

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

Board of Trustees:

Jim Koontz (President)
Patricia Hughes (Member)

Flora Rodriguez (Member)
Mary McGill (Member)

Amparo Mariscal (Clerk)

School Board Meeting

November 13, 2017

Meeting Place: Library, Room 23

resolution: 2

Open Session 5:30 PM

***Possible board action**

Agenda

1. Called to order: Time: _____ pm

____ President Jim Koontz ____ Board Member Flora Rodriguez ____ Board Member Mary McGill
____ Board Member Patricia Hughes ____ Clerk Amparo Mariscal

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: None present

1.3 Community Input:

2. Regular Business Agenda: Board Action

2.0 PUBLIC HEARING: Public hearing was opened by the president at _____.
Public Comments:
Public hearing was closed at _____.

2.1 * October 10, 2017 Board Minutes: Review of minutes for any corrections. Board Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.2 * Accounts Payable: Review of accounts payable. Board Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.3 *Budget Revision: TCOE external business accountant Rachel Nunez submitted the report for the budget change update. Board Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.4 * Ducor School inter district attendance agreement to Burton School District Inter District for one kindergarten student. Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.5 Presentation. Caldwell Flores Winters, Inc. (CFW) provides professional consulting services for state aid, planning, facilities assessments, financial advisory, and program implementation services throughout the State of California. Superintendent Rodriguez requesting to contract with CFW to search, plan and prepare research for Ducor School continuous new construction and or modernization planning and application. Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.6 *SchoolWorks: Termination of services with SchoolWorks. Action:

Action: Mr. Koontz ____ Mrs. Rodriguez ____ Mrs. Hughes ____ Mrs. Mariscal ____ Mrs. McGill ____

2.7 *Educator Effectiveness Plan 2015-16: Education Effectiveness Plan will be used for professional development, coaching and support services. Board Action:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

2.8* Youth Suicide Prevention Policy: Policy to consider adopting a suicide prevention policy as a safety net for all students. Board Action:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

2.9 * Teacher Induction Program Agreement with TCOE; Teaching program that provides a two-year mentoring, support and professional learning for new teachers. The new teacher will achieve a California credential after completing the program. TCOE will charge \$3000 for this service. LCAP plan has included the cost for the service. Board Action:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

2.10 * Office Manager Salary Schedule Proposal; Office manager has proposed a new salary schedule increase for the 2017-18 school year. Board Action:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

2.11 * Discuss and Approve Revised Minutes for Board Meetings: The request of MGREEN, auditors, the board minutes needed to be revised to reflect the public hearing. The board needs to approve the revised minutes.

- October 10, 2017
- June 13, 2017
- September 14, 2016
- September 12, 2017

3. Informational:

3.1 Attendance

3.2 MGREEN finding/significant deficiency report for the fiscal year ending June 30 2017 unless it can be satisfactorily resolved prior to issuance of that report.

3.3 USbank corporate payment system: CAL-Card, information about the card. Ducor School will be applying and utilizing the CAL-Card for business purchases.

4. Adjourn to Closed Session: Time:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

5. Closed Session: Business

5.1. Employee

5.2. Administration

6.

7. Report Out of Closed Session: Time:

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

8. Adjournment: Time: pm

Action: Mr. Koontz___ Mrs. Rodriguez___ Mrs. Hughes___ Mrs. Mariscal___ Mrs. McGill___

Ducor School Board Attendance:

Date: _____

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2.1

Ducor School
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Board of Trustees:

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Mary McGill (Member)

Amparo Mariscal (Clerk)

School Board Meeting

October 10, 2017

Meeting Place: Library, Room 23

resolution: 2

Open Session 5:30 PM

***Possible board action**

Minutes

1. Called to order: Time: 5:30 pm

x President Jim Koontz x Board Member Flora Rodriguez x Board Member Mary McGill
abs Board Member Patricia Hughes x Clerk Amparo Mariscal

1.1 Pledge of Allegiance

1.2 Introduction of Visitors: Liliana Morales, Nancy Vogel, Lisa Lucio, Virginia Rubio (6:00 pm), Juan Reyes, Hector Avila, Florence Pace, Lupita Flores (6:10 pm)

1.3 Community Input: Hector Avila, PTSA board president, discuss PTSA activities and support for the students and appreciation to the superintendent and the board for allowing PTSA to have meetings and to fundraise for the students. Nancy Vogel, CSEA representative, expressed her disappointment for agenda item 2.8, expressing funds could be used to pay instructional aides. Lisa Lucio brought up the motion the board made from September board meeting that included the motion to approve 2.5 hours for the return of two instructional aides. Superintendent Rodriguez explained to the board that the motion was made without any agenda item to have a discussion or motion. Board President Jim Koontz recommended an amendment to approve the motion. Board President asked for motion to amend the discussion to return two instructional aides for 2.5 hours each during the September board meeting. Motion was made, first by board clerk, Amparo Mariscal and second from Flora Rodriguez. All board members approved motion.

2. Regular Business Agenda: Board Action

2.1 * September 12, 2017 Board Minutes: Review of minutes for any corrections. No discussion, no changes needed.
Board Action: Approved

Action: Mr. Koontz_m Mrs. Rodriguez_aye Mrs. Hughes_abs Mrs. Mariscal_2 Mrs. McGill_1

2.2 * Accounts Payable: Review of accounts payable. Board member Flora Rodriguez asked what the payment to Visalia print shop was for, Superintendent Rodriguez explained that it was for the Ducor shirts. Board Action: Approved

Action: Mr. Koontz_m Mrs. Rodriguez_2 Mrs. Hughes_abs Mrs. Mariscal_aye Mrs. McGill_1

2.3 *Budget Revision: TCOE external business accountant Rachel Nunez submitted the report for the budget change update. No discussion. Board Action: Approved

Action: Mr. Koontz_m Mrs. Rodriguez_aye Mrs. Hughes_abs Mrs. Mariscal_1 Mrs. McGill_2

2.4 * Ducor School inter district attendance agreement and Terra Bella School District Inter District agreement for both parties to accept student enrollment. Superintendent Rodriguez explained that the family seem to move in and out of Ducor often but overall are good students. Board Action:

Action: Mr. Koontz_m Mrs. Rodriguez_aye Mrs. Hughes_abs Mrs. Mariscal_2 Mrs. McGill_1

2.5 * Ducor School Credit Card Policy and Procedures: Credit card policy and procedure. Board member Flora Rodriguez asked if the credit cards would have the name of the person using the card. Superintendent Rodriguez explained that he would look into the requirements from the bank. The board wants to know how the credit cards would be identified by person in name or name of the school. Board did approve the credit card policy as long as the name or school name is on the card. Board Action: Approved

Action: Mr. Koontz_m__ Mrs. Rodriguez_1__ Mrs. Hughes_abs__ Mrs. Mariscal_2__ Mrs. McGill_aye__

2.6 *SELPA: Special Education Local Plan Area (SELPA). The Tulare County Office of Education houses the SELPA office and acts as the administrative head of the SELPA. The certification states that Ducor School is compliant with the state and federal laws, rules and regulations. Superintendent Rodriguez explained that Ducor School must comply with the budget and plan proposal through TCOE. Ducor School must also comply with the regulations and laws. Board President Jim Koontz explained that we had no choice but to comply. Board Action: Approved

Action: Mr. Koontz_m__ Mrs. Rodriguez_aye__ Mrs. Hughes_abs__ Mrs. Mariscal_1__ Mrs. McGill_2__

2.7 *Educator Effectiveness Plan 2015-16: December 2016, Ducor School board approved the EEP. MGREEN found that Ducor School did not pass the plan and expenditure at a second board meeting. This meeting will approve the adoption of the plan. Superintendent Rodriguez explained that the language submitted on the agenda should have read that this would be the first public hearing to discuss and present Educator Effectiveness plan. The second meeting would be to approve the budget for this plan. Board Action: NO ACTION for public hearing only.

Action: Mr. Koontz____ Mrs. Rodriguez____ Mrs. Hughes____ Mrs. Mariscal____ Mrs. McGill____

2.8 *Education and Leadership Foundation Ducor School Intervention Program: Under the Supplemental Education Services, Ducor School elects to use 20% or approximately \$17,000 from Title 1 part A funding to provide after school tutoring for students on site and the pre-k tutoring services for the school year. Currently, SES is not a requirement but an election to select the best application to demonstrate increase academics proficiency for students. Superintendent Rodriguez explained that the ELF was budgeted and planned through LCAP. The funding from title 1 was not required but was an effective plan to continue to hire for the pre-k tutoring services and the after school tutoring services. Board President Jim Koontz open the floor for any more discussions or comments to the public. Mrs. Nancy Vogel stated that she was disappointed to see title 1 funding going to ELF and not to pay for instructional aides. Board President Jim Koontz motions to move discussion to close session due to employee personnel discussion. Board Action: Moved to close session

Action: Mr. Koontz_m__ Mrs. Rodriguez_aye__ Mrs. Hughes_abs__ Mrs. Mariscal_2__ Mrs. McGill_1__

2.9 * Section 125 Flexibility Benefit Plan Adoption Agreement: agreement for those employees who qualify to participate. Board President Jim Koontz asked if there were any employees on the 125 flex plan. Mr. Sosa, office manager, said no. Board Action: Approved

Action: Action: Mr. Koontz_m__ Mrs. Rodriguez_aye__ Mrs. Hughes_abs__ Mrs. Mariscal_2__ Mrs. McGill_1__

2.10 * San Joaquin Valley Air District Grant: New alternative Fuel Purchase. Kaweah Equipment Co. offer to complete the grant application for Ducor School. Ducor would purchase a new utility vehicle from Kaweah Equipment Co. The grant would then release funding to pay back Ducor School. Superintendent Rodriguez shared with the board the Cushman battery operated cart that was is being considered for purchase. The cart would replace the existing cart. Ducor School did qualify for more equipment but did not have the room to store the equipment. Board Member Mary McGill asked how long it would take to for the funding to return back to Ducor, Superintendent explained between 2-4 weeks. Board Action: Approved

Action: Mr. Koontz_m__ Mrs. Rodriguez_2__ Mrs. Hughes_abs__ Mrs. Mariscal_1__ Mrs. McGill_aye__

2.11 * CSEA: negotiation up date, discussion to activate instructional aides from lay off. Ducor School required to cease and assist all duties replaced by volunteers, students and non-bargaining employees in place instructional aide positions. Board Action: Moved to close session.

Action: Mr. Koontz____ Mrs. Rodriguez____ Mrs. Hughes____ Mrs. Mariscal____ Mrs. McGill____

3. Informational:

3.1 Attendance

3.2 Budget Report: Mr. Sosa will discuss changing the budget report to better understand and compare quarterly reports. Mr. Sosa would be adding pie charts to the budget report to reflect a better visual display of the budget.

3.3 2017 Fall Institute: November 14 at the Wyndham Visalia

3.4 Technology presentation: Examples of how teachers are using technology in class with Mrs. Esqueda. School board members moved to Mrs. Esqueda room to learn more about how technology was being used in the classroom.

3.5 PTSA

3.6 October Calendar

3.7 Student services with Mr. Reyes and Ms. Flores. Ms. Flores presented a power point presentation and talking about the kid power program.

4. Adjourn to Closed Session: Time: 6:10 pm

Action: Mr. Koontz_m__ Mrs. Rodriguez_aye__ Mrs. Hughes_abs__ Mrs. Mariscal_2__ Mrs. McGill_1__

5. Closed Session: Business

5.1. Employee

5.2. Administration

6.

