Grade
 Los Banos, CA
 DSA File No. 24-H6 DSA App. No. 02-117560

SUBJECT: Cost Estimate for Materials Testing and Inspections Services

Mr. Laursen:

In accordance with your request, **TECHNICON Engineering Services, Inc. (TECHNICON)** is pleased to provide you with this cost estimate for testing for the above referenced project. We will do our best to keep the testing cost to a minimum. This estimate is based on the preliminary construction schedule, which is subject to change.

Volta Elementary School Modular Classrooms 24307 Ingomar Grade Los Banos, CA DSA File No. 24-H6 DSA App. No. 02-117560			
	Unit	Unit Cost	Total Unit Cost
Earthwork			
Compaction Testing Soils	4/Hour	\$94/Hour	\$376
Compaction Testing Trenches	8/Hour	\$94/Hour	\$752
Compaction Testing Building Pad	8/Hour	\$94/Hour	\$752
Compaction Testing Subgrade	8/Hour	\$94/Hour	\$752
Fill Placement Observation	4/Hour	\$94/Hour	\$376
Sample Pickup	2/Hour	\$84/Hour	\$168
MD/OM Curves ASTM D1557	/Each	\$195/Each	\$390
Subtotal for Earthwork			\$3,566

Moisture Testing			
Moisture Testing Soils	8/Each	\$140/Each	\$1,120
Field Technician	4/Hour	\$94/Hour	\$376
Subtotal for Moisture Testing			\$1,496
Structural Concrete			
Sample Concrete	16/Hour	\$94/Hour	\$1,504
Mix Design Review	1/Each	\$263/Each	\$263
Concrete Sample Pickup	8/Hour	\$84/Hour	\$672
Concrete Compression Strength Tests (Set of 4)	4/Set	\$100/Set	\$400
Batch Plant Inspection	8/Hour	\$84/Hour	\$672
Subtotal for Structural Concrete			\$3,511
Structural Steel			
Field Welding	16/Hour	\$100/Hour	\$1,600
High Strength Bolt Tension Test	8/Hour	\$100/Hour	\$800
Material Identification	4/Hour	\$100/Hour	\$400
Reinforcing Steel Sample & Tagging	8/Hour	\$95/Hour	\$760
Tension Test Steel #2-#8	4/Each	\$75/Each	\$300
Bend Test Reinforcing Steel #2-#8	4/Each	\$70/Each	\$280
Subtotal for Structural Steel			\$4,140
Report Preparation			
Registered Civil Engineer	2/Hour	\$184/Hour	\$368
Project Management	4/Hour	\$126/Hour	\$504
Administrative Staff	8/Hour	\$80/Hour	\$640
Drafting	2/Hour	\$80/Hour	\$160
Subtotal for Report Preparation			\$1,672
Travel			
Fuel Surcharge	30/Trips	\$25/Per Trip	\$750
Subtotal for Travel			\$750
Final Reports			
Final Soils	1/LS	\$370/LS	\$370
Final Structural	1/LS	\$370/LS	\$370
Subtotal for Final Reports			\$740
ESTIMATED TOTAL OF CONSTRUCTION TESTING AND INSPECTION			\$16,265

Rates (additional charges)	
Overtime @ 1.5 x \$100.00 (If required after 8 hours and Saturdays)	\$150.00/Hour
Overtime @ 1.5 x \$94.00 (If required after 8 hours and Saturdays)	\$141.00/Hour
Double time @ 2 x \$100.00 (If required after 12 hours, Sundays and Holidays)	\$200.00/Hour
Double time @ 2 x \$94.00 (If required after 12 hours, Sundays and Holidays)	\$188.00/Hour
Mileage (\$0.85 per mile charged outside of a 10 mile radius)	\$0.85

CONDITIONS

The fees and conditions of this proposal will remain in effect for a period of 90 days. Our technicians and inspectors will attempt, wherever possible, to combine observation and testing during site visits, in order to keep the final bill as low as possible. However, as the presence of our personnel at the site will depend upon the contractor's schedule and the progress of the work, the fees presented above are to be considered as estimates only, and shall not be construed as guaranteed maximum fees. The invoices will reflect the time spent and service performed, and may be greater or less than the estimated amounts.

Fees are predicated upon our understanding that this project is **subject to California Prevailing Wage Law (i.e. certified payroll)**, and are based upon straight-time rates. Work performed on weekends, holidays, and when work starts outside of regular business hours is subject to a 4-hour minimum charge. Saturdays, night work, and premium hours (before 7 a.m., after 3 p.m. or in excess of 8 hours in one day) for personnel are at time and one-half; Sundays and holidays are at double time. **TECHNICON** will notify the DSA project inspector for authorization to perform our service on overtime. Field services for regular work days are subject to a 2-hour minimum charge for inspections, consultations, sampling, or show up time and 2-hour increments, M-F 7 a.m. to 3 p.m. with a minimum of 48 hour schedule notice and a 4 hour cancellation notice. Time is accumulated on a portal to portal basis.

Routine project supervision by an engineer has been included in the above quotation. However, please note that the above quotation does not include charges for weekly site meetings, plan reviews, site visits to address unforeseen problem areas, or other such services. Fees for such services will be charged at the fee schedule rates in effect at the time of the services request.

Charges for reinspection due to failing results, or when testing or inspection is requested but the contractor is not ready and does not cancel scheduled work are also not included in the estimate and will be billed at the hourly rates listed previously. This firm shall not be responsible for backcharging contractors.

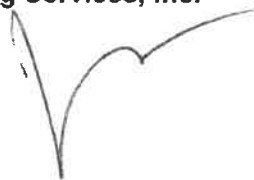
Client agrees to pay for the described services in accordance with the compensation provisions in the cost estimate. Unless otherwise specified in the cost estimate, payment to Consultant will be made within 30 days of the date of billing. Our unit cost was based on work being conducted locally. Should portions of the work be subcontracted to out-of town subcontractors, additional incurred costs will be charged accordingly.

*Rates are subject to change due to changes in Prevailing Wage Law or its application. In the event that it is determined or alleged that Prevailing Wage Law applies to any addition aspect of the project, the Client agrees to pay **TECHNICON Engineering Services, Inc.** (Consultant) any and all additional compensation necessary to adjust Consultant's Wage, to pay any penalties that may be levied against Consultant due to alleged compliance with the Prevailing Wage Law, and to pay for apprentices, supervision, certified payrolls, and other administrative costs as necessary to comply with Prevailing Wage Law. In the event that work thought to be subject to Prevailing Wage is determined not to be subject to prevailing Wage, no refund of fees will be given.

Respectfully
TECHNICON Engineering Services, Inc.

Darren G. Williams, RCE
Principal

Accepted by:



Signature

Title

Date

CONSULTING
CONTRACT TERMS AND CONDITIONS (REV 1/2019)

Page 1 of 2

I SCOPE

Consultant (*TECHNICON*) agrees to perform the services described in the proposal which incorporates these terms and conditions. Unless modified in writing by the parties hereto, the duties of Consultant shall not be construed to exceed those services specifically set forth in the proposal. The proposal and these terms and conditions, when executed by Client, shall constitute a binding agreement on both parties.

II COMPENSATION

Client agrees to pay for the described services in accordance with the compensation provisions in the proposal. Unless otherwise specified in the proposal, payment to Consultant will be made within 30 days of the date of billing; interest on the unpaid balance will accrue beginning on the 31st day at that rate of 2 percent per month or the maximum interest rate permitted by law, whichever is less. Such interest is due and payable when the overdue payment is made. Client agrees that periodic billings from Consultant to client are correct, conclusive, and binding on client unless Client, within ten (10) calendar days from the receipt of such billing, notifies Consultant in writing of alleged inaccuracies, discrepancies, or errors in the billing. Client agrees that if Client requests services not specified pursuant to the scope of services description within this agreement, Client agrees to pay for all such additional services as extra work in accordance with the project fee schedule.

III RESPONSIBILITY

Consultant is employed to render a professional service only, and any payments made by Client are compensation solely for such services rendered and recommendations made in carrying out the work. Consultant shall follow the practice of the engineering profession to make findings, provide opinions, make factual presentations, and provide professional advice and recommendations. Consultant shall only act as an advisor in all governmental relations. In performing the services under this contract, Consultant shall act as agent of Client. Consultant's review or supervision of work prepared or performed by other individuals or firms employed by Client shall not relieve those individuals or firms of complete responsibility for the adequacy of their work.

It is understood that any resident engineering or inspection provided by Consultant is for the purpose of determining compliance with the technical provisions of the project specifications and does not constitute any form of guarantee or insurance with respect to the performance of a contractor. Consultant does not assume responsibility for methods or appliance used by a contractor, for safety of construction work, or for compliance by contractors with laws and regulations.

IV SCOPE OF CLIENT SERVICES

Client agrees to cooperate with Consultant in every way on the project, including but not limited to:

1. Coordinate with tenants for access to sampling locations.
2. Provide all available information on past history and operations at the site.
3. Provide all available information on the location of all underground tanks, piping, and utilities at the site.

Client agrees not to use or permit any other person to use plans, drawings, or other work products prepared by Consultant, which plans, drawings, or other work products are not final and which are not signed and stamped or sealed by Consultant. Client agrees to be liable and responsible for any such use of not final plans, drawings, and other work products not signed and stamped or sealed by Consultants and waives liability against Consultant for their use. Client further agrees that final plans, drawings, or other work product are for the exclusive use of Client and may be used by Client only for the project described on the face hereof. Such final plans, drawings or other work products may not be changed nor used on a different project without the written authorization or approval Consultant.

V INDEMNIFICATION

Consultant agrees to indemnify, and hold Client harmless from liability arising out of the sole negligent errors or sole negligent omissions of Consultant, its agents, employees, officers, directors, or representatives in the performance of Consultant's duties under this Agreement Consultant's liability shall be limited to the actual loss sustained, but in no event shall it exceed the limits of Consultant's insurance policies in force at the time of this work. Such negligence shall be measured by standards in effect at that time services are rendered, not by later standards. Client may not assert any claim against Consultant after the shorter of: (1) 3 years from substantial completion of services giving rise to the claim; or (2) the statute of limitation provided by law. Client acknowledges Consultant will perform part of the work at facilities that may contain hazardous materials or conditions, and that Consultant had no prior role in the generation, treatment, storage, or disposition of any hazardous materials or conditions that may be encountered at the site. In consideration of the associated risks that may give rise to claims by third parties or employees of Client, Client agrees to indemnify, defend and hold Consultant harmless (including attorney's fees) from any and all losses, damages, claims, or actions brought by any third party or employee of Client against Consultant or Consultant's employees, agents, officers, or directors, in any way arising out of the presence of hazardous materials at the site, except for claims shown by final judgment to arise out of the sole negligence of Consultant.

CONSULTING
CONTRACT TERMS AND CONDITIONS (REV 1/2019)

Page 2 of 2

VI SUBCONTRACTS

Consultants shall be entitled, to the extent determined appropriate by Consultant to subcontract any portion of the work to be performed under this project.

VII ASSIGNMENT

This agreement is binding on the heirs, successors, and assigns of the parties hereto. The Agreement is not to be assigned by either Client or Consultant without the prior written consent of the other.

VIII INTEGRATION

These terms and conditions and the letter agreement to which they are attached represent the entire understanding of Client and Consultant as to those matters contained herein. No prior oral or written understanding shall be of any force or effect with respect to those matters covered herein. The Agreement may not be modified or altered except in writing signed by both parties.

IX JURISDICTION

This agreement shall be administered and interpreted under the laws of the state of California. Jurisdiction of litigation arising from the agreement shall be in that state. If any part of the agreement is found to be in conflict with applicable laws, such part shall be inoperative, null and void insofar as it is in conflict with said laws, but the remainder of the Agreement shall be in full force and effect.

X PROJECT DELAY

Client agrees that Consultant is not responsible for delays caused by activities or factors beyond Consultant's reasonable control, including but not limited to, delays by reason of strikes, lockouts, work slowdowns or stoppages, accidents, acts of God, failure of Client to furnish timely information or approve or disapprove Consultant's work promptly, faulty performance by Client or other contractors or governmental agencies. When such delays beyond Consultant's reasonable control occur, Client agrees consultant is not responsible for damages nor shall Consultant be deemed to be in fault of this agreement.

Client also agrees that Consultant shall not be liable for damages resulting from the actions or inactions of governmental agencies including, but not limited to, permit processing, environmental impact reports, general plans and amendments thereto, zoning matters, annexations or consolidation, use or conditional use permits, project or plan approvals, and building permits.

XI SUSPENSION OF WORK

Client may suspend, in writing, all or a portion of the work under the Agreement in the event unforeseen circumstances beyond the control of the Client make normal progress in the performance of the work impossible. Consultant may request that the work be suspended by notifying Client, in writing, of circumstances that are interfering with normal progress of the work. Consultant may suspend work on the project in the event Client does not pay invoices within 30 days of the date of billing. If Client fails to pay Consultant within 30 days after invoices are rendered, Client agrees Consultant shall have the right to consider such default in payment a material breach of this entire agreement, and, upon written notice, the duties, obligations, and responsibilities of Consultant under this agreement are terminated. The time for completion of the work shall be extended by the number of days the work is suspended. In the event that the period of suspension exceeds 90 days, the terms of the agreement are subject to renegotiation and both parties are granted the option to terminate work on the suspended portion of the project, in accordance with Article XL.

XII TERMINATION OF WORK

Client or Consultant may terminate all or a portion of the work covered by the Agreement for its convenience. Either party may terminate work in the event the other party fails to perform in accordance with the provisions of the Agreement by giving 15 days prior written notice from the party initiating termination to the other. Notice of termination shall be by certified mail with return receipt to sender. In such event, Client shall promptly pay consultant for all fees, charges, and services provided by Consultant.

XIII ARBITRATION

All claims, disputes, and other matters in question between the parties to this Agreement arising out of or relating to this Agreement or the breach thereof, which are not disposed by mutual agreement of the parties, shall be decided by arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association (AAA). No arbitration arising out of or relating to this Agreement shall include, by consolidation, joinder, or in any other manner, any additional person not a party to this Agreement except by written consent containing a specific reference to this Agreement and signed by the parties hereto and such persons to be joined. This agreement to arbitrate and any agreement to arbitrate with an additional person or persons shall be specifically enforceable under prevailing arbitration law. Notice of demand for arbitration shall be filed in writing with the parties to this Agreement and with the AAA within a reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when the institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statute of limitations. The award rendered by the arbitrators shall be final, and judgment may be entered in accordance with applicable law in any court having jurisdiction thereof.

Board Reference Material

SUBJECT TITLE: Proposal: Technicon Engineering Services, Inc.

REQUESTED ACTION: Approve

 Action X

 Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the proposal from Technicon Engineering Services, Inc. to perform required testing services for the San Luis High School Modular Project.

BACKGROUND INFORMATION:

Technicon will perform required site testing, e.g., soil moisture and compaction, structural steel, etc.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity is operational in nature and directly supports Board Goal #5.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The proposal estimate is \$10,819. The cost will be paid from Developer Fee Fund 25.

ORIGINATOR: Don Laursen, Assistant Superintendent-Administrative Services
Date: April 11, 2019



GEOTECHNICAL & ENVIRONMENTAL ENGINEERING – CONSTRUCTION TESTING & INSPECTION

April 1, 2019

TES No. MP19-059

Mr. Donald Laursen
Assistant Superintendent, Administrative Services

Los Banos Unified School District
 1717 S 11th Street
 Los Banos, CA 93635
 Phone: 209-826-3801 ext 1710 voice
 Email: DLaursen@losbanosusd.k12.ca.us

PROJECT: San Luis High School Modular Classrooms
 125 7th Street
 Los Banos, CA
 DSA File No. 24-H6 DSA App. No. 02-117464

SUBJECT: Cost Estimate for Materials Testing and Inspections Services

Mr. Laursen:

In accordance with your request, **TECHNICON Engineering Services, Inc. (TECHNICON)** is pleased to provide you with this cost estimate for testing for the above referenced project. We will do our best to keep the testing cost to a minimum. This estimate is based on the preliminary construction schedule, which is subject to change.