7. Report Out of Closed Session: Time: 6:45 pm No Actions Taken

Action: Mr. Koontz__ Mrs. Rodriguez__ Mrs. Hughes__ Mrs. Mariscal__ Mrs. McGill__

8. Adjournment: Time: 6:45 pm

Action: Mr. Koontz_m__ Mrs. Rodriguez_2_ Mrs. Hughes_abs__ Mrs. Mariscal_1__ Mrs. McGill_aye__

Accounts Payable Final Prelist - 11/8/2017 3:36:46PM

*** FINAL ***

Batch No 210

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
012999	ADVANCED MICRO SYSTEMS	PV-180296	9/24/2017		180267		010-00000-0-00000-27000-58000-0-0000 Network Optimization Agreement payment for October	\$536.00		
							Total Check Amount:	\$536.00		
013312	AMERIPRIDE - CAFETERIA	PV-180286	10/18/2017		1502003413		130-53100-0-00000-82000-55000-0-0000 towel microfiber ribbed, mop wet large, service ch	\$39.09		
	AMERIPRIDE - CAFETERIA	PV-180287	10/25/2017		1502008195		130-53100-0-00000-82000-55000-0-0000	\$39.09		
	AMERIPRIDE - CAFETERIA	PV-180288	11/8/2017		1502018043		130-53100-0-00000-82000-55000-0-0000	\$39.09		
							Total Check Amount:	\$117.27		
013311	AMERIPRIDE UNIFORM SERVICE	PV-180283	10/18/2017		1502003411		010-00000-0-00000-82000-55000-0-0000 mop dry, mop dry handle, towel wiper, mats, and se	\$97.82		
	AMERIPRIDE UNIFORM SERVICE	PV-180284	10/25/2017		1502008192		010-00000-0-00000-82000-55000-0-0000	\$97.82		
	AMERIPRIDE UNIFORM SERVICE	PV-180285	11/8/2017		1502018040		010-00000-0-00000-82000-55000-0-0000	\$97.82		
							Total Check Amount:	\$293.46		
013295	AT&T	PV-180311	10/25/2017		Oct. 25, 2017		010-00000-0-00000-82000-55000-0-0000 long distance and fire alarm charges	\$82.81		
							Total Check Amount:	\$82.81		
013476	California Turf Equipment & Su	PV-180314	8/30/2017		345041		010-11000-0-00000-82000-43000-0-0000 hex belt bb wrapped for lawnmower	\$127.40		
							Total Check Amount:	\$127.40		
012832	CDW GOVERNMENT	PV-180308	10/23/2017		KNZ1674		010-30100-0-11100-10000-44000-0-0000 ELMO TT-121D Document Camera at \$679.00e, plus sh	\$750.53		
							Total Check Amount:	\$750.53		
013417	Culligan (Water Conditioning)	PV-180300	10/31/2017		30762		010-00000-0-00000-82000-55000-0-0000 fee for bottled water delivery	\$204.00		
							Total Check Amount:	\$204.00		
013383	C/IN, LLC	PV-180312	11/1/2017		10377		010-00000-0-00000-27000-59000-0-0000 internet connection	\$109.15		
							Total Check Amount:	\$109.15		

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*** FINAL ***

Batch No 210

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013099	DON ROSE OIL COMPANY, INC.	PV-180306	10/5/2017		211314		010-00000-0-00000-36000-43000-0-0000	\$740.57		
							loaded 250gals diesel at \$2.515gal, fed tax, spill			
							Total Check Amount:	\$109.15		
012182	DUCOR CASH REVOLVING FUND	PV-180295	11/3/2017		ch#696		010-00000-0-11100-42000-58000-0-0000	\$40.00	M	
							fee for referee for soccer game			
							Total Check Amount:	\$40.00		
012906	EDUCATIONAL DATA SYSTEMS	PV-180310	11/1/2017		111723237		010-00000-0-11100-10000-42000-0-0000	\$73.86		
							charges for excessive CELDT materials			
							Total Check Amount:	\$73.86		
013237	EDUCATIONAL RESOURCE SERVICES	PV-180289	9/27/2017		F1115-DUE		010-62640-0-11100-10000-58000-0-0000	\$224.00		
							Proactive Discipline workshop for Angelica Esqueda			
							Total Check Amount:	\$224.00		
013390	Exeter Unified School District	PV-180307	10/27/2017		010-1810		010-00000-0-00000-27000-52000-0-0000	\$60.00		
							registration fee for Student Body workshop for Jer			
							Total Check Amount:	\$60.00		
013481	GUITAR CENTER	PV-180309	11/8/2017		Nov. 8		010-90329-0-11100-10000-43000-0-0000	\$708.94		
	GUITAR CENTER		11/8/2017		Nov. 8		Powered PA speaker, speaker stand, protection plan	\$1,508.48		
	GUITAR CENTER		11/8/2017		Nov. 8		010-90329-0-11100-10000-44000-0-0000	\$581.82		
							010-90329-0-11100-10000-58000-0-0000			
							Total Check Amount:	\$2,799.24		
012946	HOUGHTON MIFFLIN HARCOURT	PV-180291	10/25/2017		953478775		010-11000-0-11100-10000-41000-0-0000	\$213.97		
							2 McDougal Little World History: Ancient Civiliza			
							Total Check Amount:	\$213.97		

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Tulare County Office of Education
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3:36:46PM

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*** FINAL ***
Batch No 210

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013293	MIDTOWN SPORTS	PV-180290	10/25/2017		41179		010-00000-0-11306-42000-43000-0-0000 6 size 4 soccer balls, 6 size 5 soccer balls at \$1	\$143.09		
							Total Check Amount:	\$143.09		
013327	PROTECTION ONE ALARM MONITORIN	PV-180299	10/29/2017		119352390		010-00000-0-00000-27000-58000-0-0000 Equipment lease, fire inspection, fire monitoring,	\$2,441.86	L	
							Total Check Amount:	\$2,441.86		
012443	QUILL CORPORATION	PV-180292	10/10/2017		1518725		010-11000-0-11100-10000-43000-0-0000 5 4pk clay rolling pins at \$10.99 a set plus tax	\$59.21		
	QUILL CORPORATION	PV-180293	10/9/2017		1486671		010-11000-0-11100-10000-43000-0-0000 1 Preschool basic skills fine motor	\$9.79		
							Total Check Amount:	\$69.00		
012652	SIGNAL AUTO PARTS	PV-180315	10/19/2017		38550		010-11000-0-00000-82000-43000-0-0000 5gallon gas can at \$39.88 plus tax	\$42.97		
	SIGNAL AUTO PARTS	PV-180316	10/19/2017		38549		010-00000-0-00000-36000-43000-0-0000 DEF 2-1/2 gallon at \$26.81 for 4, plus tax	\$71.42		
							Total Check Amount:	\$114.39		
012681	SISC III	PV-180297	11/1/2017		Nov 1 - Nov 30		010-00000-0-00000-00000-95024-0-0000 Health & Welfare benefits	\$22,001.00	G	
							Total Check Amount:	\$22,001.00		
012837	SUPPLYWORKS	PV-180301	10/10/2017		415714096		010-00000-0-00000-82000-55000-0-0000 foam skin cleanser, sanitizer, counter brush, tork	\$683.73		
	SUPPLYWORKS	PV-180302	10/13/2017		416167856		010-00000-0-00000-82000-55000-0-0000 8in counter brush, roof sealant, silicon sealant,	\$43.29		
	SUPPLYWORKS	PV-180303	10/13/2017		416167864		010-00000-0-00000-82000-55000-0-0000 Ajax oxygen bleach, food safe sanitizer	\$217.64		
	SUPPLYWORKS	PV-180304	10/27/2017		417781309		010-00000-0-00000-82000-55000-0-0000 PL roof and flashing sealant, Armstrong floor tile	\$115.63		
	SUPPLYWORKS	PV-180305	10/24/2017		417187515		010-00000-0-00000-82000-55000-0-0000 torkmatic paper towel dispenser, jumbo tissue pape	\$52.34		
							Total Check Amount:	\$1,112.63		

Accounts Payable Final Prelist - 11/8/2017 3:36:46PM

FINAL

Batch No 210

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check Account Code	Amount	Flag	EFF
013389	US Bank Equipment Finance	PV-180294	10/20/2017		342303963	010-00000-0-00000-72000-58000-0-0000 contract payment for lease on copiers plus late fe	\$1,007.44		
						Total Check Amount:	\$1,007.44		
012434	WASTE MANAGEMENT	PV-180313	11/1/2017		4137399-0165-5	010-00000-0-00000-82000-55000-0-0000 trash services for month of October-recycle dumpst	\$538.26		
						Total Check Amount:	\$538.26		

Accounts Payable Final Prelist - 11/8/2017 3:36:46PM

*** FINAL ***

Batch No 210

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
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Total District Payment Amount: \$33,799.93

Accounts Payable Final Prelist - 11/8/2017 3:36:46PM

*** FINAL ***

Batch No 210

Audit
Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Total Accounts Payable:	Batch No 210
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Batch No 210

Total Accounts Payable:

\$33,799.93

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 33,799.93 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary	Total
010	\$33,682.66
130	\$117.27
Total	\$33,799.93

Accounts Payable Final Prelist - 11/2/2017 3:35:47PM

*** FINAL ***

Batch No 209

Audit

Amount Flag EFT

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	
012999	ADVANCED MICRO SYSTEMS	PV-180267	10/22/2017		180309		010-00000-0-00000-27000-58000-0-0000 Network Optimization monthly billing for Nov. 2017	\$536.00
							Total Check Amount:	\$536.00
013312	AMERIPRIDE - CAFETERIA	PV-180259	11/1/2017		1502013168		130-53100-0-00000-82000-55000-0-0000 towel-microfiber, mop wet large, and service charge	\$39.09
							Total Check Amount:	\$39.09
013311	AMERIPRIDE UNIFORM SERVICE	PV-180258	11/1/2017		1502013162		010-00000-0-00000-82000-55000-0-0000 mop dry, mop dry handle, towel wiper, mats,	\$97.82
							Total Check Amount:	\$97.82
012910	CONNEX SAFETY PRODUCTS	PV-180275	10/11/2017		05427715		130-53100-0-00000-82000-55000-0-0000 10 medium latex industrial gloves at \$13.75e	\$176.96
							Total Check Amount:	\$176.96
013099	DON ROSE OIL COMPANY, INC.	PV-180273	10/25/2017		252256		010-00000-0-00000-82000-55000-0-0000 loaded 250gals at \$1.489gal, plus percentage fee,	\$406.50
							Total Check Amount:	\$406.50
012182	DUCOR CASH REVOLVING FUND	PV-180277	10/19/2017		ch#695		010-00000-0-00000-27000-59000-0-0000 purchase for priority mail stamps	\$106.40
							Total Check Amount:	\$106.40
012814	DUCOR STUDENT BODY	PV-180264	10/27/2017		ch# 1770		010-00000-0-11100-42000-58000-0-0000 reimbursing student body for referee fee for game	\$40.00
							Total Check Amount:	\$40.00
013479	Earlilmart School District	PV-180270	10/9/2017		2016-2017		010-90358-0-71100-40000-58000-0-0000 Fee for use of pool for Summer Night Lights events	\$600.00
							Total Check Amount:	\$600.00
013349	INTEGRATED DESIGNS BY SOMAM	PV-180269	10/10/2017		0020379		350-77110-0-00000-85000-58000-0-0000 Ducor roof replacement	\$2,165.40
							Total Check Amount:	\$2,165.40

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Accounts Payable Final Prelist - 11/2/2017 3:35:47PM

*** FINAL ***
Batch No 209
Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total Check Amount:								\$2,165.40		
013278	ISIDRO RODRIGUEZ	PV-180260	10/23/2017		1023		010-00000-0-00000-27000-43000-0-0000 reimbursement for purchase of sandwich platter for	\$13.38		
	ISIDRO RODRIGUEZ	PV-180261	10/30/2017		1030		010-00000-0-00000-27000-43000-0-0000 reimbursement for purchase of sandwich platter for	\$13.38		
Total Check Amount:								\$26.76		
013419	John Dhanans	PV-180279	10/8/2017		108		010-11000-0-11100-10000-43000-0-0000 reimbursement for science project supplies	\$44.52		
	John Dhanans	PV-180280	10/17/2017		1017		010-11000-0-11100-10000-43000-0-0000 reimbursement for science project	\$14.33		
Total Check Amount:								\$58.85		
013367	Kyle McDonald	PV-180262	10/30/2017		9962		010-00000-0-00000-27000-43000-0-0000 reimbursement for purchase of trainer tape for P E	\$18.39		
Total Check Amount:								\$18.39		
013005	LOZANO SMITH	PV-180272	10/20/2017		2037220		010-00000-0-00000-71100-58000-0-0000 Board Governance Workshop for 4 members at \$110.00	\$440.00		
Total Check Amount:								\$440.00		
013359	NOE RODRIGUEZ	PV-180276	10/19/2017		1019		010-00000-0-00000-82000-55000-0-0000 reimbursement for purchase of unleaded fuel due to	\$41.67		
Total Check Amount:								\$41.67		
012703	PAGE, FLORANCE	PV-180278	10/10/2017		1010		010-00000-0-11100-10000-52000-0-0000 reimburse for mileage for Small School conference	\$48.15		
Total Check Amount:								\$48.15		
012443	QUILL CORPORATION	PV-180274	10/12/2017		1625122		010-11000-0-11100-10000-43000-0-0000 20 clipboards at \$1.49e, plus shipping and handling	\$40.72		
	QUILL CORPORATION	PV-180281	10/3/2017		1364390		010-00000-0-00000-27000-43000-0-0000 Expo dry erase markers and Dell black toner	\$185.30		
	QUILL CORPORATION	PV-180282	10/10/2017		1517390		010-00000-0-00000-27000-43000-0-0000 5 boxes envelopes w/window at \$15.79e	\$85.11		

Accounts Payable Final Prelist - 11/2/2017 3:35:47PM

*** FINAL ***

Batch No 209

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total Check Amount:										
013461	Small School Districts Associa	PV-180268	10/22/2017		PO# 1084		010-00000-0-00000-71500-52000-0-0000	\$175.00		
							Visalia Superintendent Summit registration fee for			
Total Check Amount:								\$175.00		
005384	SOUTHERN CALIFORNIA EDISON	PV-180266	10/25/2017		Oct 25, 2017		010-00000-0-00000-82000-55000-0-0000	\$2,098.12		
Total Check Amount:								\$2,098.12		
012709	TULARE COUNTY OFFICE OF ED.	PV-180257	11/1/2017		November 1, 2017		010-07200-0-11100-10000-43000-0-0108	\$105.00		
							registration fee for 33 stu and 2 ad to attend You			
Total Check Amount:								\$750.00		
	TULARE COUNTY OFFICE OF ED.	PV-180265	10/24/2017		180717		010-00000-0-00000-72000-58000-0-0000			
Total Check Amount:								\$855.00		
013428	Tulare County Small School Sup	PV-180271	10/17/2017		Part A & B Dues		010-00000-0-00000-71500-53000-0-0000	\$150.00		
							Dues for Superintendent Assoc. and SCICON fund cont			
Total Check Amount:								\$42.50		
	Tulare County Small School Sup		10/17/2017		Part A & B Dues		010-00000-0-11100-10000-58000-0-0000			
Total Check Amount:								\$192.50		
006227	WEISENBERGERS ACE HARDWARE	PV-180263	9/12/2017		B806926		010-11000-0-00000-82000-43000-0-0000	\$64.87		
Total Check Amount:								\$64.87		

Accounts Payable Final Prelist - 11/2/2017 3:35:47PM

*** FINAL ***
Batch No 209

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Total District Payment Amount:								\$8,498.61		

Accounts Payable Final Prelist - 11/2/2017 3:35:47PM

*** FINAL ***
Batch No 209

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate		Total Accounts Payable:	Amount	Flag	EFT
						Check	Account Code				

Batch No 209

\$8,498.61

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 8,498.61 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature _____ Date _____

Fund Summary		Total
010		\$6,117.16
130		\$216.05
350		\$2,165.40
Total		\$8,498.61

Accounts Payable Final Prelist - 10/25/2017 2:54:55PM

*** FINAL ***
Batch No 207
Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013312	AMERIPRIDE - CAFETERIA	PV-180253	9/27/2017		1501988505		130-53100-0-00000-82000-55000-0-0000 towel microfiber, mop wet large, plus service char	\$38.60		
							Total Check Amount:	\$38.60		
013311	AMERIPRIDE UNIFORM SERVICE	PV-180254	9/27/2017		1501988503		010-00000-0-00000-82000-55000-0-0000 mop dry, mop dry handle, towel wiper, mats, plus s	\$90.57		
							Total Check Amount:	\$90.57		
013375	INFINITY COMMUNICATIONS	PV-180255	10/16/2017		6953		010-00000-0-00000-72000-58000-0-0000 Erate Consulting services fee for Year 21	\$1,750.00		
							Total Check Amount:	\$1,750.00		
013349	INTEGRATED DESIGNS By SOMAM	PV-180249	9/22/2017		20362		350-77110-0-00000-85000-58000-0-0000 modernization project-roof replacement	\$5,781.60		
							Total Check Amount:	\$5,781.60		
013278	ISIDRO RODRIGUEZ	PV-180246	10/5/2017		105		010-00000-0-00000-27000-43000-0-0000 sandwich platter for diac/lcap parent meeting	\$70.00		
	ISIDRO RODRIGUEZ	PV-180250	10/13/2017		1013		010-00000-0-00000-82000-55000-0-0000 reimbursement for out of pocket pay to fill school	\$40.00		
							Total Check Amount:	\$110.00		
013451	Juan T. Reyes Consulting	PV-180245	10/1/2017		003		010-07200-0-11100-31100-58000-0-0101 guidance/counselor services	\$5,928.00		
							Total Check Amount:	\$5,928.00		
013005	LOZANO SMITH	PV-180247	10/10/2017		2035555		010-00000-0-00000-71100-58000-0-0000 legal services regarding case issues through Sept	\$888.30		
							Total Check Amount:	\$888.30		
013252	PUSD STUDENT NUTRITION	PV-180248	9/20/2017		8096		130-53100-0-00000-37000-58000-0-0000 student brunch, lunch, and Choices snacks Aug 2017	\$13,699.40		
							Total Check Amount:	\$13,699.40		

Accounts Payable Final Prelist - 10/25/2017 2:54:55PM

*** FINAL ***

Batch No 207

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
013199	RES COM Pest Control	PV-180252	10/7/2017		1577331		130-53100-0-00000-82000-55000-0-0000	\$45.00		
							spray for ants, roaches, spiders			
							Total Check Amount:	\$45.00		
013162	SOUTHWEST SCHOOL SUPPLY	PV-180251	9/27/2017		PINV0334687		010-11000-0-11100-10000-43000-0-0000	\$832.69		
							6 activity tables, tops at \$102.90e, legs at \$25.9			
							Total Check Amount:	\$832.69		

Accounts Payable Final Prelist - 10/25/2017 2:54:55PM

*** FINAL ***

Batch No 207

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Total District Payment Amount: \$29,164.16

Accounts Payable Final Prelist - 10/25/2017 2:54:55PM

*** FINAL ***

Batch No 207

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Batch No 207

Total Accounts Payable: \$29,164.16

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 29,164.16 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature _____ Date _____

Fund Summary		Total
010		\$9,599.56
130		\$13,783.00
350		\$5,781.60
Total		\$29,164.16

Page 1 of 2
APV500

FINAL

Batch No 206

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
012999	ADVANCED MICRO SYSTEMS	CW-180003	10/12/2017		180180CM		010-30100-0-11100-10000-43000-0-0000	((\$942.61)		
	ADVANCED MICRO SYSTEMS	PV-180228	7/25/2017		180180	credit	010-30100-0-11100-10000-44000-0-0000	\$17,328.36	A	
	ADVANCED MICRO SYSTEMS		7/25/2017		180180	Purchase of 17 65" Home Theater display, plus moun	010-30100-0-11100-10000-43000-0-0000	\$3,810.04	A	
						Total Check Amount:		\$20,295.79		
013312	AMERIPRIDE - CAFETERIA	PV-180239	10/4/2017		1501993595		130-53100-0-00000-82000-55000-0-0000	\$42.68		
	AMERIPRIDE - CAFETERIA	PV-180240	10/11/2017		1501998512	towel microfber, mop wet lge, service charge	130-53100-0-00000-82000-55000-0-0000	\$39.09		
						towel micro-fiber, mop wet large, service charge				
						Total Check Amount:		\$81.77		
013311	AMERIPRIDE UNIFORM SERVICE	PV-180237	10/4/2017		1501993589		010-00000-0-00000-82000-55000-0-0000	\$97.82		
	AMERIPRIDE UNIFORM SERVICE	PV-180238	10/11/2017		1501998507	mop dry, mop dry handle, towel wiper, mats plus se	010-00000-0-00000-82000-55000-0-0000	\$97.82		
						mop dry, mop dry handle, towel wiper, mats, servic				
						Total Check Amount:		\$195.64		
013215	BUREAU OF EDUCATION & RESEARCH	PV-180229	9/24/2017		4750742		010-30100-0-11100-10000-58000-0-0000	\$916.00		
						Training registration for 2 teachers and coach at				
						Total Check Amount:		\$916.00		
013383	CVTN LLC	PV-180234	10/1/2017		10210		010-00000-0-00000-27000-59000-0-0000	\$109.15		
						Internet connection				
						Total Check Amount:		\$109.15		
012182	DUCOR CASH REVOLVING FUND	PV-180235	10/6/2017		ch#689		010-00000-0-11100-42000-58000-0-0000	\$40.00	M	
	DUCOR CASH REVOLVING FUND	PV-180236	10/6/2017		ch#688	paid referee for game	010-00000-0-11100-42000-58000-0-0000	\$40.00	M	
						Total Check Amount:		\$80.00		

Accounts Payable Final Prelist - 10/12/2017 3:53:16PM

*** FINAL ***

Batch No 206

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
005481	EMPLOYMENT DEVELOPMENT DEPT	PV-180241	9/30/2017		Yr 17 Qtr 3		010-00000-0-00000-00000-95025-0-0000	\$84.54	G	
						SLI contributions				
						Total Check Amount:		\$84.54		
013441	Home Depot Credit Services	PV-180230	9/28/2017				010-00000-0-00000-27000-43000-0-0000	\$150.47	M	
						purchased small fridge for office for storage of s				
						010-11000-0-00000-82000-43000-0-0000		\$62.14	M	
						purchased 5 rosebushes at \$11.48e for front of sch				
						Total Check Amount:		\$212.61		
013410	INDOOR ENVIRONMENTAL SERVICES	PV-180244	10/3/2017		W/O#1		010-62300-0-00000-81000-58000-0-0000	\$25,144.00	A	
						facilities solution agreement-ongoing Prop39				
						010-00000-0-00000-81000-58000-0-0000		\$8,817.20	A	
						Total Check Amount:		\$33,961.20		
013478	Pixley Union School District	PV-180243	9/28/2017		103		010-62640-0-11100-10000-58000-0-0000	\$140.00		
						Cue rockstar black label training for instrcnl. c				
						Total Check Amount:		\$140.00		
012443	QUILL CORPORATION	PV-180232	9/26/2017		1174506		010-00000-0-00000-27000-43000-0-0000	\$247.78		
						4 roll variety color of butcher paper at \$49 and \$				
						Total Check Amount:		\$247.78		
012470	STATE BOARD OF EQUALIZATION	PV-180242	10/1/2017		Jul - Sept 2017		010-00000-0-00000-36000-58000-0-0000	\$4.30		
						diesel fuel tax				
						Total Check Amount:		\$4.30		
012837	SUPPLYWORKS	CM-180004	10/12/2017		412370561		010-00000-0-00000-82000-55000-0-0000	\$36.29		
						credit				
						010-00000-0-00000-82000-55000-0-0000		\$33.25		
						12 speedex degreaser industrial cleaner at \$2.56e				
						Total Check Amount:		\$69.54		

Accounts Payable Final Prelist - 10/12/2017 3:53:16PM

FINAL

Batch No 206

Audit

Amount	Flag	EFT
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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
Total District Payment Amount:								\$56,398.32		

Tulare County Office of Education
Accounts Payable Final Prelist - 10/12/2017 3:53:16PM

*** FINAL ***

Batch No 206

Audit

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Flag	EFT
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Batch No 205

Total Accounts Payable: \$56,398.32

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 56,398.32 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary	Total
010	\$56,316.55
130	\$81.77
Total	\$56,398.32