San Luis High School Modular Classrooms 125 7th Street Los Banos, CA DSA File No. 24-H6 DSA App. No. 02-117464	Unit	Unit Cost	Total Unit Cost
Earthwork			
Compaction Testing Soils	4/Hour	\$94/Hour	\$376
Compaction Testing Trenches	8/Hour	\$94/Hour	\$752
Compaction Testing Building Pad	4/Hour	\$94/Hour	\$376
Compaction Testing Subgrade	4/Hour	\$94/Hour	\$376
Fill Placement Observation	4/Hour	\$94/Hour	\$376
Sample Pickup	2/Hour	\$84/Hour	\$168
MD/OM Curves ASTM D1557	2/Each	\$195/Each	\$390
Subtotal for Earthwork			\$2,814

CORPORATE OFFICE – 4539 N. Brawley Avenue #108, Fresno, CA 93722 – P 559.276.9311 – F 559.276.9344

VISALIA OFFICE – P.O. Box 4093, Visalia, CA 93278 – P 559.732.0200

MERCED OFFICE – 2345 Jetway Drive, Atwater, CA 95301 – P 209.384.9300 – F 209.384.0891

www.technicon.net

Moisture Testing			
Moisture Testing Soils	4/Each	\$140/Each	\$560
Field Technician	4/Hour	\$94/Hour	\$376
Subtotal for Moisture Testing			\$936
Structural Concrete			
Sample Concrete	8/Hour	\$94/Hour	\$752
Mix Design Review	1/Each	\$263/Each	\$263
Concrete Sample Pickup	4/Hour	\$84/Hour	\$336
Concrete Compression Strength Tests (Set of 4)	2/Set	\$100/Set	\$200
Batch Plant Inspection	4/Hour	\$84/Hour	\$336
Subtotal for Structural Concrete			\$1,887
Structural Steel			
Field Welding	8/Hour	\$100/Hour	\$800
High Strength Bolt Tension Test	4/Hour	\$100/Hour	\$400
Material Identification	4/Hour	\$100/Hour	\$400
Reinforcing Steel Sample & Tagging	4/Hour	\$95/Hour	\$380
Tension Test Steel #2-#8	2/Each	\$75/Each	\$150
Bend Test Reinforcing Steel #2-#8	2/Each	\$70/Each	\$140
Subtotal for Structural Steel			\$2,270
Report Preparation			
Registered Civil Engineer	2/Hour	\$184/Hour	\$368
Project Management	4/Hour	\$126/Hour	\$504
Administrative Staff	8/Hour	\$80/Hour	\$640
Drafting	2/Hour	\$80/Hour	\$160
Subtotal for Report Preparation			\$1,672
Travel			
Fuel Surcharge	20/Trips	\$25/Per Trip	\$500
Subtotal for Travel			\$500
Final Reports			
Final Soils	1/LS	\$370/LS	\$370
Final Structural	1/LS	\$370/LS	\$370
Subtotal for Final Reports			\$740
ESTIMATED TOTAL OF CONSTRUCTION TESTING AND INSPECTION			\$10,819

Rates (additional charges)	
Overtime @ 1.5 x \$100.00 (If required after 8 hours and Saturdays)	\$150.00/Hour
Overtime @ 1.5 x \$94.00 (If required after 8 hours and Saturdays)	\$141.00/Hour
Double time @ 2 x \$100.00 (If required after 12 hours, Sundays and Holidays)	\$200.00/Hour
Double time @ 2 x \$94.00 (If required after 12 hours, Sundays and Holidays)	\$188.00/Hour
Mileage (\$0.85 per mile charged outside of a 10 mile radius)	\$0.85

CONDITIONS

The fees and conditions of this proposal will remain in effect for a period of 90 days. Our technicians and inspectors will attempt, wherever possible, to combine observation and testing during site visits, in order to keep the final bill as low as possible. However, as the presence of our personnel at the site will depend upon the contractor's schedule and the progress of the work, the fees presented above are to be considered as estimates only, and shall not be construed as guaranteed maximum fees. The invoices will reflect the time spent and service performed, and may be greater or less than the estimated amounts.

Fees are predicated upon our understanding that this project is **subject to California Prevailing Wage Law (i.e. certified payroll)**, and are based upon straight-time rates. Work performed on weekends, holidays, and when work starts outside of regular business hours is subject to a 4-hour minimum charge. Saturdays, night work, and premium hours (before 7 a.m., after 3 p.m. or in excess of 8 hours in one day) for personnel are at time and one-half; Sundays and holidays are at double time. **TECHNICON** will notify the DSA project inspector for authorization to perform our service on overtime. Field services for regular work days are subject to a 2-hour minimum charge for inspections, consultations, sampling, or show up time and 2-hour increments, M-F 7 a.m. to 3 p.m. with a minimum of 48 hour schedule notice and a 4 hour cancellation notice. Time is accumulated on a portal to portal basis.

Routine project supervision by an engineer has been included in the above quotation. However, please note that the above quotation does not include charges for weekly site meetings, plan reviews, site visits to address unforeseen problem areas, or other such services. Fees for such services will be charged at the fee schedule rates in effect at the time of the services request.

Charges for reinspection due to failing results, or when testing or inspection is requested but the contractor is not ready and does not cancel scheduled work are also not included in the estimate and will be billed at the hourly rates listed previously. This firm shall not be responsible for backcharging contractors.

Client agrees to pay for the described services in accordance with the compensation provisions in the cost estimate. Unless otherwise specified in the cost estimate, payment to Consultant will be made within 30 days of the date of billing. Our unit cost was based on work being conducted locally. Should portions of the work be subcontracted to out-of town subcontractors, additional incurred costs will be charged accordingly.

*Rates are subject to change due to changes in Prevailing Wage Law or its application. In the event that it is determined or alleged that Prevailing Wage Law applies to any addition aspect of the project, the Client agrees to pay **TECHNICON Engineering Services, Inc.** (Consultant) any and all additional compensation necessary to adjust Consultant's Wage, to pay any penalties that may be levied against Consultant due to alleged compliance with the Prevailing Wage Law, and to pay for apprentices, supervision, certified payrolls, and other administrative costs as necessary to comply with Prevailing Wage Law. In the event that work thought to be subject to Prevailing Wage is determined not to be subject to prevailing Wage, no refund of fees will be given.

Respectfully
TECHNICON Engineering Services, Inc.

Darren G. Williams, RCE
Principal



Accepted by:

Signature

Title

Date

CONSULTING CONTRACT TERMS AND CONDITIONS (REV 1/2019)

Page 1 of 2

I SCOPE

Consultant (*TECHNICON*) agrees to perform the services described in the proposal which incorporates these terms and conditions. Unless modified in writing by the parties hereto, the duties of Consultant shall not be construed to exceed those services specifically set forth in the proposal. The proposal and these terms and conditions, when executed by Client, shall constitute a binding agreement on both parties.

II COMPENSATION

Client agrees to pay for the described services in accordance with the compensation provisions in the proposal. Unless otherwise specified in the proposal, payment to Consultant will be made within 30 days of the date of billing; interest on the unpaid balance will accrue beginning on the 31st day at that rate of 2 percent per month or the maximum interest rate permitted by law, whichever is less. Such interest is due and payable when the overdue payment is made. Client agrees that periodic billings from Consultant to client are correct, conclusive, and binding on client unless Client, within ten (10) calendar days from the receipt of such billing, notifies Consultant in writing of alleged inaccuracies, discrepancies, or errors in the billing. Client agrees that if Client requests services not specified pursuant to the scope of services description within this agreement, Client agrees to pay for all such additional services as extra work in accordance with the project fee schedule.

III RESPONSIBILITY

Consultant is employed to render a professional service only, and any payments made by Client are compensation solely for such services rendered and recommendations made in carrying out the work. Consultant shall follow the practice of the engineering profession to make findings, provide opinions, make factual presentations, and provide professional advice and recommendations. Consultant shall only act as an advisor in all governmental relations. In performing the services under this contract, Consultant shall act as agent of Client. Consultant's review or supervision of work prepared or performed by other individuals or firms employed by Client shall not relieve those individuals or firms of complete responsibility for the adequacy of their work.

It is understood that any resident engineering or inspection provided by Consultant is for the purpose of determining compliance with the technical provisions of the project specifications and does not constitute any form of guarantee or insurance with respect to the performance of a contractor. Consultant does not assume responsibility for methods or appliance used by a contractor, for safety of construction work, or for compliance by contractors with laws and regulations.

IV SCOPE OF CLIENT SERVICES

Client agrees to cooperate with Consultant in every way on the project, including but not limited to:

1. Coordinate with tenants for access to sampling locations.
2. Provide all available information on past history and operations at the site.
3. Provide all available information on the location of all underground tanks, piping, and utilities at the site.

Client agrees not to use or permit any other person to use plans, drawings, or other work products prepared by Consultant, which plans, drawings, or other work products are not final and which are not signed and stamped or sealed by Consultant. Client agrees to be liable and responsible for any such use of not final plans, drawings, and other work products not signed and stamped or sealed by Consultants and waives liability against Consultant for their use. Client further agrees that final plans, drawings, or other work product are for the exclusive use of Client and may be used by Client only for the project described on the face hereof. Such final plans, drawings or other work products may not be changed nor used on a different project without the written authorization or approval Consultant.

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Consultant agrees to indemnify, and hold Client harmless from liability arising out of the sole negligent errors or sole negligent omissions of Consultant, its agents, employees, officers, directors, or representatives in the performance of Consultant's duties under this Agreement Consultant's liability shall be limited to the actual loss sustained, but in no event shall it exceed the limits of Consultant's insurance policies in force at the time of this work. Such negligence shall be measured by standards in effect at that time services are rendered, not by later standards. Client may not assert any claim against Consultant after the shorter of: (1) 3 years from substantial completion of services giving rise to the claim; or (2) the statute of limitation provided by law. Client acknowledges Consultant will perform part of the work at facilities that may contain hazardous materials or conditions, and that Consultant had no prior role in the generation, treatment, storage, or disposition of any hazardous materials or conditions that may be encountered at the site. In consideration of the associated risks that may give rise to claims by third parties or employees of Client, Client agrees to indemnify, defend and hold Consultant harmless (including attorney's fees) from any and all losses, damages, claims, or actions brought by any third party or employee of Client against Consultant or Consultant's employees, agents, officers, or directors, in any way arising out of the presence of hazardous materials at the site, except for claims shown by final judgment to arise out of the sole negligence of Consultant.

CONSULTING
CONTRACT TERMS AND CONDITIONS (REV 1/2019)

Page 2 of 2

VI SUBCONTRACTS

Consultants shall be entitled, to the extent determined appropriate by Consultant to subcontract any portion of the work to be performed under this project.

VII ASSIGNMENT

This agreement is binding on the heirs, successors, and assigns of the parties hereto. The Agreement is not to be assigned by either Client or Consultant without the prior written consent of the other.

VIII INTEGRATION

These terms and conditions and the letter agreement to which they are attached represent the entire understanding of Client and Consultant as to those matters contained herein. No prior oral or written understanding shall be of any force or effect with respect to those matters covered herein. The Agreement may not be modified or altered except in writing signed by both parties.

IX JURISDICTION

This agreement shall be administered and interpreted under the laws of the state of California. Jurisdiction of litigation arising from the agreement shall be in that state. If any part of the agreement is found to be in conflict with applicable laws, such part shall be inoperative, null and void insofar as it is in conflict with said laws, but the remainder of the Agreement shall be in full force and effect.

X PROJECT DELAY

Client agrees that Consultant is not responsible for delays caused by activities or factors beyond Consultant's reasonable control, including but not limited to, delays by reason of strikes, lockouts, work slowdowns or stoppages, accidents, acts of God, failure of Client to furnish timely information or approve or disapprove Consultant's work promptly, faulty performance by Client or other contractors or governmental agencies. When such delays beyond Consultant's reasonable control occur, Client agrees consultant is not responsible for damages nor shall Consultant be deemed to be in fault of this agreement.

Client also agrees that Consultant shall not be liable for damages resulting from the actions or inactions of governmental agencies including, but not limited to, permit processing, environmental impact reports, general plans and amendments thereto, zoning matters, annexations or consolidation, use or conditional use permits, project or plan approvals, and building permits.

XI SUSPENSION OF WORK

Client may suspend, in writing, all or a portion of the work under the Agreement in the event unforeseen circumstances beyond the control of the Client make normal progress in the performance of the work impossible. Consultant may request that the work be suspended by notifying Client, in writing, of circumstances that are interfering with normal progress of the work. Consultant may suspend work on the project in the event Client does not pay invoices within 30 days of the date of billing. If Client fails to pay Consultant within 30 days after invoices are rendered, Client agrees Consultant shall have the right to consider such default in payment a material breach of this entire agreement, and, upon written notice, the duties, obligations, and responsibilities of Consultant under this agreement are terminated. The time for completion of the work shall be extended by the number of days the work is suspended. In the event that the period of suspension exceeds 90 days, the terms of the agreement are subject to renegotiation and both parties are granted the option to terminate work on the suspended portion of the project, in accordance with Article XL.

XII TERMINATION OF WORK

Client or Consultant may terminate all or a portion of the work covered by the Agreement for its convenience. Either party may terminate work in the event the other party fails to perform in accordance with the provisions of the Agreement by giving 15 days prior written notice from the party initiating termination to the other. Notice of termination shall be by certified mail with return receipt to sender. In such event, Client shall promptly pay consultant for all fees, charges, and services provided by Consultant.

XIII ARBITRATION

All claims, disputes, and other matters in question between the parties to this Agreement arising out of or relating to this Agreement or the breach thereof, which are not disposed by mutual agreement of the parties, shall be decided by arbitration in accordance with the Construction Industry Arbitration Rules of the American Arbitration Association (AAA). No arbitration arising out of or relating to this Agreement shall include, by consolidation, joinder, or in any other manner, any additional person not a party to this Agreement except by written consent containing a specific reference to this Agreement and signed by the parties hereto and such persons to be joined. This agreement to arbitrate and any agreement to arbitrate with an additional person or persons shall be specifically enforceable under prevailing arbitration law. Notice of demand for arbitration shall be filed in writing with the parties to this Agreement and with the AAA within a reasonable time after the claim, dispute or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when the institution of legal or equitable proceedings based on such claim, dispute or other matter in question would be barred by the applicable statute of limitations. The award rendered by the arbitrators shall be final, and judgment may be entered in accordance with applicable law in any court having jurisdiction thereof.

Board Reference Material

SUBJECT TITLE: Agreement, Pivot Learning Partners

REQUESTED ACTION: Approve Contract

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the Pivot Learning Partners to conduct an analysis of our practices with EL students.

BACKGROUND INFORMATION:

Pivot learning will conduct an analysis of our work with EL students, specifically this project asks, how has the increased flexibility of the Local Control Funding Formula (LCFF) allowed districts to change their practices regarding English Learners (ELs)? Specific research questions include:

- How do selected districts approach the support of English Learners? How does this align with the LCAP process?
- How have practices changed since the implementation of LCFF?
- How has LCFF provided selected districts with more flexibility in the way they budget for services or make decisions?

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Goal #1: Promote the educational success of all students by closing the achievement gap between groups of students by using best practices to attain proficiency or better by all students in reading and mathematics.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT:

There is no cost to the District as Pivot's foundation partners will be covering all costs.

ORIGINATOR: Mark Marshall, Ed.,D. Superintendent

DATE: April 11, 2019



English Learners & LCFF Flexibility
Los Banos Unified School District and Pivot Learning
March 2019 – October 2019

This Memorandum of Understanding (MOU) describes the mutual responsibilities and commitments of Pivot Learning (Pivot) and Los Banos Unified School District (District) to reach the goals set forth in this document.

I. Overview

Mission and Vision:

Pivot Learning is a nonprofit organization whose mission is to partner with educators to design and implement solutions to their greatest challenges in achieving educational justice. We envision a future where our public schools provide our most underserved students with an outstanding education.

Theory of Change:

We believe that in order to achieve real improvement in student outcomes, we must collaborate with educators to design agile solutions, measure their effectiveness and potential for sustainability and scalability, and deploy them in our nation’s neediest schools.

II. Goals of this Project

Pivot Learning is leading this project, in partnership with Eduardo R. Muñoz-Muñoz, PhD. This project asks, how has the increased flexibility of the Local Control Funding Formula (LCFF) allowed districts to change their practices regarding English Learners (ELs)? Specific research questions include:

- How do selected districts approach the support of English Learners? How does this align with the LCAP process?
- How have practices changed since the implementation of LCFF?
- How has LCFF provided selected districts with more flexibility in the way they budget for services or make decisions?

III. Activities and Timeline

Phases	Activities/Milestones/Deliverables	Anticipated Timeline
Pre-Work	<ul style="list-style-type: none"> • Finalize agreements between Pivot and the District. • Determine point of contact at the District. • Confirm timeline and methodology of project. 	March 2019
Data Collection	<ul style="list-style-type: none"> • Develop a research plan, including a list of interview and focus group participants. 	April – June 2019



	<ul style="list-style-type: none"> • Conduct interviews and focus groups. • Identify and collect relevant district materials. 	
Data Analysis & Writing	<ul style="list-style-type: none"> • Analyze all data. • Share a summary of preliminary findings. • Write a brief case study about the District. 	April – August 2019
Dissemination	<ul style="list-style-type: none"> • Publish the case study online. • Share findings at events. 	August 2019 – October 2019

IV. Costs

The activities and costs associated with this work will be underwritten by Pivot’s foundation partners.

V. Commitments by Pivot Learning

Pivot will support this project by providing the following:

1. *Project Management* – The Pivot Project Manager will work directly with the District to ensure successful completion of this project. The Project Manager will create the timeline, research plan, and methodology.
2. *Data Collection* – Pivot will write all interview and focus group protocols, conduct all interviews and focus groups, and will analyze all data.
3. *Data Analysis & Writing* – Pivot will write both the preliminary findings and the brief case study.
4. *Dissemination* – Pivot will manage the broader dissemination of this case study.

VI. District Commitments

The District will demonstrate commitment by providing the following:

1. *Point of Contact* – the District will assign one point of contact for this project.
2. *Input* – the District will provide feedback on timeline, methodology, proposed list of interviewees and focus group participants, and most relevant ELL-related documents. The District will provide feedback on the initial findings and also the brief case study.