2-3

10 Ducor Union Elementary School District
Fiscal Year: 2018
Budget Revision Prelist

Budget Revision - Prelist

BGR030
Rachelmgr

11/7/2017
1:27:50PM

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 0100 General Fund			
Revenues			
010-90172-0-00000-00000-85900-0-0000	\$0.00	\$12,877.00	\$12,877.00
Other State Revenues	\$0.00	\$12,877.00	\$12,877.00
010-90329-0-00000-00000-86990-0-0000	\$0.00	\$3,500.00	\$3,500.00
Other Local Revenues	\$0.00	\$3,500.00	\$3,500.00
Total Revenues	\$0.00	\$16,377.00	\$16,377.00
Expenditures			
010-62640-0-11100-10000-11000-0-0000	\$11,264.00	(\$1,200.00)	\$10,064.00
Certificated Salaries	\$11,264.00	(\$1,200.00)	\$10,064.00
010-07200-0-11100-10000-43000-0-0109	\$11,112.00	(\$14.00)	\$11,098.00
010-07200-0-11100-10000-44000-0-0109	\$1,602.00	\$14.00	\$1,616.00
010-30100-0-11100-10000-44000-0-0000	\$18,950.00	\$745.00	\$19,695.00
010-90329-0-11100-10000-43000-0-0000	\$0.00	\$1,500.00	\$1,500.00
010-90329-0-11100-10000-44000-0-0000	\$0.00	\$2,000.00	\$2,000.00
010-90358-0-71100-40000-43000-0-0000	\$1,400.00	(\$300.00)	\$1,100.00
Books and Supplies	\$33,064.00	\$3,945.00	\$37,009.00
010-00000-0-00000-81000-58000-0-0000	\$0.00	\$8,820.00	\$8,820.00
010-30100-0-11100-10000-58000-0-0000	\$44,280.00	(\$745.00)	\$43,535.00
010-62640-0-11100-10000-58000-0-0000	\$250.00	\$1,200.00	\$1,450.00
010-90358-0-71100-40000-56000-0-0000	\$1,200.00	(\$300.00)	\$900.00
010-90358-0-71100-40000-58000-0-0000	\$0.00	\$600.00	\$600.00
Services, Other Operating Expenses	\$45,730.00	\$9,575.00	\$55,305.00

10 Ducor Union Elementary School District
Fiscal Year: 2018
Budget Revision Prelist

Budget Revision - Prelist

BGR030
Rachelmng

11/7/2017
1:27:50PM

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-90172-0-00000-82000-64000-0-0000	\$0.00	\$12,877.00	\$12,877.00
Capital Outlay	\$0.00	\$12,877.00	\$12,877.00
Total Expenditures	\$90,058.00	\$25,197.00	\$115,255.00
Budgeted Unappropriated Fund Balance before this adjustment:		\$809,732.46	
Total Adjustment to Unappropriated Fund Balance:		(\$8,820.00)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$800,912.46	

10 Ducor Union Elementary School District
Fiscal Year: 2018
Budget Revision Prelist

Budget Revision - Prelist

BGR030
Rachelmgr

11/7/2017
1:27:50PM

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund:	3500 County School Facilities Fund - New Construction			
Expenditures				
	350-77110-0-00000-85000-58000-0-0000	\$0.00	\$12,077.00	\$12,077.00
	Services, Other Operating Expenses	\$0.00	\$12,077.00	\$12,077.00
Total Expenditures		\$0.00	\$12,077.00	\$12,077.00
Budgeted Unappropriated Fund Balance before this adjustment:			\$21,239.00	
Total Adjustment to Unappropriated Fund Balance:			(\$12,077.00)	
Budgeted Unappropriated Fund Balance after this adjustment:			\$9,162.00	

92.4

DUCOR UNION ELEMENTARY SCHOOL DISTRICT
INTERDISTRICT ATTENDANCE AGREEMENT

THIS AGREEMENT, made and entered into this 13th day of November, 2017, pursuant to Education Code Section 10801, pursuant to Education Code Section 10801, by and between the Governing Board of the Ducor Union Elementary School District of Tulare County and the Governing Board of the Burton School District of Tulare County.

WITNESSETH:

IT IS MUTUALLY AGREED as follows:

1. Burton School District agrees to accept, insofar as facilities permit, the following named pupil from the Ducor Union Elementary School District:

1	Davina J. Morales	Kindergarten (Burton Elem.)
	Student Name	Grade
2.	Student Name	Grade
3.	Student Name	Grade
4.	Student Name	Grade
2. Burton School District agrees to furnish said pupils the same advantages, equipment, supplies and services as furnished to other pupils in attendance at this school, excluding transportation.
3. CHECK A OR B AS APPLICABLE:
 - A. XXXXX NO TUITION CHARGE: The district of attendance shall be credited with the pupil attendance for apportionment purposes and the revenue limit pursuant to Education Code Section 20904 or 20905 (Ed Code Sec. 10813-2b).
 - B. _____ TUITION CHARGED: The maximum charge shall be the actual cost per unit of average daily attendance for the grade level or program, less any income other than tuition, received by the district of attendance on account of such attendance. Any tuition payment shall be made no later than August 31 after the close of the year. (Ed Code Sec. 10813-2a).
4. This agreement is effective only for the school year beginning July 1, 2017 and ending June 30, 2018, and neither part is bound by said agreement or any of the covenants herein contained after the expiration of said school year.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed the day & year above.

GOVERNING BOARD OF THE DUCOR
UNION ELEMENTARY SCHOOL
DISTRICT

BY: 

TITLE: Superintendent

DATE:

GOVERNING BOARD OF BURTON
SCHOOL DISTRICT

BY: _____

TITLE: _____

DATE: _____

2.5

CONTRACT FOR PROFESSIONAL CONSULTING SERVICES

This contract is entered into this ____ day of _____ 2017, and is made by and between Caldwell Flores Winters, Inc. and the Ducor Union Elementary School District of Tulare County.

RECITALS

WHEREAS, Caldwell Flores Winters, Inc. (hereinafter, "CFW") provides professional consulting services for State aid, planning, facilities assessments, financial advisory, and program implementation services throughout the State of California;

WHEREAS, the Ducor Union Elementary School District (hereinafter, "District"), a California Public School District located in Tulare County, is seeking to retain the services of a professional consulting firm for the purpose of providing professional consulting, advice, strategic planning and solicitation of State financial grants through the State School Facilities Program and other related programs offering funding to California public school districts for facilities programs (hereinafter, "State Aid Services");

WHEREAS, the District desires, where appropriate, to submit applications to receive grant funds through the School Facilities Program pursuant to Proposition 51 including the State's matching program for eligible projects and desires to retain the services of CFW to guide the District through the application and approval process;

WHEREAS, CFW will also assist the District in establishing or updating its baseline eligibility for grant funding from the State;

WHEREAS, the District desires to retain the professional services of CFW to provide consulting with respect to the State's School Facilities Program, as approved by the District and more particularly described in this Contract;

WHEREAS, the District has determined that it cannot provide through its own personnel the services to be performed by CFW under this Agreement, the services provided by CFW are exempt from Public Contract Code section 20111, and the District has fully complied with its policies, bylaws, rules, and/or procedures for entering into this Agreement;

NOW THEREFORE, for good and valuable consideration of the covenants set forth herein and other good and valuable consideration, the receipt and adequacy of which is acknowledged by the District and CFW (hereinafter, "Parties"), the Parties hereby agree as follows:

I. PROFESSIONAL CONSULTANT SERVICES

CFW agrees to provide the District with professional consulting services in the form of State Aid Services as more fully set forth and specified in Exhibit A, incorporated herein and made a part of this Contract by reference.

II. DISTRICT COOPERATION

In order to perform the professional State Aid Services, CFW will require complete and accurate information. The District understands and agrees to cooperate with CFW by furnishing all necessary District information and records in a timely, diligent and accurate basis to the extent practicable and upon the request of CFW. On occasion, CFW may require the opportunity to consult with District staff to obtain information that is not readily available from District records and to clarify information that is not otherwise self-evident. The District agrees from time to time to make its staff available for these consultations.

From time to time, when necessary and appropriate, CFW may request that the District authorize access to consultants that the District is currently working with in order to complete the scope of work contemplated herein. The District agrees to provide or authorize access to these additional professional services as necessary to carry out the scope of work, if needed.

III. CONFIDENTIALITY OF INFORMATION

CFW recognizes that much of the information related to the services provided by CFW is public information that must be published and/or disclosed to the public upon request. It is the responsibility of the District to make the determination of whether a particular document or other tangible information is subject to disclosure and to disclose said information at the appropriate times. While the District makes that determination, CFW shall regard all information received during the performance of services pursuant to this Contract and all information produced by CFW as confidential and shall not disclose such information to any other person without prior consent of the District. Upon determination by the District, CFW will cooperate to disclose or publicize those documents requested or determined to be public.

IV. TERM

The Parties recognize and acknowledge that it often takes many years for the District to secure grant funding through the State School Facilities Program and other grant programs. In light of this consideration, the Parties have agreed to a term of five (5) years, a period of time recognized as necessary to develop a strategy, update a District's eligibility, submit applications and advocate on the District's behalf to secure funding—the scope of work contemplated by the Parties. The Term of this Contract shall commence upon approval by the Board of the District and shall continue through October 31, 2022. The District may choose to extend or renew the term of this Contract by a written instrument, mutually agreed to by the Parties and approved by the Governing Board of the District. The Parties further recognize

that the payment of the fee to CFW is contingent on the District receiving a grant. It is intended that the obligation to pay the fee shall survive beyond the term of this Contract for (1) any application submitted by CFW to the Office of Public School Construction or any other grant agency and/or (2) work or advocacy performed by CFW on behalf of the District to secure grant funding. In these cases, payment of the fee shall be consistent with the terms set forth in Article XII of this Contract.

V. INTEGRATED CONTRACT

This Contract in its entirety represents a full and complete understanding of every kind or nature whatsoever between the parties hereto related to the proposed professional State Aid consulting services and replaces or supersedes any and all preliminary negotiations, representations or implied covenants inconsistent with the terms of this Contract related to professional State Aid consulting Services.

VI. TERMINATION

In the event CFW fails or refuses to reasonably perform the provisions of the scope of work, the District may declare a default in the performance of the terms of this Contract by providing written notice specifying the nature of the default and the steps necessary to cure the default. CFW shall be provided a period of no less than twenty-one (21) calendar days from the date of the notice to cure the default.

In the event that the District terminates this Contract after the expiration of the cure period, CFW shall be entitled to compensation at such time that the District receives grant funding for any application prepared by or submitted on behalf of the District by CFW to the Office of Public School Construction or any other grant agency. Recognizing that this contract is a contingency contract and that professional advice and consultation is being provided and that CFW is providing substantial work on a contingency basis with the full expectation of being compensated for those services when funding becomes available to the District, often years after the work is performed, this obligation shall survive any termination, whether by expiration of the contract, termination for cause or termination for convenience by mutual termination of the parties.

The Parties may also agree to mutually terminate this Contract by a writing reflecting the agreement.

VII. NOTICES

All notices, demands, requests or approvals to be given under this Contract shall be given in writing and shall be deemed served when delivered personally or on the fifth business day after the deposit thereof in the United States Mail, postage prepaid, registered or certified, addressed as provided below.

Ducor Union Elementary School District
ATTN: Isidro Rodriguez, Superintendent
23761 Avenue 56
Ducor, CA 93218

Caldwell Flores Winters, Inc.
ATTN: Emilio A. Flores, Chief Executive Officer
6425 Christie Avenue, Suite 270
Emeryville, CA 94608

VIII. DISPUTE RESOLUTION

Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall first be submitted to mediation, and if the matter is not resolved through mediation then to arbitration in Los Angeles County before one arbitrator. The arbitration shall be administered by an organization mutually agreeable by the parties or pursuant to CA Code of Civil Procedure section 1280 et. seq. Judgment on the award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from an appropriate court. The prevailing party in the arbitration shall be entitled to its reasonable attorneys' fees and costs. All fees and costs for mediation and arbitration shall be split equally.

IX. CONSULTANT NOT AN EMPLOYEE OF THE DISTRICT

CFW shall have no authority to contract on behalf of the District and shall not represent itself as having such authority. It is expressly understood and agreed by the Parties that CFW, while engaged in carrying out and complying with any terms and conditions of this contract, is an independent contractor and not an officer, agent or employee of aforesaid District.

X. PREVAILING LAW

This agreement shall be interpreted and shall be governed by California law.

XI. ASSIGNMENT

CFW reserves the right to assign this contract in whole or in part to any successor or assignee with the approval of the District. Such approval shall not be unreasonably withheld by District.

XII. ATTORNEY'S FEES

In the event that any action or proceeding, including any arbitration, is brought to enforce the provisions of this Contract for Services, the prevailing party shall be entitled to all costs of enforcement, including but not limited to, said party's actual attorney fees. As used herein, the term "actual attorney's fees" shall mean the fees actually charged for the services rendered by legal counsel to the prevailing party in connection with the enforcement of this Agreement, and shall not be limited to "reasonable attorney's fees" as determined by the court or any statute.

XIII. FEE FOR STATE AID SERVICES

The District agrees to compensate CFW for those services set forth in Exhibit A, Professional State Aid Services, at a rate equal to two percent (2%) of the principal amount of any and all State funds received for facilities by the District as a result of an application prepared by CFW on behalf of the District, or any grant for which CFW had provided professional consulting services or professional advocacy services. The fee shall be payable in lump sum within 30 days of receipt of State grant or other grant funds by the District.

XIV. APPROVAL

In executing this Contract, persons signing on behalf of CFW or District represent that each has the authority to do so. This Contract shall not be executed by the District until such time as the Governing Board has approved and authorized its execution. In executing this contract, persons signing on behalf of CFW or District represent that each has the authority to do so.

This contract is hereby agreed to and executed on this the ____ day of ____ 2017.

AGREED:

Emilio A. Flores, Chief Executive Officer
Caldwell Flores Winters, Inc.

Isidro Rodriguez, Superintendent
Ducor Union Elementary School District

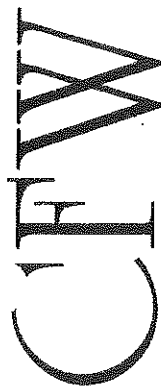
<p style="text-align: center;">EXHIBIT A</p> <p style="text-align: center;">SCOPE OF WORK</p>

CFW will provide State aid services to analyze and secure funding from all available State aid programs the District is eligible for and to develop a strategy to maximize funding from programs most suitable to the District's needs. Once eligibility has been established, CFW agrees to assist the District through the formal application processes.

All necessary applications will be filed and processed through the State, as needed, including the California Department of Education (CDE), the Office of Public School Construction (OPSC) and the State Allocation Board (SAB). The goal is to utilize the State programs to optimize funding of local facilities improvement projects.

CFW agrees to provide State aid processing services pursuant to the following scope of work for the District. Specific services include:

1. Review educational goals and facilities assessment background materials provided by the District to CFW
2. Establish District's eligibility to receive funding pursuant to Proposition 51; assist the District in applying for funding that it is eligible to receive and assist the District in securing these funds
3. Analyze District's eligibility for funding, including new construction, modernization, and joint-use
4. Establish, update, or re-establish the District's baseline eligibility for funding with the State as required
5. Develop strategy to optimize available eligibility suitable to District needs
6. Assist District in submitting necessary applications and complying with State requirements for acceptance of the application
7. Meet with State representatives as necessary to assist in processing the of applications
8. Assist District in preparing and submitting necessary back up documentation
9. Attend necessary informational and decision-making meetings, both locally and at the State, including OPSC and SAB meetings as necessary
10. Assist District in the securing and receipt of State funds



*Planning and Financing Better
Schools for California Students*

Caldwell Flores Winters, Inc.

9425 Christie Avenue, Suite 270 – Emeryville, CA 94608
1901 Victoria Avenue, Suite 106 – Oxnard, CA 93035
815 Colorado Boulevard, Suite 200 – Los Angeles, CA 90047

(510) 596-8170 – Phone
(510) 596-0208 – Fax



**DUCOR UNION
ELEMENTARY
SCHOOL DISTRICT**

November 2017

Facilities Funding Options

Caldwell Flores Winters, Inc.

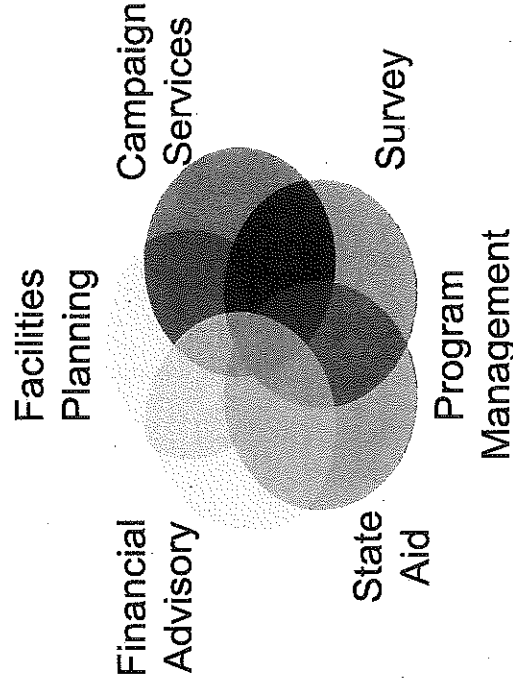
■ Caldwell Flores Winters, Inc. (CFW), was founded in 1986 and has over 30 years of facilities consulting experience to more than 200 school districts in California

■ CFW's provides an integrated, multidisciplinary approach to facilities consulting: planning, financial advisory, state aid procurement, program implementation, and campaign/survey services

■ Some of CFW's accomplishments include:

- Leading financial advisor with over 700 financings completed
- Structuring a total of over \$7.1 billion of municipal debt
- Securing over \$1.0 billion of State Aid grants for new construction and modernization
- Successfully establishing more than 200 GO bond programs
- Overseeing the planning, funding, modernization and/or construction of over 1,000 public schools

CFW's Integrated Approach



CFW is a registered independent municipal advisor and is one of 16 distinguished firms selected by the Municipal Securities Rulemaking Board to participate in its Professional Qualifications Advisory Committee for Municipal Advisors, which provides guidance on licensing standards and qualifications.

Ongoing District Capital Needs

- Ongoing and future needs will arise as current buildings age and demand increases for student support facilities and modern classrooms to keep up with today's educational demands
- Past District funding has relied primarily on State grants via the School Facilities Program (SFP) for modernization and new construction
- Recent approval of Proposition 51 in 2016 made available approximately \$6 billion additional funding for K-12 school districts statewide
- Today, the District continues to assess its facilities needs and looks to potential future funding which may be dedicated to a variety of areas, for example:
 - Health & Safety Improvements
 - Student Support Facilities (ie., lunch areas, playing fields, lighting)
 - Modernize Classroom Environments (HVAC systems/infrastructure)
 - Classroom Computers and Technology
 - New construction to accommodate growth

District State Aid Eligibility

Based on prior analysis, current State Aid eligibility is estimated at \$810,349

32 pupil increase in New Construction baseline calculated by SchoolWorks based upon 2016 CBEDS

Need to update New Construction eligibility to explore potential additional aid

District may also review current status of applications at OPSC

Prop 51 funding status and next steps

SchoolWorks, Inc.		2017 State Allowances			
New Construction Project Calculator		Eligibility based on 2016 CBEDS enrollment			
Ducor Elementary					
Basic Funding Allowances:		Students	State Share	District Share	Project Total
K-6 Grants		32	\$355,328	\$355,328	\$710,656
7-8 Grants		0	\$0	\$0	\$0
Basic Funding Total:		32	\$355,328	\$355,328	\$710,656
Project Adjustments:					
Fire Alarms		Y	\$416	\$416	\$832
Sprinklers		N	\$0	\$0	\$0
Small Size Project		12%	\$42,639	\$42,639	\$85,279
Geographic Adjustment		0%	\$0	\$0	\$0
Project Assistance		Y	\$6,791	\$6,791	\$13,582
Energy Efficiency (15.0-25.0)		0%	\$0	\$0	\$0
Adjustment Totals			\$49,846	\$49,846	\$99,693
Totals			\$405,174	\$405,174	\$810,349
Site Acquisition			\$0	\$0	\$0
Service Site			\$0	\$0	\$0
Off site			\$0	\$0	\$0
Utilities			\$0	\$0	\$0
Grand Totals			\$405,174	\$405,174	\$810,349
DSA Estimated Project Cost					\$1,520,000

Local School Facilities Funding via GO Bond Programs

School districts statewide rely on a combination of local general obligation (GO) bond programs and state aid grants to meet their school facilities funding needs

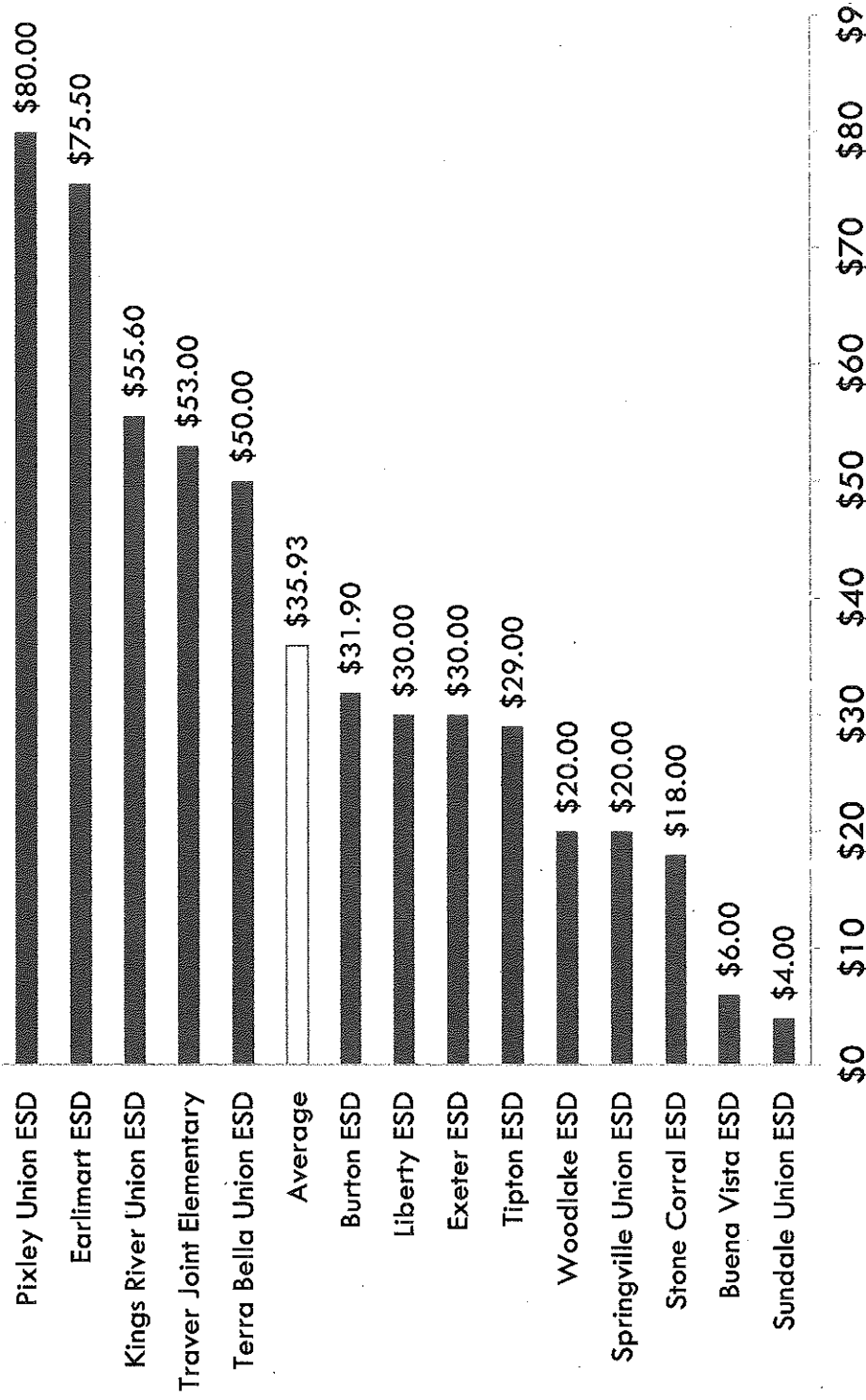
There have been a total of 24 successful school bond elections in Tulare County since 2006 for total authorization of \$355 million