SIGNATURES

Los Banos Unified School District, Dr. Mark Marshall, Superintendent

Date: _____



Signature: _____

Name: Mark Marshall

Title: Superintendent

Pivot, Arun Ramanathan, Chief Executive Officer

Date: _____

Signature:

Name: Arun Ramanathan

Title: Chief Executive Officer

Board Reference Material

SUBJECT TITLE: Proposal: California Consulting, Inc.

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve the Per Grant proposal from California Consulting Inc. to research and write grants for Los Banos Unified School District.

BACKGROUND INFORMATION:

As LCFF Funding has leveled off, school districts will have to compete for competitive funding to enhance the learning experiences for students. Millions of external dollars are available to schools across the state and nation to enhance local education programs. California Consultants will engage with LBUSD for the purpose of securing these competitive external funding opportunities.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This directly supports District Goal #3: Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning.

ALTERNATIVES/IDENTIFIED OPPOSITION:

N/A

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The District will pay California Consulting on a Per-Grant basis. Cost will be contingent upon amount of the grant.

ORIGINATOR: Mark Marshall, Ed., D. Superintendent
Date: April 11, 2019



A Proposal for Los Banos Unified School District

History

Founded in 2004, California Consulting, Inc., has a solid reputation for hard work and a commitment to success for its clients. California Consulting, Inc. is the largest grant writing firm in California. With offices in Southern California, Northern California and Central California, we have almost 80 clients statewide. We have 30 members of our team from Chico in the North, to San Diego in the South.

California Consulting has developed an expertise in representing public agencies, private companies, and non-profit organizations. We have secured over \$1.7 billion for our clients since inception through grant writing and government advocacy efforts combined.

The California Consulting team boasts nearly 25 grant writers. Through years of experience our grant writers have a proven track record of success and have mastered their skills of identifying, researching, and obtaining funding for significant projects at every level of government. California Consulting grant writers have written over 900 competitive grants that have been funded, generating over \$211 million for our clients. Our aggressive, hard-working, and results-oriented style has translated into millions of dollars for our clients. Our professional grant writers are diligent and stay current on every Federal and State grant available on a myriad of different topics and public policy areas. Whether it is recreation, education, parks money, or public safety our grants team knows where to locate grant funds and how to successfully write the applications.

Events

In order to keep our clients regularly informed of updates from the Capitol, we routinely invite special guests from Sacramento to visit with our clients. We periodically host invitation only events with a key elected or appointed official from Sacramento. We have held events in Montebello, Salinas and Fresno. Guests have included CalTrans Director Malcolm Dougherty, the Governor's Cabinet Secretary, Director of California Governor's Office of Business and Economic Development, Kish Rajan and other key policymakers. This allows clients to interact with major policymakers in a unique small group setting.

References

California Consulting references include key leaders from around the State. Our relationships are bi-partisan and we have references from major figures and leaders in both political parties.

California Consulting currently represents over 40 cities across California, almost 40 School Districts, non-profits and others. We have also been retained to work for agencies including Chevron Corporation and academic institutions including the California Institute of Technology in Pasadena, as well as several private sector clients. A full client list can be obtained at www.californiaconsulting.org.

Grant Writing

California Consulting is a full service grant writing firm. We are experts in the fields of grant research and identification, preparing comprehensive and concise grant application packages, submitting grants in a timely fashion, follow through after the grant has been submitted to determine the status of the grant and post award compliance and administration.

California Consulting has a fundamental business philosophy founded on open communication and tailoring the grants we go after to fit our client's needs.

1. **Needs Assessment (Meetings with Department Heads to review priorities and funding needs):** We learn about the client at the outset of the contract by conducting an in-depth Needs Assessment. Each client is assigned a lead Project Manager. The Project Manager communicates regularly with the client and on an ongoing basis. This relationship building is the key to keeping the grants pursued on target with the client's overall goals.

Sample questions asked during the Needs Assessment:

- a) List and describe any program initiatives or priority projects.
 - b) What needs, projects, or content areas would you like to target for funding? You can list specific projects or general areas in which you have funding needs.
 - c) List any grants for which you are considering applying or have decided to apply. In addition, please list what kind of grant-writing support would be helpful for each grant.
 - d) List past grants that have been funded.
 - e) List past grant applications you would like to revise and submit again.
2. **Facilitation of Department Decision Making Processes:** Our Project Managers are experts on grant identification. With years of experience, your Project Manager will be able to assist your Staff in deciding which grants make the most sense on meeting the funding needs identified.
 3. **Grant Research and Identification:** Our Project Manager's conduct thorough research on an ongoing basis. We track current and upcoming grants in order to let our client's know what is available and what we recommend would fit their situation. By regularly tracking grant announcements we are able to present these grant opportunities to our clients as soon as they are released. California Consulting will provide you with a Grant Activity Report monthly detailing the grants available, grants in progress and grants submitted. You will also be provided with available grant opportunities on an ongoing basis.
 4. **Client Commitment:** When identifying grants that meet the your needs and funding priorities, your Project Manager will advise you of the estimated time commitment required from your staff.
 5. **Grant Preparation Process:** When your staff and California Consulting agree to pursue a grant, we will develop a checklist and schedule. The checklist and schedule will include what things you will be responsible for and when we will need them submitted. We need your staff involved in the grant preparation process to provide required information we don't have access to. The Project Manager will provide you with grant portions along the way to review for content accuracy. The more engaged you are able to be in this process, the higher quality the application will be. California Consulting retains copies of all grants we've submitted. If the application was successful, we use it as a guide for future grants.

Below is a list of general tasks for our grant process:

- a. Create a task timeline with due dates
- b. Ensure the proposed project meets the grant agency's requirements
- c. Review similar successful grant applications and apply where possible
- d. Collect information on the project

- e. Meet with staff to create an accurate scope of work, budget, timeline, narratives, and cost analysis
 - f. Obtain letters of support when necessary
 - g. Draft proposals and send to staff for review
 - h. Incorporate staff edits in final drafts
 - i. Submit completed application timely
 - j. Monitor funding agency until grant awards are announced.
6. **Quality Assurance:** California Consulting takes pride in our impeccable grant applications. We are successful in this area due to our thorough quality assurance measures. Our Grant Managers conduct group meetings with all Project Managers regularly. In addition, our Grant Managers meet individually with each Project Manager to review each client. These meetings thoroughly discuss each client's needs, what grants are being worked on and what additional grants may be a good fit. Our Grant Managers review grant applications prior to submission. This ensures the best quality product before the grant application is submitted.
 7. **Facilitation of Partnership Meetings:** Our Project Managers will arrange and schedule meetings with key personnel to review all grants prior to submission to ensure application accuracy.
 8. **Timely Submission:** We create a precise timeline to ensure the grant is submitted on time. This timeline not only captures the submission deadline, but we create other deadlines in order to obtain the information needed for a quality submission. We believe if everyone is on the same page and is aware of what needs to be done, we can limit scrambling at the last minute.
 9. **Funding Agency Monitoring:** California Consulting will monitor the Funding Agency until grant awards are announced.
 10. **Grant Administration:** Some grants require post award compliance, reporting and administration. California Consulting will prepare required agency reports and submit them by the required due date. We propose that to the extent legally allowed, the Client hire California Consulting as grant administrators when dollars are available from within the grant (at no additional cost to you). When grant dollars from the grant are not available for administration, reporting and evaluation purposes we will provide these services to the Client for a monthly fee, or a one-time fee based on the Client's preference. If the Client chooses the monthly retainer option, grant administration services are included.
 11. **Monthly Progress Reporting:** California Consulting will prepare a monthly report reflecting grants in progress, grants submitted and grants awarded. This will provide you and your Council/Board with a clear return on investment.

Pricing

California Consulting offers three different pricing options for Grant Writing services.

Pricing Options:

1. Monthly Retainer Option
2. Per Grant Option
3. Hourly Rate Option

Monthly Retainer Option

California Consulting offers a set monthly retainer to include the following services:

Task	Included in Price
Meet with Client Staff to ascertain needs and goals.	√
Conduct background research as requested by Client.	√
Attend meetings in person or by teleconference as necessary.	√
Develop schedule for grants chosen by Client.	√
Preparing and writing all grant applications chosen by Client	√
Develop evaluation strategies in accordance with funding agency's instructions.	√
Adhere to decisions made by Client relating to grants.	√
Draft and finalize grant language with direction of Client.	√
Ensure timelines for grant submittal are met.	√
Monthly reports to include grants in progress, grants submitted and grants awarded.	√
Regular communication via email and/or phone regarding upcoming grant opportunities.	√

The monthly retainer package is the most cost effective method for the Client. For over 15 years, the monthly retainer method has been an effective and successful method for California Consulting to serve our various clients throughout the State.

We propose a flat monthly rate of **\$4,000** plus reimbursement of out of pocket expenses for services explained above. This pricing includes all grant research, grant identification, grant writing, and post award administration.

Per Grant Option

We propose a cost on a "Per Grant" basis, plus reimbursement of out of pocket expenses. Grant research, grant identification and administration can be provided at an hourly rate of \$105.00. The following is a breakdown of cost per grant:

Grant Amount	Cost
Up to \$10,000	\$1,500
\$10,001 - \$50,000	\$4,000
\$50,001 - \$100,000	\$5,500
\$100,001 - \$250,000	\$7,500
*Over \$250,000	\$9,000 - \$12,000

**Cost will be determined based on complexity of grant preparation for grants exceeding \$250,000*

For research completed at an hourly rate, Client may specify a "not to exceed" amount.

Hourly Rate Option

We propose a cost on an hourly basis, plus reimbursement of out of pocket expenses. We propose a cost of **\$105.00 per hour** for all grant writing services by one of our Project Managers.

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve travel for Lorena Falasco Elementary School 6th Grade students to attend an outdoor education trip to Jack L. Boyd Outdoor School at Green Meadows from March 2nd to March 6th, 2020.

BACKGROUND INFORMATION:

The Jack L. Boyd Outdoor School is a residential outdoor science and environmental education program for 6th grade students from schools throughout Central California. This trip provides an opportunity for our students to experience first hand geology and life science in an outdoor classroom setting. The students will be immersed in nature and science for two full days in this outdoor environmental facility. They will be participating in standards based/outdoor curriculum and also supports the instruction of the California 6th grade content standards for science.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Board Goal #3: Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning by providing:

Board Goal #11: Continue to collaborate with other agencies to provide extended educational opportunities for students, and effective community use of school facilities.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

All expenses for this activity will be raised by the 6th grade classes with the help of parents and the Lorena Falasco Elementary Parent Club.

Jack L. Boyd Outdoor School: \$255 /student (min. of 75 students) = \$19, 125.00

Travel: 2 district buses + drivers and 1 van = \$ 1,700.00

Teacher stipend: 3 teachers @ \$127.00/day x 5 days = \$1,905.00

Substitutes for teachers: 1 substitute @ \$120/day x 5 days = \$600.00

Total estimated expense for outdoor camp: \$23,330.00

ORIGINATOR: Jane Brittell, Principal Lorena Falasco Elementary School

DATE: April 11, 2019

**AGREEMENT BETWEEN MERCED COUNTY OFFICE
OF EDUCATION AND LOS BANOS UNIFIED SCHOOL DISTRICT
(Lorena Falasco Elementary) FOR USE OF CAMP GREEN MEADOWS
OUTDOOR SCHOOL COMMENCING
March 2, 2020 AND ENDING March 6, 2020**

This Agreement is made and entered into on this 15th day of February 2019, by and between the Merced County Office of Education (“MCOE”) and Los Banos Unified School District (“District”) for the use of Camp Green Meadows Outdoor School, located in Fish Camp, California (the “Outdoor School”). MCOE and District shall collectively hereinafter be referred to as the “Parties.”

AGREEMENT

ARTICLE 1

FACILITY AND PROGRAM RESERVATION AND PAYMENT SCHEDULE

1.1 Date(s) of Use.

District will commence its use of the Outdoor School beginning March 2, 2020 at 11:00 a.m. and ending March 6, 2020 at 11:30 a.m. Lorena Falasco Elementary will be sharing facilities at Camp Green Meadows Outdoor School with El Capitan Elementary and should coordinate with said school(s) for cabin leaders, nurse and field trips.

1.2 Payment for Use.

District will pay MCOE \$255.00 per student for a minimum of 75 students for a total of \$19,125.00. **District will notify the Outdoor School of the final student number at least two (2) weeks prior to the first day of outdoor school. The maximum number of students per week is 145.**

1.2.1 Deposit. District will pay MCOE a deposit in the amount of \$956.25 (five percent (5%) of the total contract amount) on or before **August 15, 2019** to secure the dates identified in Section .1 above. This deposit is non-refundable and will be credited against the total contract amount. The deposit will not be refunded in the event the contract is cancelled, regardless of the reason for the cancellation.

1.2.2 Final Payment. The amount of \$18,168.75 (the balance of the total contract price of \$19,125.00 less the deposit of \$956.25) will be transferred to MCOE within thirty (30) days following the District’s use of the Outdoor School.

1.2.3 Adjustment to Final Payment. Final payment will be increased or decreased based upon actual attendance multiplied by the per-student rate specified in 1.2 above. There is a minimum billing amount of 90%. Payment will not be less than 90% of the number of students contracted for in 1.2 above, regardless of the number of students in actual attendance. Total program payment shall not fall below 50 students for all schools combined in a program week.

1.2.4 Payment Transfer Authorization. The District hereby authorizes and MCOE shall transfer the total balances due (both deposits and final payments) via an Inter-District transfer from the following account # provided by the District:

%	Fd	Resc	Y	Objt	So	Goal	Func	Sch	DD1	DD2
100%	01	1100	00	586000	01	1101	0000	0600	0600	0000

**ARTICLE 2
TRANSPORTATION AND DISTRICT SUPPORT**

2.1 Transportation.

District shall be solely responsible for providing its own transportation to ensure the timely arrival and departure of its students, teachers, cabin counselors and health care staff to and from the Outdoor School in accordance with the date(s) and time(s) of use identified in Section 1.1 above **and in the event of a medical, disciplinary, safety or other emergency.**

2.1.1 MCOE-Provided Transportation. Notwithstanding Section 2.1, in the event MCOE is required to provide transportation services to and/or from the Outdoor School and/or in the event MCOE provides transportation to District to handle medical, disciplinary, safety, or other emergencies, the District hereby agrees to reimburse MCOE for such services at their actual cost. All charges for such services will be reflected on the District’s final bill issued pursuant to Section 1.2.2.

2.1.2 MCOE Transportation for Field Trips. In the event District requests MCOE to provide bus transportation for field trips, District will be responsible for all charges for such services which will reflect on the District’s final bill issued pursuant to Section 1.2.2.

Field Trip Costs	
Mariposa Grove drop off	\$125.00 per bus run
Mariposa Grove drop off/pick up	\$250.00 per bus run
Yosemite Valley all day	\$400.00./bus plus staff OT
Nelder Grove	\$250.00/bus plus staff OT

2.2 District Support.

District shall provide a minimum of one (1) teacher for up to twenty-five (25) students, two (2) teachers for twenty-six (26) to fifty (50) students, three (3) teachers for fifty-one (51) to seventy-five (75) students, and so on. Teachers are a vital part of the supervision model of the Outdoor School and are required to remain on campus while students are present. District shall also provide a minimum of one (1) health care professional of EMT-1 certification or higher and two (2) cabin supervisors per cabin of students who is the same gender as the students being supervised. Cabin leaders in excess of two (2) per cabin of students will be charged to the District as additional students, except in cases where the District has made arrangements with the Outdoor School in advance to support special needs students.

2.2.1 Coordination with Other Schools or Districts. In the event that more than one (1) school or district attends the Outdoor School at the same time as District, District agrees to coordinate with such school(s) and/or district(s) and cooperate as to the provision of health care and cabin leader staff as required by Section 2.2 above.

2.2.2 Written Materials. District agrees to provide enough Parent, Teacher and Cabin Leader Booklets to support each of the program participants at District's expense. The Outdoor School will provide one master copy of each such Booklet to District.

2.2.3 Coordination with Outdoor School Staff. District shall arrange a planning and orientation between District's school site and the Outdoor School staff. District shall coordinate with the Outdoor School staff for the provision of visitor passes to any staff visiting during the program at least twenty-four (24) hours in advance of the visitors' arrival to the Outdoor School. District shall also make arrangements for the translation of all student and parent forms and provide translation services as needed. District shall provide the Outdoor School with all pertinent information regarding student and staff health, discipline and behavior issues that might impact the Outdoor School program in advance of the District's use of the Outdoor School.

2.2.4 **Emergency Contact.** 24 hour emergency contact information must be provided by District:

CONTACT 1:

Name: Jane Bittel
Title: Principal
Phone: (209) 827-5834
Cell Phone: (209) 535-6599

CONTACT 2:

Name: Laura Brady
Title: Assistant Principal
Phone: (209) 827-5834
Cell Phone: (209) 509-6898

**ARTICLE 3
DISTRICT CONDUCT**

3.1 School Policy and Governing Laws.

District hereby agrees to abide by all of the policies set forth in the "Outdoor School Policy Booklet" which District acknowledges it has reviewed prior to executing this Agreement. Such policies are incorporated herein as if set forth in full. District further agrees to abide by all applicable federal, state and local laws in its use of the School.