Tulare County Successful K-12 School Bond Measures, 2006-2016

Election Date	District Name	County	Measure	Amount (Millions)	Yes%	No%
6/6/2006	Kings River Union ESD	Tulare	Measure N	\$0.85	56%	44%
6/6/2006	Kingsburg JUHSD	Tulare/Fresno/Kings	Measure K	9.90	58%	42%
11/7/2006	Dinuba USD	Tulare/Fresno	Measure T	37.00	67%	33%
11/7/2006	Exeter UHSD	Tulare	Measure U	5.10	63%	37%
11/7/2006	Kings Canyon JUSD	Tulare/Fresno	Measure K	32.00	60%	40%
2/8/2008	Lindsay USD	Tulare	Measure B	20.70	70%	30%
2/8/2008	Woodlake UHSD	Tulare	Measure C	4.50	62%	38%
6/3/2008	Stone Corral ESD	Tulare	Measure F	0.72	65%	35%
11/4/2008	Terra Bella UESD	Tulare	Measure K	3.30	67%	33%
11/6/2012	Earlimart ESD	Tulare	Measure H	3.60	79%	21%
11/6/2012	Kings Canyon JUSD	Tulare/Fresno	Measure K	40.00	63%	37%
11/6/2012	Lindsay USD	Tulare	Measure L	16.00	59%	41%
11/6/2012	Visalia USD	Tulare	Measure E	60.10	68%	32%
6/3/2014	Kingsburg JUHSD	Tulare/Fresno/Kings	Measure K	13.00	56%	44%
6/3/2014	Pixley UESD	Tulare	Measure Z	7.80	77%	23%
6/3/2014	Springville UESD	Tulare	Measure J	2.20	59%	41%
11/4/2014	Farmersville USD	Tulare	Measure A	4.80	66%	34%
11/4/2014	Tipton ESD	Tulare	Measure C	3.30	60%	40%
6/7/2016	Cutler-Orosi JUSD	Tulare/Fresno	Measure E	16.00	69%	31%
6/7/2016	Kings Canyon JUSD	Tulare/Fresno	Measure A	10.00	66%	34%
11/8/2016	Burton SD	Tulare	Measure L	6.50	57%	43%
11/8/2016	Earlimart ESD	Tulare	Measure M	6.70	84%	16%
11/8/2016	Exeter USD	Tulare	Measure K	18.00	61%	39%
11/8/2016	Hanford JUHSD	Tulare/Kings	Measure W	33.00	64%	36%
				\$355.07M		

Tulare County Comparable Tax Rates

2017-18 Tax Rate per \$100,000 of AV



The average tax rate for elementary school districts in Tulare County is \$35.93 (per \$100k of assessed value)

The Ducor Union SD has no history of establishing a local funding program for school improvements

School Bond Election Vehicle

- School districts may secure authority to implement a GO bond program via voter referendum using two approaches

	Prop. 39	Prop. 46
Required Voter Approval	<ul style="list-style-type: none"> At least 55% voting in favor 	<ul style="list-style-type: none"> At least 66.7% voting in favor
Tax Rate Limit	<ul style="list-style-type: none"> Non-Unified: \$30/\$100K of Assessed Value Unified: \$60/\$100K of Assessed Value 	<ul style="list-style-type: none"> No tax rate limit
Allowable Use of Bond Proceeds	<ul style="list-style-type: none"> New construction, modernization, computers/technology, furnishings & equipment 	<ul style="list-style-type: none"> New construction, modernization
Election requirements	<ul style="list-style-type: none"> Specified maximum bond amount, tax rate estimate, detailed project list 	<ul style="list-style-type: none"> Specified maximum bond amount, tax rate estimate
Oversight Provisions	<ul style="list-style-type: none"> Annual audit and report, citizens oversight committee 	<ul style="list-style-type: none"> Not required; Optional oversight
Recent Election Success	<ul style="list-style-type: none"> Approximately 96% approved in 2016 	<ul style="list-style-type: none"> Approximately 71% approved in 2016

District Bonding Capacity

- The Statutory Bonding Capacity for unified school districts is calculated as 1.25% of the District's AV
- The District has no previously issued debt and no outstanding bonded indebtedness
- Based on 2017-18 AV, the District's current Bonding Capacity is approximately \$2.97 million

BONDING CAPACITY ANALYSIS	
	Fiscal Year 2017-18
DEBT LIMITATION	
Total Assessed Valuation	\$237,597,546
Applicable Bond Debt Limit	1.25%
Bonding Capacity	\$2,969,969
Outstanding Bonded Indebtedness	\$0
NET BONDING CAPACITY	\$2,969,969

Estimated Bond Proceeds

The District may seek a new election in 2018 which would generate additional bond proceeds to leverage State Aid and meet remaining capital needs

CFW can structure a bond program at various tax rates to meet the funding needs of the District

Estimated Bond Proceeds at Various Tax Rates			
Election Tax Rate	Series 2018A	Series 2022B	Total Estimated Proceeds Repayment Ratio
\$30	\$1,875,856	-	\$1,875,856 2.09
\$60	\$1,960,346	\$1,936,405	\$3,896,751 1.98
\$90	\$2,963,878	\$2,878,440	\$5,842,317 1.98

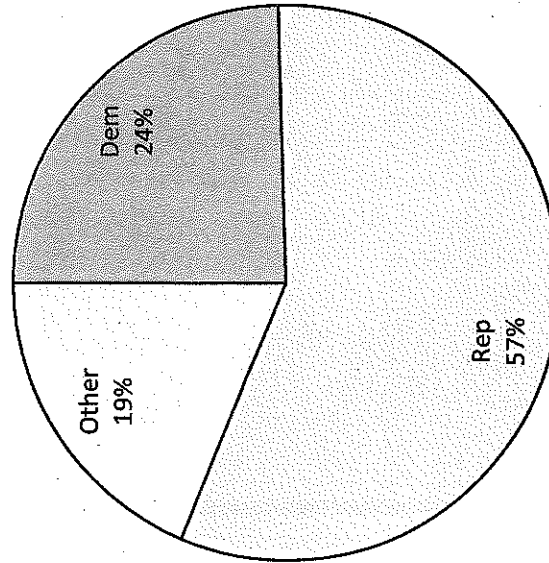
(1) Analysis assumes 4.00% annual AV growth

(2) Analysis assumes 30 year term for Series 2018A and 26 year term for Series 2022B

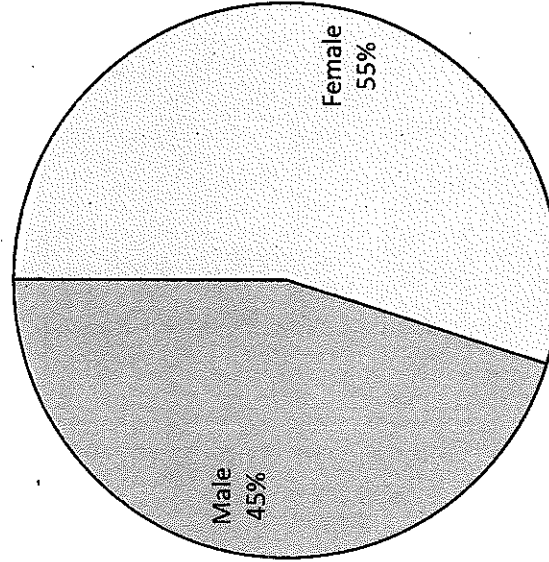
Voter Demographics

The District currently has approximately 379 registered voters from within 215 households

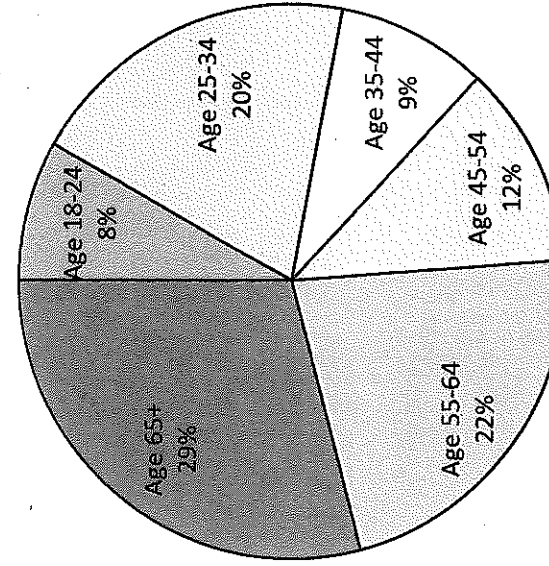
Political Party



Gender



Age



Voter Analysis

- Based on elections in 2014 and 2016, voter turnout for a 2018 November general election is projected to be 53%
- Of the 379 registered voters in the District, 199 are expected to cast a ballot
- A successful Prop. 39 measure, would require an estimated 109 "YES" votes to win
- A successful Prop. 46 measure, would require an estimated 133 "YES" votes to win

Projected Voter Turnout	
Election Date:	Nov. 2018
Total District Voters:	379
Projected Turnout:	53%
(Based on 2014 election and 2016 projections)	
Est. Total Ballots Cast:	199
Yes Votes Req. To Win Prop 39 Election (55%):	109
Yes Votes Req. To Win Prop 46 Election (67%):	133
Source: Political Data	

Sample Election Timeline

June 2018 Prop. 39 Election (Primary)

June 2018 Prop. 39 Election (Primary)	2017			2018										
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1. District Board reviews election options														
2. State Aid assessment														
3. District authorizes community poll to gauge voter preferences and support														
4. District finalizes capital and financing plan														
5. Board adopts resolution calling bond election														
6. Campaign committee executes election strategy														
7. Election Day														

November 2018 Prop. 39 Election (Gubernatorial)

	2017			2018										
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1. District Board reviews election options														
2. State Aid assessment														
3. District authorizes community poll to gauge voter preferences and support														
4. District finalizes capital and financing plan														
5. Board adopts resolution calling bond election														
6. Campaign committee executes election strategy														
7. Election Day														

Next Steps for District Consideration

- ☐ Identify potential list of projects and estimated costs
- ☐ Establish State Aid Eligibility
- ☐ Conduct a informal poll to determine community's sentiment for 2018 election
- ☐ Determine capital plan and election strategy based on this community feedback

Questions?

Miguel Rodriguez

Vice President

mrodriguez@cfwinc.com

Mobile: (510) 541-8698

Greg Norman

Senior Program Mrg.

gnorman@cfwinc.com

Mobile: (805) 253-0963

Caldwell Flores Winters, Inc.

6425 Christie Avenue, Suite 270

Emeryville, CA 94608

Tele: (510) 596-8170

www.cfwinc.com

General Information Exclusion Disclosure

IMPORTANT: PLEASE REVIEW. Caldwell Flores Winters, Inc. ("CFW") has prepared the attached materials. These materials consist of factual or general information (as defined in Section 975 of the Dodd Frank Wall Street Reform and Consumer Protection Act, as amended, otherwise known as the "Municipal Advisor Rule") including information regarding CFW's professional qualifications and prior experience.

These materials have been prepared by CFW for the client or potential client to whom such materials are directly addressed and delivered for discussion purposes only. In presenting these materials CFW does not intend to provide any municipal entity or obligated person with any advice with respect to the structure, timing or terms of any issuance of municipal securities or municipal financial products. To the extent that CFW provides any alternatives, options, views, analysis, calculations or examples in the attached information, such information is not intended to suggest that the municipal entity or obligated person could achieve particular results in any municipal securities transaction. Any alternatives, options, views, analysis, calculations or examples expressed herein do not and should not be construed to constitute a recommendation that any municipal issuer or obligated person should effect any municipal securities transaction.

Any terms and conditions presented in the attached materials are subject to further discussion and negotiation. CFW does not express any view as to whether financing options presented in these materials are achievable or will be available at the time of any contemplated transaction. Where indicated, this presentation may contain information derived from sources other than CFW. While we believe such information to be accurate and complete, CFW does not guarantee the completeness and accuracy of this information. This material is based on information currently available to CFW or its sources and is subject to change without notice. Any proposed indicative transaction could have accounting, tax, legal or other implications that should be discussed with your advisors and /or counsel as you deem appropriate.



Superintendent

Isidro Rodriguez

Office Manager

Jeremiah Sosa

Office Secretary

Ruby Navarro

School Board

Members

Patricia Hughes

Mary McGill

Jim Koontz

Amparo Mariscal

Flora Rodriguez

23761 Ave 56

Ducor, CA 93218

559-534-2261(P)

559-534-2271(F)

Ducorschool.com

216
**Ducor Union Elementary
School District**

Owen Alvarez-Vice President, State Building Program

SchoolWorks, Inc.

8331 Sierra College Blvd. #221


Roseville, CA 95661

Mr. Alvarez

November 13, 2017

Ducor School would like to terminate services with SchoolWorks, Inc. within the 30 day notice as stated on the contract. We do appreciate your business, time and effort to help Ducor School improve our facilities. Please provide all copies of documents to close out any existing and past modernization and or new construction documents that has been or will be submitted to OPSC. Also provide any pay warrants, billing source for future audit purposes for OPSC.

Thank You for your support. If you have any questions or concerns, please do not hesitate to call.



Isidro Rodriguez, Superintendent/Principal
Ducor Union Elementary School District
23761 Ave 56
Ducor, CA. 93218
Office: 559-534-2261
Fax: 559-534-2271
"Stand and Deliver, No Excuses"
www.ducorschool.com



Ducor Union
Elementary School
District is
dedicated to
providing a
quality education
program to each
of its students.

"STAND AND
DELIVER"

"NO EXCUSES"

Staff Members:

Kathleen Flores

Sarina Acevedo

Florence Pace

MaryAnn Woodruff

Darren Hill

Virginia Walker

Kyle McDonald

Angela Esqueda

John Dhanens

Noe Rodriguez

Debbie Bates

Rosalba Avila

Jeff Delk

Daniel Alcatar

2.7

Educator Effectiveness Plan 2015-16

Ducor Union Elementary School District

The Educator Effectiveness funds are specifically to be used for professional development, coaching and support services. Ducor UESD will be receiving a total amount of \$14,665. Two payment installments have been schedule to receive the funds. The first installment will be made during the month of December 2015 for the amount of \$11,732. The second installment will be made during the month of March 2016 for the amount of \$2,933. Ducor UESD will have three years to spend the funds.

There is no requirement to submit additional information in order to receive Educator Effectiveness funding. However, there are conditions of funding which includes developing a local plan and submitting expenditure information in the future.

The Educator Effectiveness program funds can be used for the following purpose:

- Beginning teacher and administrator support and mentoring, including, but limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing.
- Professional development coaching and support services for teachers who have been identified as needing improvement or additional support by LEA's.
- Professional development for teachers and administrators that is aligned to the state content standards adoption
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Ducor UESD has nine full time instructors. Two teachers are currently on an emergency credential status. Including the two emergency credential teachers, Ducor UESD has five full time employees with less than three years full time teaching. There are two teachers with twenty plus years of teaching, one teacher with twelve years of experience and one teacher with thirty plus years of teaching.

The average spending for each year/month is as follows: 2016-\$4,888 (\$407m), 2017-\$4,888(\$407m), 2018-\$4,888(\$407m). All training, professional development, mentoring and coaching will be based between the months of January through December each year. The average number of teachers/administrator to be trained each month will be two employees. For each teacher attending training, one substitute teacher will be hired during the school hours. Each substitute teacher will cost \$120 a day. The average training cost will be approximately \$280 session. The cost for each session will vary. Other expenses should be considered; reimbursement for hotel, food, mileage and materials. Beginning Teacher Service and Assessment (BTSA) is a required program that every new teacher. Part of the expense of BTSA is to hire a veteran teacher on site or hire a mentor off site to visit each new teacher. This program is for two years. The cost for a BTSA provider can range between \$2000-2500 a school year. The BTSA program also charges for each new teacher. The cost for each new teacher to be enrolled in BTSA is \$2500. The total cost to have a new teacher enrolled in BTSA will be about \$5000.

The cost for a coach or mentor will vary. A coach on site will require an additional stipend added to the teachers pay. A schedule will be established to monitor the coaches time, days and hours with the new teacher. The new teacher will receive direct contact and support with the coach as needed.

Ducor UESD will be utilizing the Educator Effectiveness funds to support our new teachers. During the 2015-16 school years, 44% are new teachers with less the three years experience. During the 2016-17 school years, 55% of Ducor UESD will have teachers with less than four years experience. During the 2017-18 school years, 66% of Ducor UESD will have teachers with less than five years of experience.

Educator Effectiveness funds and the Local Control and Accountability Plan (LCAP) funds will be utilized to support the new teachers. New and experienced teachers will be provided the resources to meet the requirements adopted by the Commission on Teacher Credentialing. Professional development, Mentoring and Coaching will be scheduled for each instructor. Each month a new or continued service will be scheduled with the support of the teacher and administrator. Professional Development and mentoring will be selected through the Tulare County Office of Education (TCOE) support services as well as the Education Resource Services (ERS) and The New Teacher and Leadership Development Intern Program. The Leadership Development Program offers new and inspired administrators to earn a credential. The IMPACT program also provides Beginning Teacher Service and Assessment for new teachers. BTSA is a mentoring program. New teachers will meet weekly with an experienced teacher for advice and support. The IMPACT program and the ERS services are all part of TCOE. Porterville Unified School District has also offered Professional Development services. Ducor UESD will also look into the support of our past and future retired teachers to provide coaching for our new teachers. Veteran teachers willing to coach our new teachers will be paid accordingly to their hourly wages or by contract determined by the administrator and the school board policies.

Educator Effectiveness funding be used for the following professional development, mentoring or coaching;

- KAGAN training: KAGAN training is a method that teaches students to engage in a positive interdependence, individual accountability, equal participation and simultaneous interaction
- K-8 reading and writing: strategies that incorporate close reading strategies, comprehension strategies, variety of writing modalities.
- K-8 Math: strategies that incorporate variety of math techniques that support the math standards
- K-8 English Language Arts
- STEM: Science Technology Engineering and Math
- English Language Development
- AVID: Advance Via Individual Determination Teaches skills and behaviors for academic success, Provides intensive support with tutorials and strong student/teacher relationships, Creates a positive peer group for students, Develops a sense of hope for personal achievement gained through hard work and determination

- 6-8 Science
- 6-8 History
- 6-8 Math
- Physical Education

2, 3



Facility Problem Solvers

May 8, 2017

SchoolWorks, Inc.

8331 Sierra College Blvd., #221
Roseville, CA 95661
Phone: 916-733-0402
www.SchoolWorksGIS.com

Annual Eligibility Services Contract: 2017-2018

To: Isidro Rodriguez, Superintendent
DUCOR UNION ELEMENTARY SCHOOL DISTRICT

From: Owen Alvarez – Vice President, State Building Program

Subject: 2017-2018 State Funding & Eligibility Contract

I have enclosed the new Annual Eligibility Contract for 2017-18.

It's also time to start thinking about your school facilities and the impact your 2017-2018 enrollment will have on your State Eligibility for Modernization and New Construction. We will be contacting you again prior to the October 4, 2017 reporting date to request the new enrollment numbers. Once we receive that information, we can calculate your New Construction and Modernization Eligibility for the coming year.

The Statewide School Facility Bond was approved last November. As of March 2017 there were \$1,705 billion in projects in line for new construction and \$981 million in line for modernization projects. This still leaves room for lots of additional projects but it will take some time to get your plans ready and get in line, so don't delay. The funds could be encumbered within the next two years if the applications come in at the historic rates.

To get the process started, just sign, date and return to our office. You can return the signed and dated contract via any of the following methods:

- * Scan and .pdf the signed/dated Contract and email to Alice@SchoolWorksGIS.com
- * Send regular mail

We appreciate the confidence you have shown in us in the past and hope that you will continue to allow us to assist you with your facility planning needs.

OA:at

Enclosure: Eligibility Contract

RECEIVED 15 71894
JUN 19 2017

PROFESSIONAL SERVICES AGREEMENT
ANNUAL ELIGIBILITY CONTRACT
2017/2018

BY:



THIS AGREEMENT, dated May 8, 2017, (the "Agreement") is made by and between Ducor Union Elementary School District, and SchoolWorks, Inc.

SCHOOLWORKS, Inc. will contract to perform the tasks enumerated below for the prices indicated. Ducor Union Elementary School District is authorized to enter into this agreement by Government Code 53060. These services are chargeable to the District Capital Facility Funds.

SCOPE OF WORK - SCHOOLWORKS

1. Consulting:

Assistance and guidance will be provided to the District in understanding the submittal requirements and for determining the best application submittal strategies and options for maximizing School Facilities Program Eligibility and State Funding within the State School Building Program.

2. Application Documents:

Prepare the qualification documents and supporting documentation which are necessary for the District to qualify in the State School Facility Program for maximum project state funding potential under the School Facilities Program Funding Act of 1998. (A complete turn-key operation.)

3. Each district is unique in maximizing School Facilities Program Eligibility and State Funding within the State School Building Program. Because of these specific issues, different methods are utilized for accomplishing this goal.

Following is a listing of the many services offered by SchoolWorks that may or may not be a necessary component of the application process:

- Enrollment Projection Update – SAB 50-01
- Establish Baseline Capacity - SAB 50-02
- Modernization Eligibility Updates - SAB 50-03
- Additional Buildings
- Increased Enrollment

- Prepare Project Applications - SAB 50-04
 - Prepare Fund Releases - SAB 50-05
 - Assist with Expenditure Reports - SAB 50-06
 - Representation at SAB Meetings
 - Representation at Implementation Committee Meetings
 - Monthly notes on SAB and Imp Committee actions
 - Annual Meeting with Personal Consultant to review:
 - Eligibility Opportunities
 - Study Scenarios and Impact on Eligibility
 - Estimated Future Eligibility
 - Project Funding Calculations
 - Impact of Regulation Changes
 - Meetings with OPSC in Sacramento
 - Monitor Project Status
 - Assistance with CDE Plan Approvals (4.07 & 4.08)
4. Upon approval of this signed professional services proposal, SchoolWorks will provide a request for information list to the appointed District Representative. SchoolWorks will establish and review the goals and objectives as well as review the proposed timeline for completion. The estimated time to complete this Demographic Study will be approximately two months from the time all the necessary data has been collected.

Client Responsibilities

1. CBEDS/CSIS/CALPADS, Non-Severe and/or Severe Special Education Enrollment and/or other enrollment data necessary to complete Application(s). This information should be broken down by school site and then by grade level for each school site.
2. Facilities and/or Financial information needed to complete Application(s)
3. Written Confirmation that the need for Vocational and Career Technical Education Facilities is being met relative to the new construction and/or modernization project (Note: not applicable for elementary schools or elementary school districts, but an explanation letter may be required).
4. Campus maps, provided by the District, will need to illustrate up-to-date information to be fine-tuned and labeled appropriately by SchoolWorks staff per SFP Application submittal requirements.

Pricing

Prices quoted are contingent upon authorization of SchoolWorks to complete applications for which the District is eligible per applicable OPSC regulations and policies.

Fees for forms to be completed as needed:

Item Description	Cost
Annual Base Fee	\$3,000
SAB 50-01 (Per Form)	\$1,500
SAB 50-02	\$1,500
SAB 50-03	\$1,500
SAB 50-04 (Per Project)	
Design Funding	\$1,500
Construction Phase	\$3,000
SAB 50-05 (Per Project)	\$500
SAB 50-06 (Per Form)	\$500
CDE 4.07 or 4.08	\$2,000
PIW – Project Information Worksheet	\$500
Facility Hardship – SAB Appeal Item	\$3,000
Financial Hardship Checklists and Applications	
Design Funding	\$7,500
Construction Phase	\$7,500
Financial Hardship Rereview	\$3,500

1. If SchoolWorks presence is requested at school board meetings, OPSC site visits or other meetings, the District will be billed at \$140 per hour, plus travel time and expenses.
2. This agreement may be terminated by either party with thirty (30) days notice, in writing, and the client will only be billed for work completed.