**ARTICLE 4
INSURANCE AND INDEMNIFICATION**

4.1 Insurance.

4.1.1 General Insurance Requirements. Without limiting the indemnification provision and during the term of this Agreement, the Parties shall provide and maintain the insurance programs set forth in this Section 4.1.

4.1.2 Evidence of Insurance. Each Party shall, upon request of the other Party, provide a letter or certificate of insurance, or self-insurance, satisfactory to the other Party prior to District's use of the School under this Agreement.

4.1.3 Insurer Financial Ratings and Self-Insurance. If commercial insurance is used, it shall be provided by an insurance company with an A.M. Best rating of not less than A:VII, or as otherwise mutually agreed to by the Parties. In lieu of commercial insurance, each Party shall retain the right to self-insure all or any portion of its insurance obligations herein.

4.1.4 Notification of Incidents, Claims or Suits. The Parties mutually agree to notify one another of any accident or incident relating to activities performed under this Agreement which involves injury or property damage, which may result in the filing of a claim or lawsuit against either of the Parties, and of any actual third-Party claim or lawsuit arising from, or related to, District's use of the School or services provided by MCOE under this Agreement.

4.1.5 Insurance Coverage Requirements. Each Party shall maintain the following programs of insurance coverage:

4.1.5.1 General Liability insurance with limits of not less than the following, and naming the other Party as an additional insured:

General Aggregate:	\$2 million
Products/Completed Operations Aggregate:	\$1 million
Personal and Advertising Injury:	\$1 million
Each Occurrence:	\$1 million

4.1.5.2 Automobile Liability insurance with a limit of liability of not less than \$2 million for each accident. Such insurance shall include coverage for all "owned," "hired" and "non-owned" vehicles, or coverage for "any auto."

4.1.5.3 The Parties agree to provide Workers Compensation and Employers' Liability insurance providing workers compensation benefits to their respective employees, as required by the State of California. At no time will District's employees be considered MCOE's employees or vice-versa.

4.1.6 Waiver of Subrogation. The Parties waive all rights of subrogation and recovery against the other and against agents and employees of the other for damages covered by any property insurance.

4.2 Indemnification.

District shall defend, indemnify and hold harmless MCOE, its governing board, officers, directors, agents, employees and volunteers from and against all demands, claims, actions, liabilities, losses, damages and costs, including reasonable attorneys' fees, arising in whole or in part out of the District's use of the School caused in whole or in part by the negligent or intentional acts or omissions of the District's governing board, officers, directors, agents, employees, volunteers, students or independent contractors.

**ARTICLE 5
MISCELLANEOUS**

5.1 Modification.

The Parties may modify the terms and conditions of this Agreement only in a written amendment to this Agreement that is signed by both Parties.

5.2 Heirs, Successors and Assigns.

This Agreement shall be binding upon the heirs, successors and assigns of the Parties hereto.

5.3 Party Employees.

5.3.1 District Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for District shall be deemed District employees, and no District employees shall be considered as an employee of MCOE, nor shall such District employees have any MCOE pension, civil service, or other status while an employee of District.

5.3.2 MCOE Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for MCOE shall be deemed MCOE employees and no MCOE employee shall be considered as an employee of District, nor shall such MCOE employees have any District pension, civil services, or other status while an employee of MCOE.

5.4 Notices.

All notices or other communications, shall be in writing and shall be duly served, either personally delivered or by depositing communication in the United States mail in certified or registered form, postage prepaid, addressed as follows:

District: Los Banos Unified School District
 1717 South 11th Street
 Los Banos, CA 93635
 ATTN: Dr. Mark Marshall, Superintendent

MCOE:
Outdoor School Camp Green Meadows Outdoor School
 PO BOX 69
 Fish Camp, CA 93623
 ATTN: Robert Bassett, Principal

5.5 Counterparts.

This Agreement may be executed in duplicate counterparts.

5.6 Severability.

If any provision of this Agreement is declared or determined by any court of competent jurisdiction to be illegal, invalid or unenforceable, the legality, validity or enforceability of the remaining portions shall not, in any way, be affected or impaired thereby.

5.7 Prevailing Party Fees.

The prevailing Party in any action or proceeding to enforce, interpret or otherwise, arising out of or relating to, this Agreement or any provision thereof (including, but not limited to, any trial, arbitration, administrative hearing or appeal) shall be entitled to recover from the other Party (or parties) all of the costs and expenses, including, but not limited to, reasonable attorneys' fees and expert's fees.

5.8 Third-Party Beneficiaries.

This Agreement is made and entered into for the sole protection and benefit of the Parties, and no other person or entity shall have a right of action hereunder or the right to claim any right or benefit from the terms contained herein, or be deemed a third-Party beneficiary hereunder.

5.9 No Partnership or Joint Venture.

Nothing contained in this Agreement or any of the documents to be executed pursuant hereto shall be interpreted so as to create a partnership, joint venture or any other arrangement whereby one of the Parties is authorized to act as an agent for the other.

5.10 Waiver.

No failure on the part of the District or MCOE to exercise, and no delay in exercising, any right, power or remedy hereunder shall operate as a waiver thereof; nor shall any single or partial exercise of any such right, power or remedy by a Party preclude any other or further exercise thereof or the exercise of any other right, power or remedy available at law or in equity.

5.11 Binding Effect.

This Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective successors and assigns.

5.12 Captions.

The captions of this Agreement are inserted for convenience of reference only and in no way define, describe or limit the scope or intent of this Agreement or any other provisions hereof.

5.13 Further Assurances.

The Parties agree when requested to execute any and all documents reasonably requested by the other to carry out the intent of this Agreement.

5.14 Mediation.

In the event any dispute arises under the terms of this Agreement, the Parties shall meet and confer with the objective of resolving such disputes within seventy two (72) hours of the request of either Party. If, within seven (7) calendar days, or such longer period as may be agreed upon by the Parties, the dispute cannot be resolved by the Representatives to the Parties' mutual satisfaction, the Parties shall mutually select a mediator, who is a respected professional with expertise in the area of the dispute, to facilitate the resolution of the dispute. If the Parties are unable to agree on a mediator, the mediation shall be conducted in accordance with the then current commercial Mediation Rules of the American Arbitration Association. Absent written agreement of the Parties to the contrary, the mediation process shall be completed or terminated within forty five (45) days of the initial request for mediation.

5.15 Authority.

The person(s) executing this Agreement on behalf of the Parties hereto warrant that (i) such Party is duly organized and existing; (ii) they are duly authorized to execute and deliver this Agreement on behalf of said Party; (iii) by so executing this Agreement, such Party is formally bound to the provisions of this Agreement; and (iv) the entering into this Agreement does not violate any provision of any other agreement to which said Party is bound.

5.16 Provisions Required by Law Deemed Inserted.

Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of any Party the Agreement shall forthwith be physically amended to make such insertion or correction.

5.17 Ambiguities Not to be Construed Against Drafting Party.

The doctrine that any ambiguity contained in a contract shall be construed against the Party whose counsel has drafted the contract is expressly waived by each of the Parties hereto with respect to this Agreement.

5.18 Governing Law.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Merced County, California.

5.19 Entire Agreement.

The terms and provisions of this Agreement constitute the entire Agreement of the Parties and shall supersede all previous communications, representations or agreements, either verbal or written, between the Parties hereto with respect to the subject matter hereof.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first referenced above.

MERCED COUNTY OFFICE OF EDUCATION

LOS BANOS UNIFIED SCHOOL
DISTRICT

By: John Magnuson
Title: Assistant Superintendent

By: _____
Title: _____

RETURN ADDRESS:

Camp Green Meadows Outdoor School
P. O. Box 69
Fish Camp, CA 93623

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve travel for Mercey Springs Elementary School 6th Grade students to attend an outdoor education trip to Jack L. Boyd Outdoor School at Green Meadows from May 11th to 15th 2020.

BACKGROUND INFORMATION:

The Jack L. Boyd Outdoor School is a residential outdoor science and environmental education program for 6th grade students from schools throughout Central California. This trip provides an opportunity for our students to experience first hand geology and life science in an outdoor classroom setting. The students will be immersed in nature and science for two full days in this outdoor environmental facility. They will be participating in standards based/outdoor curriculum and also supports the instruction of the California 6th grade content standards for science.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Board Goal #3: Create and sustain inspirational learning environments that are safe, drug-free, and conducive to learning by providing:

Board Goal #11: Continue to collaborate with other agencies to provide extended educational opportunities for students, and effective community use of school facilities.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The educational experience will be funded through school fundraising, parent contributions and funds earmarked by Los Banos Unified School District.

Jack L. Boyd Outdoor School: \$255 per student (75) = \$19,125

Travel: 2 district bus/driver and 2 vans (estimated) = \$1,700.00

Three Teacher Stipends = \$1,905 at \$127.00 a day

One Substitute Teacher = \$600 at \$120.00 a day

Total expense for outdoor camp: \$ 23,330

ORIGINATOR: Eric Sowersby, Principal Mercey Springs Elementary School

Date: April 11, 2019

**AGREEMENT BETWEEN MERCED COUNTY OFFICE
OF EDUCATION AND LOS BANOS UNIFIED SCHOOL DISTRICT
(Mercy Springs Elementary) FOR USE OF CAMP GREEN MEADOWS
OUTDOOR SCHOOL COMMENCING
May 11, 2020 AND ENDING May 15, 2020**

This Agreement is made and entered into on this 15th day of February 2019, by and between the Merced County Office of Education ("MCOE") and Los Banos Unified School District ("District") for the use of Camp Green Meadows Outdoor School, located in Fish Camp, California (the "Outdoor School"). MCOE and District shall collectively hereinafter be referred to as the "Parties."

AGREEMENT

ARTICLE 1

FACILITY AND PROGRAM RESERVATION AND PAYMENT SCHEDULE

1.1 Date(s) of Use.

District will commence its use of the Outdoor School beginning May 11, 2020 at 11:00 a.m. and ending May 15, 2020 at 11:30 a.m. Mercy Springs Elementary may be sharing facilities at Camp Green Meadows Outdoor School with another school and should coordinate with said school(s) for cabin leaders, nurse and field trips.

1.2 Payment for Use.

District will pay MCOE \$255.00 per student for a minimum of 75 students for a total of \$19,125.00. **District will notify the Outdoor School of the final student number at least two (2) weeks prior to the first day of outdoor school. The maximum number of students per week is 145.**

1.2.1 Deposit. District will pay MCOE a deposit in the amount of \$956.25 (five percent (5%) of the total contract amount) on or before **August 15, 2019** to secure the dates identified in Section .1 above. This deposit is non-refundable and will be credited against the total contract amount. The deposit will not be refunded in the event the contract is cancelled, regardless of the reason for the cancellation.

1.2.2 Final Payment. The amount of \$18,168.75 (the balance of the total contract price of \$19,125.00 less the deposit of \$956.25) will be transferred to MCOE within thirty (30) days following the District's use of the Outdoor School.

1.2.3 Adjustment to Final Payment. Final payment will be increased or decreased based upon actual attendance multiplied by the per-student rate specified in 1.2 above. There is a minimum billing amount of 90%. Payment will not be less than 90% of the number of students contracted for in 1.2 above, regardless of the number of students in actual attendance. Total program payment shall not fall below 50 students for all schools combined in a program week.

1.2.4 Payment Transfer Authorization. The District hereby authorizes and MCOE shall transfer the total balances due (both deposits and final payments) via an Inter-District transfer from the following account # provided by the District:

%	Fd	Resc	Y	Objt	So	Goal	Func	Sch	DD1	DD2

**ARTICLE 2
TRANSPORTATION AND DISTRICT SUPPORT**

2.1 Transportation.

District shall be solely responsible for providing its own transportation to ensure the timely arrival and departure of its students, teachers, cabin counselors and health care staff to and from the Outdoor School in accordance with the date(s) and time(s) of use identified in Section 1.1 above **and in the event of a medical, disciplinary, safety or other emergency.**

2.1.1 MCOE-Provided Transportation. Notwithstanding Section 2.1, in the event MCOE is required to provide transportation services to and/or from the Outdoor School and/or in the event MCOE provides transportation to District to handle medical, disciplinary, safety, or other emergencies, the District hereby agrees to reimburse MCOE for such services at their actual cost. All charges for such services will be reflected on the District’s final bill issued pursuant to Section 1.2.2.

2.1.2 MCOE Transportation for Field Trips. In the event District requests MCOE to provide bus transportation for field trips, District will be responsible for all charges for such services which will reflect on the District’s final bill issued pursuant to Section 1.2.2.

<u>Field Trip Costs</u>	
Mariposa Grove drop off	\$125.00 per bus run
Mariposa Grove drop off/pick up	\$250.00 per bus run
Yosemite Valley all day	\$400.00./bus plus staff OT
Nelder Grove	\$250.00/bus plus staff OT

2.2 District Support.

District shall provide a minimum of one (1) teacher for up to twenty-five (25) students, two (2) teachers for twenty-six (26) to fifty (50) students, three (3) teachers for fifty-one (51) to seventy-five (75) students, and so on. Teachers are a vital part of the supervision model of the Outdoor School and are required to remain on campus while students are present. District shall also provide a minimum of one (1) health care professional of EMT-1 certification or higher and two (2) cabin supervisors per cabin of students who is the same gender as the students being supervised. Cabin leaders in excess of two (2) per cabin of students will be charged to the District as additional students, except in cases where the District has made arrangements with the Outdoor School in advance to support special needs students.

2.2.1 Coordination with Other Schools or Districts. In the event that more than one (1) school or district attends the Outdoor School at the same time as District, District agrees to coordinate with such school(s) and/or district(s) and cooperate as to the provision of health care and cabin leader staff as required by Section 2.2 above.

2.2.2 Written Materials. District agrees to provide enough Parent, Teacher and Cabin Leader Booklets to support each of the program participants at District's expense. The Outdoor School will provide one master copy of each such Booklet to District.

2.2.3 Coordination with Outdoor School Staff. District shall arrange a planning and orientation between District's school site and the Outdoor School staff. District shall coordinate with the Outdoor School staff for the provision of visitor passes to any staff visiting during the program at least twenty-four (24) hours in advance of the visitors' arrival to the Outdoor School. District shall also make arrangements for the translation of all student and parent forms and provide translation services as needed. District shall provide the Outdoor School with all pertinent information regarding student and staff health, discipline and behavior issues that might impact the Outdoor School program in advance of the District's use of the Outdoor School.

2.2.4 **Emergency Contact.** 24 hour emergency contact information must be provided by District:

CONTACT 1:

Name: _____

Title: _____

Phone: _____

Cell Phone: _____

CONTACT 2:

Name: _____

Title: _____

Phone: _____

Cell Phone: _____

**ARTICLE 3
DISTRICT CONDUCT**

3.1 School Policy and Governing Laws.

District hereby agrees to abide by all of the policies set forth in the "Outdoor School Policy Booklet" which District acknowledges it has reviewed prior to executing this Agreement. Such policies are incorporated herein as if set forth in full. District further agrees to abide by all applicable federal, state and local laws in its use of the School.

**ARTICLE 4
INSURANCE AND INDEMNIFICATION**

4.1 Insurance.

4.1.1 General Insurance Requirements. Without limiting the indemnification provision and during the term of this Agreement, the Parties shall provide and maintain the insurance programs set forth in this Section 4.1.

4.1.2 Evidence of Insurance. Each Party shall, upon request of the other Party, provide a letter or certificate of insurance, or self-insurance, satisfactory to the other Party prior to District's use of the School under this Agreement.

4.1.3 Insurer Financial Ratings and Self-Insurance. If commercial insurance is used, it shall be provided by an insurance company with an A.M. Best rating of not less than A:VII, or as otherwise mutually agreed to by the Parties. In lieu of commercial insurance, each Party shall retain the right to self-insure all or any portion of its insurance obligations herein.

4.1.4 Notification of Incidents, Claims or Suits. The Parties mutually agree to notify one another of any accident or incident relating to activities performed under this Agreement which involves injury or property damage, which may result in the filing of a claim or lawsuit against either of the Parties, and of any actual third-Party claim or lawsuit arising from, or related to, District's use of the School or services provided by MCOE under this Agreement.

4.1.5 Insurance Coverage Requirements. Each Party shall maintain the following programs of insurance coverage:

4.1.5.1 General Liability insurance with limits of not less than the following, and naming the other Party as an additional insured:

General Aggregate:	\$2 million
Products/Completed Operations Aggregate:	\$1 million
Personal and Advertising Injury:	\$1 million
Each Occurrence:	\$1 million

4.1.5.2 Automobile Liability insurance with a limit of liability of not less than \$2 million for each accident. Such insurance shall include coverage for all "owned," "hired" and "non-owned" vehicles, or coverage for "any auto."

4.1.5.3 The Parties agree to provide Workers Compensation and Employers' Liability insurance providing workers compensation benefits to their respective employees, as required by the State of California. At no time will District's employees be considered MCOE's employees or vice-versa.

4.1.6 Waiver of Subrogation. The Parties waive all rights of subrogation and recovery against the other and against agents and employees of the other for damages covered by any property insurance.

4.2 Indemnification.

District shall defend, indemnify and hold harmless MCOE, its governing board, officers, directors, agents, employees and volunteers from and against all demands, claims, actions, liabilities, losses, damages and costs, including reasonable attorneys' fees, arising in whole or in part out of the District's use of the School caused in whole or in part by the negligent or intentional acts or omissions of the District's governing board, officers, directors, agents, employees, volunteers, students or independent contractors.

**ARTICLE 5
MISCELLANEOUS**

5.1 Modification.

The Parties may modify the terms and conditions of this Agreement only in a written amendment to this Agreement that is signed by both Parties.

5.2 Heirs, Successors and Assigns.

This Agreement shall be binding upon the heirs, successors and assigns of the Parties hereto.

5.3 Party Employees.

5.3.1 District Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for District shall be deemed District employees, and no District employees shall be considered as an employee of MCOE, nor shall such District employees have any MCOE pension, civil service, or other status while an employee of District.

5.3.2 MCOE Employees. For purposes of this Agreement, all persons employed in the performance of services and functions for MCOE shall be deemed MCOE employees and no MCOE employee shall be considered as an employee of District, nor shall such MCOE employees have any District pension, civil services, or other status while an employee of MCOE.

5.4 Notices.

All notices or other communications, shall be in writing and shall be duly served, either personally delivered or by depositing communication in the United States mail in certified or registered form, postage prepaid, addressed as follows:

District: Los Banos Unified School District
 1717 South 11th Street
 Los Banos, CA 93635
 ATTN: Dr. Mark Marshall, Superintendent

MCOE:
Outdoor School Camp Green Meadows Outdoor School
 PO BOX 69
 Fish Camp, CA 93623
 ATTN: Robert Bassett, Principal

5.5 Counterparts.

This Agreement may be executed in duplicate counterparts.

5.6 Severability.

If any provision of this Agreement is declared or determined by any court of competent jurisdiction to be illegal, invalid or unenforceable, the legality, validity or enforceability of the remaining portions shall not, in any way, be affected or impaired thereby.

5.7 Prevailing Party Fees.

The prevailing Party in any action or proceeding to enforce, interpret or otherwise, arising out of or relating to, this Agreement or any provision thereof (including, but not limited to, any trial, arbitration, administrative hearing or appeal) shall be entitled to recover from the other Party (or parties) all of the costs and expenses, including, but not limited to, reasonable attorneys' fees and expert's fees.

5.8 Third-Party Beneficiaries.

This Agreement is made and entered into for the sole protection and benefit of the Parties, and no other person or entity shall have a right of action hereunder or the right to claim any right or benefit from the terms contained herein, or be deemed a third-Party beneficiary hereunder.

5.9 No Partnership or Joint Venture.

Nothing contained in this Agreement or any of the documents to be executed pursuant hereto shall be interpreted so as to create a partnership, joint venture or any other arrangement whereby one of the Parties is authorized to act as an agent for the other.

5.10 Waiver.

No failure on the part of the District or MCOE to exercise, and no delay in exercising, any right, power or remedy hereunder shall operate as a waiver thereof; nor shall any single or partial exercise of any such right, power or remedy by a Party preclude any other or further exercise thereof or the exercise of any other right, power or remedy available at law or in equity.

5.11 Binding Effect.

This Agreement shall be binding upon and shall inure to the benefit of the Parties and their respective successors and assigns.

5.12 Captions.

The captions of this Agreement are inserted for convenience of reference only and in no way define, describe or limit the scope or intent of this Agreement or any other provisions hereof.

5.13 Further Assurances.

The Parties agree when requested to execute any and all documents reasonably requested by the other to carry out the intent of this Agreement.

5.14 Mediation.

In the event any dispute arises under the terms of this Agreement, the Parties shall meet and confer with the objective of resolving such disputes within seventy two (72) hours of the request of either Party. If, within seven (7) calendar days, or such longer period as may be agreed upon by the Parties, the dispute cannot be resolved by the Representatives to the Parties' mutual satisfaction, the Parties shall mutually select a mediator, who is a respected professional with expertise in the area of the dispute, to facilitate the resolution of the dispute. If the Parties are unable to agree on a mediator, the mediation shall be conducted in accordance with the then current commercial Mediation Rules of the American Arbitration Association. Absent written agreement of the Parties to the contrary, the mediation process shall be completed or terminated within forty five (45) days of the initial request for mediation.

5.15 Authority.

The person(s) executing this Agreement on behalf of the Parties hereto warrant that (i) such Party is duly organized and existing; (ii) they are duly authorized to execute and deliver this Agreement on behalf of said Party; (iii) by so executing this Agreement, such Party is formally bound to the provisions of this Agreement; and (iv) the entering into this Agreement does not violate any provision of any other agreement to which said Party is bound.

5.16 Provisions Required by Law Deemed Inserted.

Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and the Agreement shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted, or is not correctly inserted, then upon application of any Party the Agreement shall forthwith be physically amended to make such insertion or correction.

5.17 Ambiguities Not to be Construed Against Drafting Party.

The doctrine that any ambiguity contained in a contract shall be construed against the Party whose counsel has drafted the contract is expressly waived by each of the Parties hereto with respect to this Agreement.

5.18 Governing Law.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of California and venue shall be in the appropriate Superior Court in Merced County, California.

5.19 Entire Agreement.

The terms and provisions of this Agreement constitute the entire Agreement of the Parties and shall supersede all previous communications, representations or agreements, either verbal or written, between the Parties hereto with respect to the subject matter hereof.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date first referenced above.

MERCED COUNTY OFFICE OF EDUCATION LOS BANOS UNIFIED SCHOOL
DISTRICT

By: John Magnusson
Title: Assistant Superintendent

By: _____
Title: _____

RETURN ADDRESS:

Camp Green Meadows Outdoor School
P. O. Box 69
Fish Camp, CA 93623

Board Reference Material

SUBJECT TITLE: Student Overnight Travel

REQUESTED ACTION:

Action X Discussion/Information _____

RECOMMENDATION:

It is recommended that the Board approve overnight travel for the Los Banos High School Boys' Basketball Team to participate in the Cougar Summer Classic Basketball Tournament in Sparks/Reno, Nevada.

BACKGROUND INFORMATION:

The Varsity Basketball Team is requesting approval of the trip to the Reno area during the week of June 21-23, 2019.

Tentative Schedule:

Depart Los Banos High School on Friday, June 21, 2019 at 8:00 a.m.

Arrive in Reno at approximately 1:00 p.m.

Registration and check-in at Grand Sierra Resort

Play Game 1 and 2 on Friday, June 21, 2019 @ Spanish Springs High School, Sparks, NV

Play Game 3,4,5 on Saturday, June 22, 2019 @ Spanish Springs High School, Sparks, NV

Play Game 6 on Sunday, June 23, 2019 @ Spanish Springs High School, Sparks, NV

Depart from Spanish Springs High School at 2:00 p.m. on June 21, 2019

Arrive in Los Banos on Sunday, June 23, 2019 at approximately 7:00 p.m.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does not support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The only financial impact on the school is tournament entry fee and the use of the suburbans. The Boys' Basketball student account will be responsible for all other costs associated with this trip, including travel if needed.

ORIGINATOR: Veli Gurgen, Principal, Los Banos High School

Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve Mr. Rogelio Garibay Ochoa, parent chaperones, and students of the Pacheco High School Band and Guard to travel to Southern California for a visit to Disneyland on April 26th – 28th, 2019. They will also participate in a Disney Performing Arts Workshop. We will be staying at the Quality Inn Suites in Buena Park, CA

BACKGROUND INFORMATION:

Under the direct supervision of the Mr. Garibay Ochoa and 4 parent chaperones, 46 members of the PHS Band and Guard will travel by VIA Charter Bus for this 2 night/3 day trip.

The band will participate in an Instrumental Soundtrack Session where students will “sight-read and record music from Disney films in a simulated film-scoring studio environment.” The students will receive a 2-day hopper pass to Disneyland and Disneyland California Adventure. We will have one group dinner on Friday evening at Pirate’s Dinner Adventure. The students will be able to spend time in the park on Saturday and part of the day on Sunday.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is an operational activity and does support a specific Board goal. Here are a few of the California Music Standards relevant to the Instrumental Workshop:

9-12: 1.3 – Sight-read music accurately and expressively.

9-12: 2.4 – Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation by oneself and in ensembles.

9-12: 5.2 – Analyze the role and function of music in radio, television, and advertising.

9-12: 5.3 – Research musical careers in radio, television, and advertising.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Students receive a special discounted price for attending the music workshop. A normal 2-day park hopper usually runs at \$280/ticket. Our Two-Day Park Hopper ticket package (\$210/ticket) includes one workshop and admission to both Disneyland and Disneyland California Adventure. All other activities will be paid out of Music ASB funds which have been raised through fundraisers throughout the year.

ORIGINATOR: Mr. Daniel Sutton, Principal, Pacheco High School

Date: 04/11/19

Board Reference Material

SUBJECT TITLE: **Student Overnight Travel**

REQUESTED ACTION: Approve

Action: X Discussion / Information _____

RECOMMENDATION:

It is recommended that the Board approve Pacheco HS Choir members (approx. 18) and District Employees (1 Teacher and 1 Instructional Aide) to travel to Los Angeles on Friday April 26 through Sunday April 28, 2019. The purpose of the trip is to participate in a musical recording session at Columbia Motion Pictures Studios in Hollywood, and some incidental sight-seeing of educational, historical & cultural venues. The trip is organized by the firm WorldStrides, who designs scholastic trips for school musical programs such as ours. (Specific details about itinerary, hotel, etc. will be shared with our Principal as they become available.)

BACKGROUND INFORMATION:

Under the direct supervision of a PHS Music Teacher and Accompanist district employee, the students will travel by charter and/or district bus for this 3-day activity.

In addition to the musical recording session, it is the teacher's goal to expose the students to the educational, cultural, technological, and historical resources of an urban environment, as they contemplate their matriculation out of our high school.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This activity takes the students into the California Standards for Music, heading 5.0, Careers and Career-related Skills. They will participate in the production of commercial music in a professional studio, and work with the people who create, market, and distribute commercial music. This is an arena that is not available in our town. This is an operational activity and does support a specific Board goal. All student overnight travel must have prior Board approval.

ALTERNATIVES / IDENTIFIED OPPOSITION:

None cited.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The transportation and entry into the recording studio will be paid by the PHS Music Dept. Accommodations and incidentals will be pre-paid by students.

ORIGINATOR: Mr. Daniel Sutton, Principal, Pacheco High School

Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Teacher Out-of-Country Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve travel for Deirdre Hernandez to attend the EDU Learn The International Conference on Education & New Learning in Spain, July 1-3, 2019.

BACKGROUND INFORMATION:

By attending the conference, Deirdre Hernandez will have the opportunity to collaborate with teachers from all around the World. Workshops include educational trends and best practices to meet student needs. 21st century necessary skills for teachers and assessment on student learning are just a few more sessions to be offered.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Supports Goal # 1: Promote the educational success of all students by closing the achievement gap between student groups by using best practices to attain proficiency or better by all students in reading and math.

All teacher out-of-Country travel requires prior Board approval.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

There is no fiscal impact to the District; the trip is funded by Los Banos Teachers Association up to \$1800; any excess amount will be covered by the employee.

ORIGINATOR: Eric Sowersby- Principal, Mercey Springs Elementary School

DATE: April 11, 2019

Board Reference Material

SUBJECT TITLE: Teacher Out-of-Country Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board approve travel for Kristin Odell to attend summer classes (Cursos Internacionales de la Universidad de Salamanca) from June 24 to July 26, 2019 in Spain.

BACKGROUND INFORMATION:

Ms. Odell will be attending classes held in Spanish. The classes include: Spanish Grammar, Teaching Spanish as a Foreign Language, Spanish Literature, Spanish Art History and Architecture, and Spanish Culture and Civilization. Ms. Odell administers the Spanish Proficiency Exams for Newcomers at Creekside Junior High and she collaborates and designs lesson plans with ELD teachers (English Language Development) for 7th grade to better prepare the incoming eighth graders for Language Arts Common Core standards. Ms. Odell also serves on the English Learners Task Force with Ms. Velador and attends DELAC and ELAC meetings. Additionally, Ms. Odell conducts many parent conferences in Spanish throughout the school year. By attending the summer institute, Ms. Odell will improve her skills in order to better assist with testing and communicate with our parents.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOAL?

This is an operational activity and does not support a specific Board goal. All teacher out-of-state/country travel requires prior Board approval.

ALTERNATIVES/IDENTIFIED OPPOSITION:

None identified

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

There is no fiscal impact to the District; the trip is funded by Los Banos Teachers Association up to \$1,800.00. Any excess amount will be covered by the employee.

ORIGINATOR: Carolina Moreno-Principal CJHS

Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Counselor Overnight Travel

REQUESTED ACTION: Approve

Action X

Discussion/Information

RECOMMENDATION:

It is recommended the Board approve overnight, out-of-state travel for Los Banos High School Counselors Patrick Hollcraft, Jose Magallanes and Cynthia Mercado to attend the American School Counseling Association Annual Conference in Boston, Massachusetts on June 28-July 3, 2019.

BACKGROUND INFORMATION:

This annual conference is a Professional Development Activity necessary for in-depth school-counseling-related educational sessions. It will allow the LBHS Counselors to attend general sessions and networking events, which will enhance the school counseling knowledge and improve the school counseling program.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

Academic Performance #2
Personnel #9

ALTERNATIVES/IDENTIFIED OPPOSITION:

None are identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

The cost will come out of the District's Title II funds and will have no impact on the General Fund.

ORIGINATOR: Veli Gurgun, Principal, Los Banos High School
Date: April 11, 2019

Board Reference Material

SUBJECT TITLE: Obsolete Books

REQUESTED ACTION: Declare specific Library and Textbooks obsolete and dispose of consistent with BP 3270

Action X

Discussion/Information _____

RECOMMENDATION:

It is recommended the Board declare specific library books and textbooks obsolete and dispose of consistent with BP 3270.

BACKGROUND INFORMATION:

Under Board Policy #3270 the Board may declare instructional materials obsolete and dispose of them in a number of prescribed ways.

R.M. Miano Elementary has developed a list of library books and/or texts that are no longer serviceable and useable in their library and or instructional program.

HOW DOES THIS ACTIVITY SUPPORT BOARD GOALS?

This is a procedural matter that does not support a specific Board goal.

ALTERNATIVES/IDENTIFIED OPPOSITION:

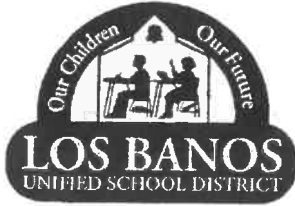
None identified.

SPECIFIC FINANCIAL IMPACT (Include Impact on School District Facilities):

Surplus of undistributed obsolete instructional materials that are usable for educational purposes may be donated to any governing board, county free library of other state institution; any United States public agency or institution; any nonprofit charitable organization; or children or adults in California or foreign countries for the purpose of increasing literacy. They also may be sold to any organization that agrees to use the materials for educational purposes. (Educational Code 60510)

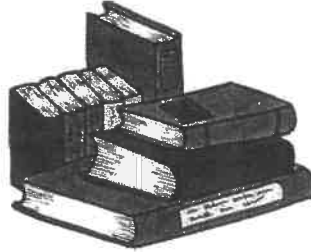
Any organization, agency or institution receiving obsolete instructional materials from the district shall certify to the Board that it agrees to use the materials for educational purposes and make no charge to any persons to whom the materials are given or lent. (Education Code 60511)

ORIGINATOR: Paula Mastrangelo, Assistant Superintendent, Elementary Education
DATE: April 11, 2019



Los Banos Unified School District

1717 South Eleventh Street
Los Banos, California 93635-4800
Telephone (209) 826-3801 Fax (209) 826-6810
www.losbanosusd.org



Attached is a list of withdrawn titles submitted for board approval.