Fee Schedule

1. Annual Eligibility Service: The base fee will be billed upon receipt of the signed contract and each year thereafter, as long as this Contract remains in place. The amount is due within thirty days of the date of the invoice. Any amount due for form(s) completed during the contract period will be billed upon submittal of the form(s) to OPSC. The amount is due within thirty days of the date of the invoice.
2. District Guarantee: If the Office of Public School Construction (OPSC) or the State Allocation Board (SAB) disapproves an application for the District per the conditions stated herein below, there is no charge from SchoolWorks for that application. Any monies already paid by the District for an application which is disapproved will be completely refunded.
3. For purposes of this Agreement, the term "disapproved" means action has been taken by the OPSC or SAB to turn down or reject the application as not meeting OPSC or SAB requirements for approval because the application was not considered by OPSC as a "complete" application. If any 15-day letter or other pertinent notices are sent from the OPSC to the District regarding any application or project SchoolWorks submitted, SchoolWorks needs to receive a copy of the correspondence immediately via fax or email in order to expediently supply additional information to OPSC if requested and in order for the District to still qualify for this District Guarantee. Funding by the State, of course, cannot be guaranteed by SchoolWorks and the approval of a Special Appeal Request submitted by SchoolWorks to the OPSC and the SAB cannot be guaranteed by SchoolWorks. IN WITNESS WHEREOF, the District and SchoolWorks, Inc. have made and executed this Agreement as set forth below.

Conditions and Requirements

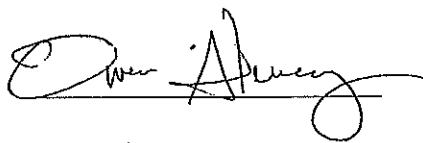
1. The Application documents will be completed to satisfy the requirements of OPSC. The Application documents will be audited by SchoolWorks to ensure their mathematical accuracy. Responsibility for the accuracy of data supplied by the District lies with the District.
2. This portion of the agreement does not include the preparation of any of the documents necessary for the purchase of a new school site unless otherwise herein specified. However, if SchoolWorks is submitting SAB 50-04 funding request forms on behalf of the District, the SchoolWorks staff may assist the Architect towards the submission of the required forms to CDE for requesting Architectural Plan and Site Approval from CDE.

Acceptance of Proposal & Notification to Proceed

1. (If or when applicable) The Board of Trustees of the School District took action to approve this agreement between SchoolWorks Inc. and the Ducor Union Elementary School District, effective:

June 13, 2017 (date of approval)

2. (If, or when needed) SchoolWorks is authorized to contact the OPSC, CDE, DSA, DTSC and/or SAB on the District's behalf and the District grants permission for OPSC to release and provide to SchoolWorks any needed SAB Forms and historical documents.

Signature: 

Printed Name: Owen Alvarez

Date Signed: 5/8/2017

Title: VP – State Building Program

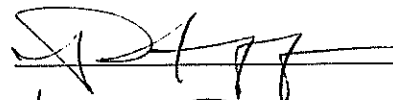
District: SchoolWorks, Inc

Address: 8331 Sierra College Blvd., #221

Roseville, CA 95661

Phone: (916) 390-0073

Email: brett@schoolworksgis.com

Signature: 

Printed Name: Isidro Rodriguez

Date Signed: June 13, 2017

Title: Superintendent/Principal

District: Ducor

Address: 23761 AVE 56

DUCOR CA 93218

Phone: 559 534 2261

Email: irodriguez@educorschoolca

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Model Youth Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they may want to consult with their legal staff about the advisability of adopting such a policy.

Ducor Union Elementary School Youth Suicide Prevention Policy

The Governing Board of Ducor Union Elementary School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or Designee Isidro Rodriguez shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee Isidro Rodriguez shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Superintendent or Designee Isidro Rodriguez shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in

planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. [LEA to List Representatives by Name, Sector, and Title Here]

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Ducor Union Elementary School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>

- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

The Ducor Union Elementary School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training Keenan SafeSchools Training (<https://ducor-keenansafeschools.com/login>). Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when

someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>

- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of the Ducor Union Elementary School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Tulare County Office of Education.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Ducor Union Elementary Schools suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the Ducor Union Elementary School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

The Ducor Union Elementary School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

The Ducor Union Elementary School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Ducor Union Elementary Schoolstaff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites.

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.

- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

D. Parental Notification and Involvement

Each school within the Ducor Union Elementary School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth.

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Ducor Union Elementary School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;

- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an

important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Suicide Prevention Liaisons] for the Ducor Union Elementary School shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:

- Identify a staff member to confirm death and cause (school site administrator);
- Identify a staff member to contact deceased's family (within 24 hours);
- Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
- Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at

www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

**Tulare County Superintendent of Schools
Teacher Induction Programs
AGREEMENT**

A. General

This Agreement is entered between the Tulare County Superintendent of Schools (TCSOS), Local Education Agency (LEA) for the Tulare County Teacher Induction Programs and Ducor Union School District to implement the Teacher Induction Programs.

B. Parameters

The effective dates for this Agreement are **July 1, 2017**, through **June 30, 2018**.

Contract and monitoring responsibilities for the Agreement rest with the Tulare County Superintendent of Schools. If modifications are necessary during the duration of this Agreement, they will be added to this document by mutual agreement of all parties involved.

C. Purpose

The purpose of this Agreement is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions, which will govern this partnership. Tulare County Superintendent of Schools and Ducor Union School District will form a partnership in providing and coordinating services as part of the Tulare County Teacher Induction Programs, hereinafter referred to as "TCTIP."

D. Responsibilities - General

Tulare County Superintendent of Schools agrees to:

- a. Provide a two-year, individualized; job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching.
- b. Employ, at a minimum, a full-time equivalent program director to perform services as described under the heading "Teacher Induction Programs Director" in the program description.
- c. Employ, at a minimum, a full-time secretary to provide for the clerical needs of the program.
- d. Provide workspace for the Teacher Induction Programs Director and secretary, and meeting space for program activities.
- e. Provide a process for equitable distribution of services to Candidates and Mentors in all participating districts.
- f. Establish and maintain accurate records and reports; maintain a confidential file to store information on Candidates involving individual progress through the program.

- g. Supply the California Commission on Teacher Credentialing and the California Department of Education reports and other information as requested on all matters related to program requirements and activities.
- h. Convene the Leadership Team Forum and develop other administrative processes as provided for in the program description.
- i. Participate in the program accreditation process.
- j. Provide Candidates appropriate professional development opportunities designed to support them in meeting the induction requirements for earning their professional credential.

Ducor Union School District agrees to:

- a. Provide release time for each Site Administrator who has not been previously trained or (has not attended a meeting in 2 years) to attend Teacher Induction Programs' *Roles and Responsibilities of K-12 Organizations*.
- b. Select Candidates and Mentors to participate in the TCTIP according to the program standards as defined by California mandates. The district must assure that each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the Mentor, and "just in time" support if needed.
- c. Assign Candidates to classroom assignments that provide opportunities for success and professional growth, or provide additional assistance/support to Candidates assigned to work in more challenging settings.
- d. Provide exemplary veteran teachers to work as Mentors who will meet regularly with Candidates in order to provide on-going assistance and support (at the District's expense). Mentor must be identified and assigned within the first 30 days of the participant's enrollment in the program, matching the Mentor and Candidate according to credentials held, grade level and/or subject area, as appropriate to the participant's employment.
- e. Ensure Mentors attend scheduled mentoring training as well as provide a minimum of four half-days of release time to observe and meet with each of their Candidates.
- f. Ensure Candidates and Mentors attend scheduled Professional Development training as outlined by the program. Goals for each Candidate must be developed within the context of the ILP within the first 60 days of the teacher's enrollment in the program.
- g. Ensure Candidates receive release time to meet with their Mentors and to observe/visit exemplary teachers in their classrooms.
- h. Ensure all district and site administrative staff will respect the confidentiality between the Mentor and the Candidate. The Individual Learning Plan (ILP) must be designed and implemented solely for the professional growth and development of the Candidate and not for evaluation for employment purposes.
- i. Ensure that Site Administrator will:
 - (1) Provide opportunities for the Mentor and the Candidate to meet in a private place to interact;
 - (2) Provide site orientation activities for all Candidates designed to inform them of site resources, personnel, procedures, policies, and other appropriate information;
 - (3) Provide feedback to the Candidate on the Individual Learning Plan goals within the first 60 days of Induction.

- j. Participate in the program evaluation.
- k. Appoint a district coordinator who will facilitate district general responsibilities as described above and participate in Teacher Induction Programs Leadership Team activities.
- l. When providing Mentors, District agrees to provide qualified Mentors who have:
 - (1) Knowledge of the context and the content area of the Candidate's teaching assignment;
 - (2) Demonstrated commitment to professional learning and collaboration;
 - (3) Possession of a Clear Teaching Credential
 - (4) A minimum of three years of effective teaching experience.
- m. The District will agree to:
 - (1) Identify and assign a Mentor to each Candidate within the first 30 days of the participant's enrollment in the program, matching the Mentor and Candidate according to grade level and/or subject area as appropriate to the participant's employment;
 - (2) Ensure that each Candidate receives an average of not less than one hour per week of individualized support/mentoring coordinated and/or provided by the Mentor, and "just in time" support, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills;
 - (3) Help the Candidate develop goals for their Individual Learning Plan within the first 60 days of the teacher's enrollment in the Induction Program;
 - (4) The Individual Learning Plan, which must be designed and implemented solely for the professional growth and development of the Candidate and not for evaluation for employment purposes;
 - (5) The cut-off date for enrollment into Induction to be October 27, 2017; if Candidates are hired after this date, the District will agree to provide support for the Candidate for the remainder of the school year, until the start of the new school year, when the Candidate will enroll in Induction.

E. Responsibilities - Fiscal

TCSOS, in its capacity as LEA, agrees to:

- a. Provide overall fiscal responsibility for the administration of the program.
- b. Develop and maintain a budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities listed in D above
- c. Expend income according to regularly established policies and procedures of the Tulare County Office of Education.

Ducor Union School District agrees to:

- a. Develop and maintain a district budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities listed in D, above.
- b. **The following fee structure applies for participation in the program. The cost will be \$3,000 per Candidate, per year (regardless of the Candidate's start date).**

The District will be billed in September for their Candidates who are in the program at that time. The District will then be billed a second time in December for any teachers who were added to the program after the September billing.

F. Early Completion Option

The Induction program has an Early Completion option for “experienced and exceptional” candidates who meet the program’s established criteria. For those participants that meet the Early Completion Option requirements, the fee will be \$4,000 for the one-year experience.

G. Other Conditions

All products developed by TCTIP are the exclusive property of the Tulare County Superintendent of Schools. School districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of TCSOS and TCTIP.

TCSOS and TCTIP shall have the authority to adapt and adopt materials developed by TCTIP for dissemination purposes.

Once a Candidate is accepted and enrolled into the TCOE Teacher Induction Program, TCOE will offer the approved program, meeting the adopted standards, until the Candidate:

- i. Completes the program;
- ii. Withdraws from the program;
- iii. Is dropped from the program based on established criteria (Candidate Agreement and District Agreement); or
- iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization.

In the event the TCOE Induction program is discontinued, a teach out plan, which will include individual transition plans for each Candidate, will be developed, in addition to a plan for how Candidates and graduates will access their induction records.

TULARE COUNTY SUPERINTENDENT OF SCHOOLS: DUCOR UNION SCHOOL DISTRICT:

By: _____
Signature of Authorized Official
Tulare County Superintendent of Schools

Name: Jim Vidak

Title: County Superintendent of Schools

Date: _____

By: _____
Signature of Authorized District Official
Ducor Union School District

Name: Isidro Rodriguez, Jr.

Title: Superintendent/Principal

Date: _____