Date: March 25, 2019

Signature: Linda Higby

Site: R.M. Miano Library

Site Principal: Antonio Rosales 3-25-2019
Date

Paula Mastrangelo: Paula Mastrangelo 4/2/19
Date

LBUSD Board of Trustees: _____
Date

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

626 Titles

R.M. Miano Elementary Library

WITHDRAWN TITLES

P 9000

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	070.5 Kehoe	T 31018	A book takes root : the making of a picture book	
	6/18/2019	133.4 Roach	T 32004	In the days of the Salem witchcraft trials	
	6/18/2019	220.8 Bible	T 44635	Animals of the Bible : a picture book	
	6/18/2019	296.4 Yolen	T 26610	Milk and honey : a year of Jewish holidays	
	6/18/2019	299 Green	T 22297	Tales of ancient Egypt	
	6/18/2019	305 Giblin	T 8753	Chimney sweeps : yesterday and today	
	6/18/2019	305.9 Marx	T 45264	One boy from Kosovo	
	6/18/2019	331.3 Freedman	T 22981	Kids at work : Lewis Hine and the crusade against child labor	
	6/18/2019	331.89 Stanley	T 31961	Big Annie of Calumet : a true story of the Industrial Revolution	
	6/18/2019	338 Aaseng	T 23060	The problem solvers	
	6/18/2019	342.73 Morris	T 8795	The first book of the Constitution	
	6/18/2019	362.4 Butler	T 10823	Maggie by my side	
	6/18/2019	362.41 Walker	T 8827	Amy, the story of a deaf child	
	6/18/2019	363.3 Our	T 8833	Our violent earth.	
	6/18/2019	371.97 Howlett	T 31725	I'm new here	
	6/18/2019	372.3 Coulter	T 27108	Science in history	
	6/18/2019	380.09 Williams	T 47015	Sailors, merchants, and muleteers of the California mission frontier	
	6/18/2019	393 Ailiki	T 8897	Mummies made in Egypt	
	6/18/2019	394.2663 Chicken	T 54024	Chicken soup for the soul Christmas treasury for kids : a story a day from December 1st through Christmas for kids and their families	
	6/18/2019	398 Holder	T 15389	Crows : an old rhyme	
	6/18/2019	398.2 Sperry	T 17628	Call it courage	
	6/18/2019	398.22 Maccarone	T 56808	Princess tales : once upon a time in rhyme with seek-and-find pictures	
	6/18/2019	490 Traan	T 41115	The little weaver of Thái-Yên village = Cô bé th -dãet làng Thái-yên	
	6/18/2019	493 Giblin	T 20180	The riddle of the Rosetta Stone : key to ancient Egypt : illustrated with photographs, prints, and drawings	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

WITHDRAWN TITLES				P 9000	
Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	500.9	T 9576	The golden circle : a book of months	
	6/18/2019	Borland 502.8	T 21000	The magnified world	
	6/18/2019	Burgess 508	T 15733	Nicky the nature detective	
	6/18/2019	Svedberg 508.314	T 22460	Mountains	
	6/18/2019	Mariner 513.5	T 57004	Fun with Roman numerals	
	6/18/2019	Adler 516	T 52090	Measures & space	
	6/18/2019	Kirkby 516	T 52164	Shapes	
	6/18/2019	Kirkby 523.2	T 31784	The sun and the solar system	
	6/18/2019	Branley 523.3	T 9653	The moon and its exploration	
	6/18/2019	Apfel 523.6	T 9664	The long journey from space	
	6/18/2019	Simon 523.8	T 9671	Stars and galaxies	
	6/18/2019	Apfel 529	T 23646	This book is about time	
	6/18/2019	Burns 566	T 9880	Trapped in tar : fossils from the Ice Age	
	6/18/2019	Arnold 567.9	T 17640	Stegosaurus	
	6/18/2019	Sheehan 571	T 32180	The winking, blinking sea : all about bioluminescence	
	6/18/2019	Batten 573.3	T 22048	Africa and the origin of humans.	
	6/18/2019	Africa 574.5	T 17510	Conserving rain forests	
	6/18/2019	Banks 577.7	T 30561	Coral reef	
	6/18/2019	Barrett 582	T 22412	Science fun with peanuts and popcorn	
	6/18/2019	Wyer 582.13	T 40493	A child's book of flowers,	
	6/18/2019	Daly 590	T 30504	Windows on wildlife	
	6/18/2019	Johnston 591	T 28451	Dick King-Smith's animal friends	
	6/18/2019	King-Smith 591.1	T 10101	Some feet have noses	
	6/18/2019	Gustafson 591.4	T 31449	Mouths	
	6/18/2019	Savage 591.5	T 27307	The eagle and the river	
	6/18/2019	Craighead			

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Due	Call Num.	Barcode	Title	Est. Fine
6/18/2019	591.5 Lauber	T 23138	Fur, feathers, and flippers : how animals live where they do	
6/18/2019	591.56 Dewey	T 17997	Animal architecture	
6/18/2019	591.68 Curtis	T 45459	Animals you never even heard of	
6/18/2019	591.768 Ableman	T 31124	Swampland	
6/18/2019	595.1 Lauber	T 27334	Earthworms, underground farmers	
6/18/2019	597 Mugford	T 56811	Reptiles and amphibians	
6/18/2019	597.9 Wechsler	T 44531	Pit vipers	
6/18/2019	597.92 Anacona	T 10268	Turtle watch	
6/18/2019	597.96 Lavies	T 27310	A gathering of garter snakes	
6/18/2019	597.96 Simon	T 10272	Poisonous snakes	
6/18/2019	597.98 Patent	T 27303	The American alligator	
6/18/2019	599.32 Harvest	T 23261	Harvest mouse	
6/18/2019	599.32 Lavine	T 10460	Wonders of woodchucks	
6/18/2019	599.32 McConough	T 10461	The squirrels	
6/18/2019	599.32 Nentl	T 10462	The beaver	
6/18/2019	599.4 Riley	T 23262	The bat in the cave	
6/18/2019	599.5 Behrens	T 20185	Dolphins!	
6/18/2019	599.5 Stoops	T 26083	Whales	
6/18/2019	599.5 Stoops	T 26084	Whales	
6/18/2019	599.5 Waters	T 20049	Watching whales	
6/18/2019	599.735 Torgersen	T 10480	Giraffe hooves and antelope horns	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2	6/18/2019	599.74	T 18319	The American marten	
	6/18/2019	Casey	T 10482	A cat's body	
	6/18/2019	599.74 Cole	T 22240	Where are my bears?	
	6/18/2019	Hirschi	T 16300	Bearman : exploring the world of black bears	
	6/18/2019	Pringle		Journey of the red wolf	
	6/18/2019	599.74 Smith	T 28273	Monkey	
	6/18/2019	599.8 Arnold	T 27348	Shadows in the dawn : the lemurs of Madagascar	
	6/18/2019	599.8 Lasky	T 32015	Orangutan	
	6/18/2019	599.88	T 18653	Gorilla	
	6/18/2019	Arnold	T 10493	Earthwise at play : a guide to the care & feeding of your planet	
	6/18/2019	McClung	T 41016	Peeping in the shell : a whooping crane is hatched	
	6/18/2019	639.9	T 10860	Winter's tail : how one little dolphin learned to swim again	
	6/18/2019	Lowery	T 54379	The colonial cookbook	
	6/18/2019	639.9	T 10895	Papermaking	
	6/18/2019	McNulty	T 10957	Mill	
	6/18/2019	639.97	T 10957	Looking at children	
	6/18/2019	Hatkoff	T 10982	Landscapes	
	6/18/2019	641.5	T 10982	Looking at beasties	
	6/18/2019	Penner	T 10982	Looking at horses	
	6/18/2019	676 Watson	T 22563	Lives of the artists	
	6/18/2019	677	T 22263	City; a story of Roman planning and construction.	
	6/18/2019	Macaulay	T 10997	To grandfather's house we go : a roadside tour of American homes	
	6/18/2019	701 Behrens	T 18401		
	6/18/2019	704.9 Lacey			
	6/18/2019	704.94			
	6/18/2019	Behrens			
	6/18/2019	704.94			
	6/18/2019	Behrens			
	6/18/2019	709.2			
	6/18/2019	Goffstein			
	6/18/2019	711			
	6/18/2019	Macaulay			
	6/18/2019	720.9 Devlin			

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	721 Giblin	T 14285	Let there be light : a book about windows	
	6/18/2019	725 Giblin	T 11001	The skyscraper book	
	6/18/2019	726	T 44875	Cathedral : the story of its construction	
	6/18/2019	Macauley			
	6/18/2019	728 Yue	T 11006	The tipi : a center of native American life	
	6/18/2019	730 Fine	T 11007	I carve stone	
	6/18/2019	745.5 Corwin	T 15859	Colonial American crafts. The home	
	6/18/2019	745.5 Corwin	T 15860	Colonial American crafts : the village	
	6/18/2019	745.5 Corwin	T 15861	Colonial American crafts. The school	
	6/18/2019	745.5	T 11101	The heritage sampler : a book of colonial arts & crafts	
	6/18/2019	Hoople			
	6/18/2019	745.5	T 17511	Home crafts	
	6/18/2019	Kalman			
	6/18/2019	745.54	T 46507	Papier mâché	
	6/18/2019	Balchin			
	6/18/2019	745.54	T 27387	Fun with paper bags & cardboard tubes	
	6/18/2019	Walter			
	6/18/2019	745.592	T 22377	Paper science toys	
	6/18/2019	Churchill			
	6/18/2019	791.3	T 21426	The circus comes home	
	6/18/2019	Duncan			
	6/18/2019	791.3	T 22513	The magic ring : a year with the Big Apple Circus	
	6/18/2019	Machotka			
	6/18/2019	791.45	T 31500	The young producer's video book : how to write, direct, and shoot your own video	
	6/18/2019	Bentley			
	6/18/2019	791.5	T 11286	Shadowplay	
	6/18/2019	Mendoza			
	6/18/2019	791.8 Ring	T 27272	Performing dogs : stars of stage, screen, and television	
	6/18/2019	792.8 Morris	T 22036	On their toes : a Russian ballet school	
	6/18/2019	792.8 Walker	T 11303	Ballet for boys and girls	
	6/18/2019	793 Cole	T 28204	Pin the tail on the donkey and other party games	
	6/18/2019	793 Gryski	T 11306	Cat's cradle, owl's eyes : a book of string games	
	6/18/2019	793.2 Ellison	T 11308	The Pooh party book	
	6/18/2019	793.2	T 30490	Having a party	
	6/18/2019	Robson			
	6/18/2019	793.7 Blum	T 31722	Mathamusements	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

WITHDRAWN TITLES 2 P:9000

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	793.7 Ledwon	T 45169	Midnight math : twelve terrific math games	
	6/18/2019	793.8 Cobb	T 11334	Magic ... naturally! : science entertainments & amusements	
	6/18/2019	793.8 Dolan	T 11335	Let's make magic	
	6/18/2019	795.137 Jaspersohn	T 18302	Ice cream	
	6/18/2019	795.4 Cole	T 28323	Crazy eights and other card games	
	6/18/2019	796 Blumenthal	T 47891	Let me play : the story of Title IX, the law that changed the future of girls in America	
	6/18/2019	796 Macy	T 28453	Winning ways : a photohistory of American women in sports	
	6/18/2019	796.092 Jennings	T 26884	Teamwork : united in victory	
	6/18/2019	796.092 Jennings	T 26886	Long shots : they beat the odds	
	6/18/2019	796.092 Jennings	T 26887	Comebacks : heroic returns	
	6/18/2019	796.1 Dolan	T 11356	The complete beginner's guide to making and flying kites	
	6/18/2019	796.34 Sweeney	T 11425	Illustrated tennis dictionary for young people	
	6/18/2019	808.06 Hulme	T 31170	How to write, recite, and delight in all kinds of poetry	
	6/18/2019	808.1Cleary	T 47207	Rainbow soup : adventures in poetry	
	6/18/2019	808.1 Poe	T 31882	Poetry from A to Z : a guide for young writers	
	6/18/2019	808.2 Korty	T 11603	Writing your own plays : creating, adapting, improvising	
	6/18/2019	808.6 James	T 28359	Sincerely yours : how to write great letters	
	6/18/2019	808.8 Children's	T 40802	The children's book of virtues	
	6/18/2019	808.8 Children's	T 40803	The children's book of heroes	
	6/18/2019	808.81 Place	T 16416	The place my words are looking for : what poets say about and through their work	
	6/18/2019	810.9 Rylant	T 28424	Margaret, Frank, and Andy : three writers' stories	
	6/18/2019	810.9 When	T 25933	When I was your age : original stories about growing up	
	6/18/2019	811 Adoff	T 11644	Eats : poems	
	6/18/2019	811 Atwood	T 11649	My own rhythm; an approach to haiku.	
	6/18/2019	811 Brewton	T 11645	America forever new; a book of poems,	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN/TITLES 2			P 9000		
6/18/2019	811 Dotlich	T 45273		When riddles come rumbling : poems to ponder	
6/18/2019	811 Esbensen	T 18315		Who shrank my grandmother's house? : poems of discovery	
6/18/2019	811 Fletcher	T 45503		Relatively speaking : poems about family	
6/18/2019	811 Grimes	T 45135		Is it far to Zanzibar? : poems about Tanzania	
6/18/2019	811 Hooper	T 15179		A bundle of beasts	
6/18/2019	811 Lessie	T 45652		Fablesauce : Aesop reinterpreted in rhymed couplets	
6/18/2019	811 Livingston	T 11675		A circle of seasons	
6/18/2019	811 Prelutsky	T 11690		The baby ugs are hatching	
6/18/2019	811 Service	T 15188		The cremation of Sam McGee	
6/18/2019	811 Viorst	T 15362		If I were in charge of the world and other worries : poems for children and their parents	
6/18/2019	811.008 Kennedy	T 31766		Make things fly : poems about the wind	
6/18/2019	811.08 Adoff	T 11715		My Black me : a beginning book of Black poetry	
6/18/2019	811.08 Celebrations	T 11643		Celebrations : a new anthology of Black American poetry	
6/18/2019	811.54 Dakos	T 26890		Don't read this book whatever you do! : more poems about school	
6/18/2019	811.54 Turner	T 41405		Secrets from the dollhouse	
6/18/2019	811.54 Willard	T 11710		A visit to William Blake's inn : poems for innocent and experienced travelers	
6/18/2019	812 Alexander	T 22239		Small plays for special days	
6/18/2019	812 Behrens	T 11723		A new flag for a new country : the first national flag : a play	
6/18/2019	813.54 Rylant	T 15728		But I'll be back again;	
6/18/2019	818 Corbett	T 11749		Jokes to read in the dark	
6/18/2019	821 Coleridge	T 11762		The rime of the ancient mariner.	
6/18/2019	821 lf	T 11772		If there were dreams to sell	
6/18/2019	821 Larrick	T 40365		Piping down the valleys wild; poetry for the young of all ages,	
6/18/2019	821 Lear	T 14149		How pleasant to know Mr. Lear! : Edward Lear's selected works	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

WITHDRAWN TITLES

P 9000

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	821 Lear	T 41496	Limericks; verses.	
	6/18/2019	821 McGee	T 44835	What witches do	
	6/18/2019	828 Murphy	T 31703	Across America on an emigrant train	
	6/18/2019	891.21 I dream	T 26151	I dream of peace : images of war by children of former Yugoslavia	
	6/18/2019	895.6 Atwood	T 11815	Haiku-vision in poetry and photography	
	6/18/2019	895.6 Lewis	T 11816	In a spring garden.	
	6/18/2019	909.07 Anno	T 20088	Anno's Medieval world	
	6/18/2019	909.07 Kallen	T 57793	Life during the Crusades	
	6/18/2019	909.4 World	T 18465	The World in 1492	
	6/18/2019	910 Bell	T 23489	The book of where, or, How to be naturally geographic	
	6/18/2019	910 Norby	T 11828	Kon-Tiki, a true adventure of survival at sea	
	6/18/2019	910.2 Webster	T 16738	Going places : the young traveler's guide and activity book	
	6/18/2019	910.4 Kallen	T 31299	Life among the pirates	
	6/18/2019	910.4 Kent	T 45022	Tremendous treks	
	6/18/2019	911 Leacock	T 45512	Places in time : a new atlas of American history	
	6/18/2019	911 Starkey	T 28016	Scholastic atlas of exploration	
	6/18/2019	912 First	T 45136	Macmillan first atlas	
	6/18/2019	913.32 Unstead	T 11855	See inside an Egyptian town.	
	6/18/2019	915.04 Noonan	T 22202	Marco Polo	
	6/18/2019	916 Vierow	T 47129	Africa	
	6/18/2019	917.29 Flint	T 27280	West Indies	
	6/18/2019	917.3 Ayer	T 28144	Our great rivers and waterways	
	6/18/2019	917.304 Young	T 22258	The Sierra Club book of our national parks	
	6/18/2019	917.4 Murphy	T 30894	Into the deep forest with Henry David Thoreau	
	6/18/2019	917.55 Radlauer	T 12098	Shenandoah National Park	
	6/18/2019	917.98 Cobb	T 23638	This place is cold	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN FILES 2 P 9000					
	6/18/2019	919.8 Burleigh	T 46144	Black whiteness : Admiral Byrd alone in the Antarctic	
	6/18/2019	919.8 Hackwell	T 16726	Desert of ice : life and work in Antarctica	
	6/18/2019	919.8 Schlein	T 12267	Antarctica : the great white continent	
	6/18/2019	919.8 Winckler	T 22100	Our endangered planet. Antarctica	
	6/18/2019	920 Ashabranner	T 23092	People who make a difference	
	6/18/2019	920 Clyne	T 12286	Patriots in petticoats	
	6/18/2019	920 Crofford	T 17021	Frontier surgeons : a story about the Mayo brothers	
	6/18/2019	920 Griffin	T 12301	Phoebe and the general	
	6/18/2019	921 Rustin	T 31699	Bayard Rustin : behind the scenes of the civil rights movement	
	6/18/2019	929.4 Lee	T 12869	Last names first : --and some first names too	
	6/18/2019	929.40973 Hazen	T 12870	Last, first, middle, and nick : all about names	
	6/18/2019	929.8 Vessel	T 12195	California emblems	
	6/18/2019	973 Cary	T 15880	The United States	
	6/18/2019	973 Children's	T 40578	The children's book of America	
	6/18/2019	973 Hewett	T 20080	Hector lives in the United States now : the story of a Mexican-American child	
	6/18/2019	973 Hoyt	T 30511	Apache rodeo	
	6/18/2019	973 Swanson	T 13043	The spice of America	
	6/18/2019	973 Weitzman	T 13044	The Brown paper school presents my backyard history book	
	6/18/2019	973.09 St. George	T 41644	So you want to be president?	
	6/18/2019	973.2 Weisgard	T 13148	The Plymouth Thanksgiving,	
	6/18/2019	973.4 Jurmain	T 56988	The worst of friends : Thomas Jefferson, John Adams, and the true story of an American feud	
	6/18/2019	973.4 Keating	T 55440	George : George Washington, our founding father	

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R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2			P 9000		
6/18/2019	973.4	T 56984		George : George Washington, our founding father	
6/18/2019	Keating 973.7	T 55056		Civil War	
6/18/2019	Stanchak 974 Rylant	T 22005		Appalachia : the voices of sleeping birds	
6/18/2019	974.4 Anderson	T 13076		The first Thanksgiving feast	
6/18/2019	974.7 Jakobsen	T 28228		My New York	
6/18/2019	974.8 Meyer	T 13083		Amish people : plain living in a complex world	
6/18/2019	975 Bial	T 31702		The strength of these arms : life in the slave quarters	
6/18/2019	975.03 McKissack	T 23340		Christmas in the big house, Christmas in the quarters	
6/18/2019	975.3 Miller	T 12090		The story of the Lincoln Memorial	
6/18/2019	975.3 St. George	T 16426		The White House : cornerstone of a nation	
6/18/2019	975.5 Miller	T 12089		The story of Mount Vernon.	
6/18/2019	975.5 Stein	T 32106		Arlington National Cemetery	
6/18/2019	975.6 Tillage	T 30240		Leon's story	
6/18/2019	976.4 Fisher	T 13967		The Alamo	
6/18/2019	976.4 Romero	T 44528		Henry Cisneros : a man of the people	
6/18/2019	977.1 Harness	T 31224		The amazing impossible Erie Canal	
6/18/2019	978 Ashabranner	T 26143		A strange and distant shore : Indians of the Great Plains in exile	
6/18/2019	978 Bial	T 31705		Frontier home	
6/18/2019	978 Freedman	T 13102		Cowboys of the wild west	
6/18/2019	978 Griffin	T 31304		The encyclopedia of Native America	
6/18/2019	978 Herda	T 28133		Outlaws of the American West	
6/18/2019	978 Loeper	T 40051		Meet the Wards on the Oregon trail	
6/18/2019	978 Miller	T 28102		The story of Nat Love	
6/18/2019	978 Patent	T 45403		West by covered wagon : retracing the pioneer trails	
6/18/2019	978 Steedman	T 28149		A frontier fort on the Oregon Trail	

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R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2			P 9000		
	6/18/2019	978 Terry	T 32043	Daily life in a Plains Indian village, 1868	
	6/18/2019	978.004 Adams	T 44148	Tipi	
	6/18/2019	978.004 Hayden	T 41953	Plains Indians	
	6/18/2019	978.07 Collins	T 15869	Exploring the American West	
	6/18/2019	978.8 Arnold	T 32002	The ancient cliff dwellers of Mesa Verde	
	6/18/2019	978.9004 Rasmussen	T 44147	Pueblo	
	6/18/2019	979.004 Mitchell	T 44149	Wickiup	
	6/18/2019	979.4 Bauer	T 13115	California mission days.	
	6/18/2019	979.4 Bauer	T 13116	California rancho days.	
	6/18/2019	979.4 Rawls	T 57150	Never turn back : Father Serra's mission	
	6/18/2019	979.4 Simms	T 32021	The bone man : a Native American Modoc folktale	
	6/18/2019	979.461 Stein	T 13140	The story of the San Francisco earthquake	
	6/18/2019	979.7 Place	T 13142	Mount St. Helens : a sleeping volcano awakes	
	6/18/2019	979.8 Nichols	T 41249	A story to tell : traditions of a Tlingit community	
	6/18/2019	981 Haverstock	T 20066	Brazil--in pictures	
	6/18/2019	985.8 Reinhard	T 30629	Discovering the Inca Ice Maiden : my adventures on Ampato	
	6/18/2019	996.1 Kraske	T 48110	Marooned : the strange but true adventures of Alexander Selkirk, the real Robinson Crusoe	
	6/18/2019	998 Kalman	T 15855	The Arctic land	
	6/18/2019	998 Parsons	T 45289	Arctic peoples	
	6/18/2019	998 Stewart	T 20134	Antarctica	
	6/18/2019	998.004 Ekoomiak	T 20120	Arctic memories	
	6/18/2019	E 398.2 Conover	T 3180	The wizard's daughter : a Viking legend	
	6/18/2019	E 398.2 McDermott	T 3277	The crystal apple; a Russian tale.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
			P 9000		
	6/18/2019	E 398.2 McDermott	T 3279	The magic tree : a tale from the Congo	
	6/18/2019	E 398.2 McDermott	T 3280	The stonecutter : a Japanese folk tale	
	6/18/2019	E 398.2 Otsuka	T 3295	Suho and the white horse : a legend of Mongolia	
	6/18/2019	E 530.8 Cato	T 46895	Measuring Capacity	
	6/18/2019	E 530.8 Pluckrose	T 31134	Weight	
	6/18/2019	E 530.8 Pluckrose	T 31548	Size	
	6/18/2019	E 530.8 Pluckrose	T 31557	Me and my shadow	
	6/18/2019	E 535 Dorros	T 18545	What do you do at a petting zoo?	
	6/18/2019	E 590.74 Machotka	T 27283	Over the steamy swamp	
	6/18/2019	E 591.5 Geraghty	T 27388	Animals keeping safe	
	6/18/2019	E 591.57 Burton	T 23227	Surprising sharks	
	6/18/2019	E 597.3 Davies	T 47264	Raccoon baby	
	6/18/2019	E 599.74 Freschet	T 3854	Wolves of the world	
	6/18/2019	E 599.773 Stone	T 44176	Farm animals	
	6/18/2019	E 636 Helweg	T 47115	Apples	
	6/18/2019	E 641.3 Spilsbury	T 46560	Shapes and things	
	6/18/2019	E 779 Hoban	T 22062	Shadows and reflections	
	6/18/2019	E 779 Hoban	T 27350	All around town : the photographs of Richard Samuel Roberts	
	6/18/2019	E 779 Johnson	T 30482	Amadeus Mozart	
	6/18/2019	E 780.92 Lepscky	T 45292	Give the dog a bone	
	6/18/2019	E 782.4 Kellogg	T 32362		

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
			P19000		
	6/18/2019	E 782.42	T 45870	Won't you come and play with me?	
	6/18/2019	Donovan E 782.42	T 27199	Lift ev'ry voice and sing	
	6/18/2019	Johnson E 784.192	T 45317	Making music : 6 instruments you can create	
	6/18/2019	Oates E 784.4	T 44725	Drummer Hoff	
	6/18/2019	Emberley E 791 Glass	T 50636	The marching book	
	6/18/2019	E 791.3	T 30018	I want to be a clown	
	6/18/2019	Bulloch E 792	T 30020	I want to be an actor	
	6/18/2019	Bulloch E 792.8	T 30942	Dance	
	6/18/2019	Kuklin E 793.4	T 15246	Peanut butter and jelly : a play rhyme	
	6/18/2019	Westcott E 808.6	T 18133	Messages in the mailbox : how to write a letter	
	6/18/2019	Leedy E 811	T 11647	Fly with the wind, flow with the water	
	6/18/2019	Atwood E 811 Bear	T 16936	Bear in mind : a book of bear poems	
	6/18/2019	E 811	T 15398	In just-spring	
	6/18/2019	Cummings E 811 De	T 55117	Hey diddle diddle & other Mother Goose rhymes	
	6/18/2019	Paola E 811 Down	T 26630	Down by the river : Afro-Caribbean rhymes, games, and songs for children	
	6/18/2019	E 811	T 22390	Under the Sunday tree	
	6/18/2019	Ferguson E 811 Flit	T 22086	Flit, flutter, fly! : poems about bugs and other crawly creatures	
	6/18/2019	E 811	T 31036	The genie in the jar	
	6/18/2019	Giovanni E 811 Lewis	T 31198	Black swan white crow	
	6/18/2019	E 811	T 22724	Celebrations	
	6/18/2019	Livingston E 811 Lobel	T 41494	The book of pigericks : pig limericks	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular, Patron Types: Faculty.

R.M. Miano Elementary Library

WITHDRAWN TITLES 2 P-9000

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	E 811 Mayer	T 4240	Little monster's bedtime book	
	6/18/2019	E 811 O'Neill	T 4250	Hailstones and halibut bones : adventures in color	
	6/18/2019	E 811 Poke	T 45795	A poke in the l : a collection of concrete poems	
	6/18/2019	E 811	T 4261	Ride a purple pelican	
	6/18/2019	Prelutsky			
	6/18/2019	E 811	T 28281	Advice for a frog	
	6/18/2019	Schertle			
	6/18/2019	E 811	T 31835	Gingerbread days : poems	
	6/18/2019	Thomas			
	6/18/2019	E 811 Thr	T 22078	Through our eyes : poems and pictures about growing up	
	6/18/2019	E 811	T 15400	The lady with the alligator purse	
	6/18/2019	Westcott			
	6/18/2019	E 811	T 28270	Did you see what I saw? : poems about school	
	6/18/2019	Winters			
	6/18/2019	E 811 Yolen	T 25416	A sip of Aesop	
	6/18/2019	E 811	T 15392	Everything glistens and everything sings : new and selected poems	
	6/18/2019	Zolotow			
	6/18/2019	E 811.008	T 31239	Jumpety-bumpety hop : a parade of animal poems	
	6/18/2019	Chorao			
	6/18/2019	E 811.008	T 17987	Read-aloud rhymes for the very young	
	6/18/2019	Read			
	6/18/2019	E 811.08	T 25393	Families : poems celebrating the African American experience	
	6/18/2019	Strickland			
	6/18/2019	E 811.5	T 30229	That sweet diamond : baseball poems	
	6/18/2019	Janecko			
	6/18/2019	E 811.5	T 6257	Uproar on Hollercat Hill	
	6/18/2019	Marzollo			
	6/18/2019	E 811.54	T 26831	Mrs. Cole on an onion roll, and other school poems	
	6/18/2019	Dakos			
	6/18/2019	E 811.54	T 45314	Polar animals	
	6/18/2019	Hess			
	6/18/2019	E 811.54	T 30940	Doodle dandies : poems that take shape	
	6/18/2019	Lewis			
	6/18/2019	E 811.54	T 4277	Little chicks' mothers and all the others	
	6/18/2019	Luton			
	6/18/2019	E 811.54	T 26108	Farmyard song	
		Morley			

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2			P 9000		
	6/18/2019	E 813.52 Blos	T 26904	The days before now : an autobiographical note	
	6/18/2019	E 821 Stevenson	T 45800	Where go the boats? : play-poems of Robert Louis Stevenson	
	6/18/2019	E 821.7 Taylor	T 23290	Twinkle, twinkle, little star	
	6/18/2019	E 844.008 How	T 25414	How sweet the sound : African-American songs for children	
	6/18/2019	E 921 Stevenson	T 27352	Higher on the door	
	6/18/2019	E Child	T 47221	I am too absolutely small for school	
	6/18/2019	E Cronin	T 32312	Click, clack, moo : cows that type	
	6/18/2019	E Cronin	T 45764	Giggle, giggle, quack	
	6/18/2019	E Deer	T 25274	The deer in the wood : adapted from the Little House books by Laura Ingalls Wilder	
	6/18/2019	E Duvoisin	T 15248	Petunia, I love you.	
	6/18/2019	E Garland	T 30475	The mouse before Christmas	
	6/18/2019	E McKissack	T 15716	Flossie & the fox	
	6/18/2019	E Park	T 56453	Junie B., first grader : turkeys we have loved and eaten (and other thankful stuff)	
	6/18/2019	E Paul	T 20035	Eight hands round : a patchwork alphabet	
	6/18/2019	E Penn	T 26550	The kissing hand	
	6/18/2019	E Pomerantz	T 6539	The piggy in the puddle	
	6/18/2019	E Shannon	T 32120	No, David!	
	6/18/2019	E Wheeler	T 46079	Sixteen cows	
	6/18/2019	E Woodson	T 45677	We had a picnic this Sunday past	
	6/18/2019	E Zolotow	T 27274	Someone new	
	6/18/2019	F Adler	T 23023	Willie, the frog prince	
	6/18/2019	F Aiken	T 14296	The last slice of rainbow and other stories	
	6/18/2019	F Alcott	T 26754	An old-fashioned Thanksgiving.	
	6/18/2019	F Alexander	T 54645	The House Gobbaleen	
	6/18/2019	F American	T 28509	American fairy tales : from Rip Van Winkle to the Rootabaga stories	
	6/18/2019	F Andersen	T 1045	The red shoes	
	6/18/2019	F Andrews	T 55928	When apples grew noses and white horses flew : tales of Ti- Jean	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES?			P9000		
Library Materials	6/18/2019	F Attanas	T 47915	Eddie and the Jets	
	6/18/2019	F Auch	T 30626	I was a third grade science project	
	6/18/2019	F Base	T 26553	The sign of the seahorse : a tale of greed and high adventure in two acts	
	6/18/2019	F Berleth	T 41020	Samuel's choice	
	6/18/2019	F Bircher	T 57187	A Civil War drummer boy : the diary of William Bircher, 1861-1865	
	6/18/2019	F Birthday	T 23316	Birthday surprises : ten great stories to unwrap	
	6/18/2019	F Bolden	T 25963	Just family	
	6/18/2019	F Bonners	T 44449	Edwina victorious	
	6/18/2019	F Borden	T 45200	Sleds on Boston Common : a story from the American Revolution	
	6/18/2019	F Bradley	T 46055	Weaver's daughter	
	6/18/2019	F Brookins	T 1241	Who killed Sack Annie?	
	6/18/2019	F Bunting	T 14282	Is anybody there? : a novel	
	6/18/2019	F Bunting	T 18350	Coffin on a case	
	6/18/2019	F Bunting	T 25967	Train to Somewhere	
	6/18/2019	F Bunting	T 47391	Snowboarding on Monster Mountain	
	6/18/2019	F Buscaglia	T 1284	The fall of Freddie the leaf : a story of life for all ages	
	6/18/2019	F Byars	T 13956	A Blossom promise	
	6/18/2019	F Byars	T 14050	The not-just-anybody family	
	6/18/2019	F Byars	T 14238	The burning questions of Bingo Brown	
	6/18/2019	F Byars	T 22777	McMummy	
	6/18/2019	F Byars	T 30575	Bingo Brown and the language of love	
	6/18/2019	F Byars	T 40784	The night swimmers	
	6/18/2019	F Byars	T 41412	Me Tarzan	
	6/18/2019	F Catling	T 41054	The chocolate touch	
	6/18/2019	F Cheng	T 48032	Shanghai messenger	
	6/18/2019	F Cherry	T 30488	The shaman's apprentice : a tale of the Amazon rain forest	
	6/18/2019	F Clementis	T 54886	We the children	
	6/18/2019	F Clymer	T 1476	Santiago's silver mine	
	6/18/2019	F Collier	T 47679	Me and Billy	
	6/18/2019	F Conly	T 14072	Rasco and the rats of NIMH	
	6/18/2019	F Conrad	T 25320	Our house : the stories of Levittown	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title
WITHDRAWN TITLES 2			P 9000	
	6/18/2019	F Dahl	T 17042	James and the giant peach : a children's story
	6/18/2019	F Dahl	T 22517	The BFG
	6/18/2019	F Delton	T 41055	Back yard Angel
	6/18/2019	F Dickens	T 1612	A Christmas carol, in prose : being a ghost story of Christmas
	6/18/2019	F Dorris	T 26909	Sees Behind Trees
	6/18/2019	F Elliott	T 57111	A troubled peace
	6/18/2019	F	T 30468	The 13th floor : a ghost story
	6/18/2019	Fleischman	T 32302	A carnival of animals
	6/18/2019	Fleischman	T 1780	My father's dragon;
	6/18/2019	F Gannett	T 1780	I am not Joey Pigza
	6/18/2019	F Gantos	T 56315	My grandmother's stories : a collection of Jewish folk tales
	6/18/2019	F Geras	T 17504	The Old Country
	6/18/2019	F Gerstein	T 47890	Miss Happiness and Miss Flower.
	6/18/2019	F Godden	T 5476	Orphan runaways
	6/18/2019	F Gregory	T 41047	The crystal garden
	6/18/2019	F Grove	T 23361	Reaching Dustin
	6/18/2019	F Grove	T 30862	Honus and me : a baseball card adventure
	6/18/2019	F Gutman	T 41388	Uncle Daney's way
	6/18/2019	F Haas	T 22847	You can call me Worm
	6/18/2019	F Haas	T 30243	Unbroken
	6/18/2019	F Haas	T 32152	Following my own footsteps
	6/18/2019	F Hahn	T 26043	The planet of Junior Brown
	6/18/2019	F Hamilton	T 1861	The Garden of Eden Motel
	6/18/2019	F Hamilton	T 41128	The shadowmaker
	6/18/2019	F Hansen	T 41546	Three young pilgrims
	6/18/2019	F Harness	T 18471	Eddie and Gardenia
	6/18/2019	F Haywood	T 30150	Eddie's green thumb.
	6/18/2019	F Haywood	T 30321	Back to school with Betsy
	6/18/2019	F Haywood	T 31864	The zebra wall
	6/18/2019	F Henkes	T 21403	Two under par
	6/18/2019	F Henkes	T 41057	The gate in the wall
	6/18/2019	F Howard	T 40736	The Abernathy boys
	6/18/2019	F Hunt	T 47463	

Est. Fine

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

WITHDRAWN TITLES?			P 9000		Est. Fine	
Library Materials	Due	Call Num.	Barcode	Title		
	6/18/2019	F Jacobson	T 45278	Winnie dancing on her own		
	6/18/2019	F Jocelyn	T 32211	The invisible day		
	6/18/2019	F Karr	T 41390	The great turkey walk		
	6/18/2019	F Kehret	T 23204	Danger at the fair		
	6/18/2019	F Kehret	T 25954	Earthquake terror		
	6/18/2019	F Kehret	T 31525	Searching for Candlestick Park		
	6/18/2019	F Kerley	T 46896	Songs of Papa's island		
	6/18/2019	F King-Smith	T 2045	Pigs might fly : a novel		
	6/18/2019	F Kinsey- Warmock	T 46052	A doctor like Papa		
	6/18/2019	F Kirby	T 56731	Cave of wonders		
	6/18/2019	F Kirkpatrick	T 40590	Redcoats and petticoats		
	6/18/2019	F Kline	T 41075	Herbie Jones and the class gift		
	6/18/2019	F	T 15372	Altogether, one at a time		
	6/18/2019	Konigsburg				
	6/18/2019	F Koss	T 46021	The Ashwater experiment		
	6/18/2019	F Lee	T 48156	Landed		
	6/18/2019	F Lenski	T 2146	Prairie school		
	6/18/2019	F Lofting	T 30637	Doctor Dolittle's zoo.		
	6/18/2019	F Lofting	T 30823	Doctor Dolittle's caravan		
	6/18/2019	F Lofting	T 40552	Doctor Dolittle's Puddleby adventures,		
	6/18/2019	F	T 18127	Journey		
	6/18/2019	MacLachlan				
	6/18/2019	F	T 31719	Seven kisses in a row		
	6/18/2019	MacLachlan				
	6/18/2019	F Marciano	T 47395	Harold's tail		
	6/18/2019	F Mathis	T 41018	Sidewalk story		
	6/18/2019	F Mayer	T 31602	Turandot		
	6/18/2019	F McGraw	T 21377	Tangled Webb		
	6/18/2019	F McKay	T 32144	Dolphin luck		
	6/18/2019	F McMann	T 56823	The trap door		
	6/18/2019	F Menotti	T 14126	Amahl and the night visitors		
	6/18/2019	F Merrill	T 31881	The toothpaste millionaire		
	6/18/2019	F Meyer	T 41647	Isabel : jewel of Castilla		
	6/18/2019	F Mills	T 47443	Perfectly Chelsea		

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2			9000		
6/18/2019	F Mills	T 55911		One square inch	
6/18/2019	F Mochizuki	T 23371		Baseball saved us	
6/18/2019	F Morpurgo	T 53388		The Mozart question	
6/18/2019	F Mowat	T 10818		Owls in the family	
6/18/2019	F Naylor	T 31884		One of the third grade Thinkers	
6/18/2019	F Nesbit	T 22514		The railway children	
6/18/2019	F Newman	T 46432		The case of the Baker Street Irregular : a Sherlock Holmes story	
6/18/2019	F Nixon	T 23789		Land of hope	
6/18/2019	F Nixon	T 31866		Circle of love	
6/18/2019	F O'Brien	T 2361		Mrs. Frisby and the rats of Nimh	
6/18/2019	F O'Connor	T 32142		Me and Rupert Goody	
6/18/2019	F O'Dell	T 22317		Streams to the river, river to the sea : a novel of Sacagawea	
6/18/2019	F Paolini	T 53846		Brisings, or, The seven promises of Eragon Shadeslayer and Saphira Bjartskular	
6/18/2019	F Park	T 32080		The kid in the red jacket	
6/18/2019	F Park	T 41401		The royal bee	
6/18/2019	F Park	T 53657		Keeping score	
6/18/2019	F Parkinson	T 48140		Something invisible	
6/18/2019	F Parkinson	T 53178		Second fiddle, or, How to tell a blackbird from a sausage	
6/18/2019	F Paterson	T 17625		Bridge to Terabithia	
6/18/2019	F Paulsen	T 17104		The winter room	
6/18/2019	F Pearce	T 31743		Tom's midnight garden	
6/18/2019	F Peck	T 45810		Fair weather : a novel	
6/18/2019	F	T 55317		Clementine and the family meeting	
6/18/2019	Pennypacker				
6/18/2019	F Pfeffer	T 14830		Dear dad, love Laurie	
6/18/2019	F Pfitsch	T 41052		Keeper of the light	
6/18/2019	F Phelan	T 30435		The week mom unplugged the TVs	
6/18/2019	F Pilkey	T 48886		Captain Underpants and the wrath of the wicked Wedgie	
6/18/2019	F Pilkey	T 56814		Woman : the fifth epic novel	
6/18/2019	F Pilkey			Captain Underpants and the revolting revenge of the Radioactive Robo-Boxers : the tenth epic novel	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular, Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	F Pilkey	T 58001	Captain Underpants and the invasion of the incredibly naughty cafeteria ladies from outer space (and the subsequent assault of the equally evil lunchr	
	6/18/2019	F Pilkey	T 58719	Dog Man unleashed	
	6/18/2019	F Pratchett	T 40818	Castle diary : the journal of Tobias Burgess, page Truckers	
	6/18/2019	F Pullman	T 16303	The Firework-maker's daughter	
	6/18/2019	F Pullman	T 45613	The scarecrow and his servant	
	6/18/2019	F Rabe	T 48027	Tall enough to own the world	
	6/18/2019	F Raskin	T 15866	Figgs & phantoms.	
	6/18/2019	F Richardson	T 30322	The girl who ate chicken feet	
	6/18/2019	F Ringgold	T 40828	The Invisible Princess	
	6/18/2019	F Ringgold	T 31949	Henry Reed's think tank	
	6/18/2019	F Robertson	T 2466	Good-bye for today : the diary of a young girl at sea	
	6/18/2019	F Roop	T 32365	Harry Potter and the sorcerer's stone / Book 1.	
	6/18/2019	F Rowling	T 58533	Junkyard dog	
	6/18/2019	F Ruch	T 18559	Night of the twisters	
	6/18/2019	F Ruckman	T 2491	Blue lightning	
	6/18/2019	F Russell	T 31982	Tales from a not-so-perfect pet sitter	
	6/18/2019	F Russell	T 57900	The best fight	
	6/18/2019	F Schlieper	T 31267	In grandpa's house	
	6/18/2019	F Sendak	T 47943	Best girl	
	6/18/2019	F Smith	T 21389	Cat running	
	6/18/2019	F Snyder	T 23135	The trespassers	
	6/18/2019	F Snyder	T 25256	Crash	
	6/18/2019	F Spinelli	T 25971	Eggs	
	6/18/2019	F Spinelli	T 48715	Sports shorts : an anthology of short stories	
	6/18/2019	F Sports	T 48045	Trouble for Lucy	
	6/18/2019	F Stevens	T 41007	The minstrel and the dragon pup	
	6/18/2019	F Sutcliff	T 21386	The friendship	
	6/18/2019	F Taylor	T 14342	Roll of thunder, hear my cry	
	6/18/2019	F Taylor	T 17621	Song of the trees	
	6/18/2019	F Taylor	T 40825	The comeback dog	
	6/18/2019	F Thomas	T 31919		

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Due	Call Num.	Barcode	Title	Est. Fine
6/18/2019	F Tocher	T 47205	Chief Sunrise, John McGraw, and me	
6/18/2019	F Tseng	T 40745	White tiger, blue serpent	
6/18/2019	F Uchida	T 16555	Journey home	
6/18/2019	F Uchida	T 20131	A jar of dreams	
6/18/2019	F Van	T 31278	Bound for Oregon	
	Leeuwen			
6/18/2019	F Van	T 47213	Cabin on Trouble Creek	
	Leeuwen			
6/18/2019	F Vejjajiva	T 48384	The happiness of Kati	
6/18/2019	F Vernon	T 54850	Dragonbreath. [3], Curse of the were-wiener	
6/18/2019	F Wallace	T 47606	Sparrows in the scullery	
6/18/2019	F Walter	T 41003	Justin and the best biscuits in the world	
6/18/2019	F Watkins	T 15739	So far from the bamboo grove	
6/18/2019	F Westerfeld	T 58722	Horizon	
6/18/2019	F Whelan	T 15740	Silver	
6/18/2019	F Whelan	T 41060	Hannah	
6/18/2019	F Whelan	T 41079	Night of the full moon	
6/18/2019	F White	T 30469	Belle Prater's boy	
6/18/2019	F White	T 46962	Tadpole	
6/18/2019	F White	T 47616	Buttermilk Hill	
6/18/2019	F Wilder	T 17613	Little house in the big woods	
6/18/2019	F Wilder	T 40415	Little house on the prairie	
6/18/2019	F Williams	T 14410	The velveteen rabbit, or, How toys become real,	
6/18/2019	F Winthrop	T 2816	The castle in the attic	
6/18/2019	F Wisler	T 22024	Red Cap	
6/18/2019	F Wolff	T 30623	Bat 6	
6/18/2019	F Wynne-	T 31522	Some of the kinder planets : stories	
	Jones			
6/18/2019	F Yep	T 25970	Ribbons	
6/18/2019	F Yep	T 30595	The cook's family	
6/18/2019	F Yep	T 45539	When the circus came to town	
6/18/2019	F Yolen	T 15743	The devil's arithmetic	
6/18/2019	PB 324.973	T 54016	Vote	
	Steele			

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Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
			P 9000		
	6/18/2019	PB 423	T 15083	Simon & Schuster's young readers' illustrated dictionary.	
	6/18/2019	Grisewood PB 423.1	T 47855	The Simon & Schuster young readers' thesaurus	
	6/18/2019	Beal PB 428	T 55767	Super grammar : learn grammar with superheroes	
	6/18/2019	Preciado PB 551.46	T 40725	The sea and sealife	
	6/18/2019	Wade PB 581.1	T 48372	How leaves change	
	6/18/2019	Johnson PB 581.6	T 41608	Plants bite back!	
	6/18/2019	Platt PB 591.3	T 54934	Big babies, little babies	
	6/18/2019	Mack PB 591.47	T 54610	A rainbow of animals	
	6/18/2019	Stewart PB 810.8	T 46103	Messages to Ground Zero : children respond to September 11, 2001	
	6/18/2019	Messages PB 915.04	T 48551	The Usborne Internet-linked introduction to Asia	
	6/18/2019	Dalby PB 917.804	T 57204	Daily life in a covered wagon	
	6/18/2019	Erickson PB 921	T 21573	Benjamin Franklin	
	6/18/2019	Franklin PB 921	T 25513	The story of Laura Ingalls Wilder, pioneer girl	
	6/18/2019	Wilder PB 937	T 26269	The Romans	
	6/18/2019	Chrisp PB 940.53	T 21241	I am a star : child of the Holocaust	
	6/18/2019	Auerbacher PB 940.53	T 25757	Anne Frank, beyond the diary : a photographic remembrance	
	6/18/2019	Rol PB 973 King	T 57185	Colonial days : discover the past with fun projects, games, activities, and recipes	
	6/18/2019	Chang PB 973.7	T 21782	A separate battle : women and the Civil War	
	6/18/2019	Osborne PB 974.4	T 54503	Pilgrims : a nonfiction companion to Thanksgiving on Thursday	

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Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	6/18/2019	PB 979.4 Rawls	T 23866	Dame Shirley and the Gold Rush	
	6/18/2019	PB F Adler	T 58343	Cam Jansen and the mystery of the dinosaur bones	
	6/18/2019	PB F Amato	T 44897	The word eater	
	6/18/2019	PB F Beaty	T 58764	Serafina and the twisted staff	
	6/18/2019	PB F Browne	T 54218	Basilisk	
	6/18/2019	PB F Choi	T 22614	Year of impossible goodbyes	
	6/18/2019	PB F Choi	T 25492	Echoes of the white giraffe	
	6/18/2019	PB F Clark	T 26533	Nellie Bishop	
	6/18/2019	PB F Clements	T 47049	Things not seen	
	6/18/2019	PB F Cooney	T 57775	The time travelers. Volume one : two novels	
	6/18/2019	PB F Dadey	T 40612	Werewolves don't go to summer camp	
	6/18/2019	PB F Dahl	T 41667	Charlie and the great glass elevator	
	6/18/2019	PB F Danziger	T 40616	You can't eat your chicken pox, Amber Brown	
	6/18/2019	PB F Davis	T 26209	Just like Martin	
	6/18/2019	PB F DeFelice	T 55267	Signal	
	6/18/2019	PB F Eager	T 54225	Seven-day magic	
	6/18/2019	PB F Eager	T 54226	Half magic	
	6/18/2019	PB F Edwards	T 40454	The return of Santa Paws	
	6/18/2019	PB F Erdrich	T 55610	The birchbark house	
	6/18/2019	PB F Forrester	T 30374	Sound the jubilee	
	6/18/2019	PB F Fox	T 15954	Lily and the lost boy	
	6/18/2019	PB F Fox	T 21483	Monkey island	
	6/18/2019	PB F Frank	T 17871	Anne Frank's Tales from the secret annex	
	6/18/2019	PB F Giff	T 44132	Kidnap at the Catfish cafe	
	6/18/2019	PB F Gregory	T 21270	The legend of Jimmy Spoon	
	6/18/2019	PB F Gregory	T 47830	Jimmy Spoon and the Pony Express	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: Professional, Reference, Regular. Patron Types: Faculty.

R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN/TITLES2			P 9000		
	6/18/2019	PB F	T 54223	Susannah	
	6/18/2019	Hickman PB F Hill	T 22656	Toughboy and Sister	
	6/18/2019	PB F Keene	T 14820	High marks for malice	
	6/18/2019	PB F Keene	T 14822	Most likely to die	
	6/18/2019	PB F Keene	T 14919	Most likely to die	
	6/18/2019	PB F Keene	T 26813	The teen model mystery	
	6/18/2019	PB F King-Smith	T 16353	The fox busters	
	6/18/2019	PB F	T 14173	Onion John	
	6/18/2019	Krumgold PB F L'Engle	T 26825	Many waters	
	6/18/2019	PB F	T 48994	Tunnel vision	
	6/18/2019	Lerangis PB F Levine	T 53909	Fairest	
	6/18/2019	PB F Levine	T 54222	The two princesses of Bamarre	
	6/18/2019	PB F Levy	T 55107	Night of the living gerbil	
	6/18/2019	PB F	T 41685	Wander	
	6/18/2019	Lindquist PB F	T 44798	Betsy-Tacy	
	6/18/2019	Lovelace PB F Lowry	T 48816	See you around, Sam!	
	6/18/2019	PB F Lowry	T 57073	The giver	
	6/18/2019	PB F Lupica	T 54160	Summer ball	
	6/18/2019	PB F	T 53716	Little house on Rocky Ridge	
	6/18/2019	MacBride PB F Peck	T 16041	Ghosts I have been	
	6/18/2019	PB F	T 47076	The Littles take a trip	
	6/18/2019	Peterson PB F	T 48808	The Littles take a trip	
	6/18/2019	Peterson PB F Porter	T 14995	Pollyanna	
	6/18/2019	PB F	T 55075	Harry Potter and the half-blood prince / Book 6.	
	6/18/2019	Rowling PB F	T 55587	Harry Potter and the goblet of fire	
	6/18/2019	Rowling			

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R.M. Miano Elementary Library

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
WITHDRAWN TITLES 2			P 9000		
	6/18/2019	PB F Twain	T 21976	The adventures of Huckleberry Finn,	
	6/18/2019	PB F Twain	T 41700	The adventures of Tom Sawyer	
	6/18/2019	PB F Williams	T 30378	Behind the bedroom wall	
	6/18/2019	PB F Wyss	T 21972	The Swiss family Robinson	
	6/18/2019	PB F Yolen	T 53208	The devil's arithmetic	
	6/18/2019	PB E 398.2	T 47660	The Irish Cinderlad	
	6/18/2019	Gilimo		A little pigeon toad	
	6/18/2019	PB E 428.1	T 58310	Water hole	
	6/18/2019	Gwynne	T 47994	Panda	
	6/18/2019	Shalev	T 53469	Costume of the classical world	
	5/31/2019	599.789 Star	T 14463	Stephen Biesty's incredible cross-sections	
	5/31/2019	Ref 391	T 22726	Many winters : prose and poetry of the Pueblos	
	5/31/2019	Ref 811	T 21772	Gente	
	6/18/2019	SP 155.2	T 22930	Diccionario bilingüe ilustrado. 1	
	6/18/2019	SP 463	T 41099	Diccionario bilingüe ilustrado. 1	
	6/18/2019	Diccionario	T 41100	Diccionario bilingüe ilustrado. 1	
	4/1/2019	SP 463	T 41101	Arre, moto, piti, poto, arre, moto, piti, pa	
	6/18/2019	Diccionario	T 41030	Hairs = Pelitos	
	6/18/2019	SP 861	T 25947	Simón y los animales : un cuento de invierno	
	6/18/2019	Bravo	T 41110	Un cuento grande como una casa	
	6/18/2019	SP E	T 18051	Arroz con leche : popular songs and rhymes from Latin America	