

Mesa Union School District

Agenda for the Regular Meeting of the Board of Trustees to be held on Tuesday, May 21, 2013, at 6:00 p.m. in the Multi-Purpose Room located at 3901 North Mesa School Road, Somis, California 93066

The regularly scheduled meeting of the Board of Trustees will begin at 6:00 p.m. with Closed Session and approximately 6:30 p.m. for Open session. A complete agenda packet is available at the District Office, 3901 North Mesa School Road, Somis, Monday and Tuesday prior to a regularly scheduled meeting and available on line at www.mesaschool.org.

1. **CLOSED SESSION:** During this time, the Board may adjourn to Closed Session to discuss confidential material relating to:

- A. Personnel as it relates to staffing for the 2013-2014 school year.
- B. Negotiations with MUTA.
- C. Negotiations with MUST.

- *Student Personnel [Education Code §35146, 48912, 48920, 48915.5]*
- *Personnel as authorized by Government Code §54957*
- *Negotiations as authorized by Government Code §3549.1*
- *Real Property as authorized by Government Code §54956.8 and or*
- *Litigation, Pursuant to the attorney-client privilege as authorized by Government Code §54956.9*

2. **OFFICIAL OPENING - PLEDGE OF ALLEGIANCE**

3. **ADOPTION OF AGENDA**

Usually an agenda covers an entire session, in which case it is the order of business for that session and is adopted by majority vote of the assembly. Thereafter, no change can be made in the agenda except by a two-thirds vote or by unanimous consent. At the point of adoption of the agenda, any Board member or the Superintendent can request that the agenda be re-ordered.

4. **MINUTES**

It is the recommendation of the district administration that the Board of Trustees approves the minutes of the regular meeting of April 16, 2013.

5. **AUDIENCE TO ADDRESS BOARD OF TRUSTEES**

PRESENTATIONS/COMMENTS BY THE PUBLIC. All individuals are invited to speak to the Board during Public Comment on matters related to the District. If you wish to address the Board, please plan to complete a Speaker Form prior to the start of the meeting. Forms are available in the District Office, on-line at www.mesaschool.org, and at the Board meeting.

- A. Presentation of the Transportation Program Costs prepared by Cynthia Hansen.

6. **SUPERINTENDENT AND PRINCIPAL'S REPORTS**

Superintendent:

- 1. Budget planning update
- 2. Migrant Summer Program
- 3. Golden Valley Charter School

Principal:

- 1. Intervention
- 2. SPSA Writing Goal update

7. **BOARD MEMBERS' REPORTS AND COMMUNICATIONS**

Mesa Union School District

Agenda for the Regular Meeting of the Board of Trustees to be held on Tuesday, May 15, 2012, at 6:00 p.m. in the Multi-Purpose Room located at 3901 North Mesa School Road, Somis, California 93066

- A. Correspondence
 - 1. County of Ventura Report of the 2012-2013 Grand Jury "School Security"
- B. Board Members' Reports and Communications
- C. Board Members' Interests and Concerns

8. CONSENT AGENDA

**Approval of Consent Agenda – All items on the Consent Agenda are to be approved as one motion unless a Board Member requests separate action on a specific item. Each item approved shall be deemed to have been read in full and adopted as recommended.*

- A. Purchase Orders – Mesa

That the Purchase Orders be approved as presented.

PLEASE SEE AGENDA ITEM 8A IN THE PACKET

- B. Check Register – Mesa

That the check register be approved as presented.

PLEASE SEE AGENDA ITEM 8B IN THE PACKET

- C. Statement of Revenues and Expenditures

That the Statement of Revenues and Expenditures be approved as presented.

PLEASE SEE AGENDA ITEM 8C IN THE PACKET

- D. Current Enrollment Report

That the enrollment report be accepted as presented.

PLEASE SEE AGENDA ITEM 8D IN THE PACKET

- E. Student of the Month/Student of the Quarter and Special Awards

That the Student of the Month/Student of the Quarter and Special Awards listing be accepted as presented.

PLEASE SEE AGENDA ITEM 8E IN THE PACKET

- F. Golden Valley Charter School Statement of Revenue and Expenditures

That the Board of Trustees accepts the Statement of Revenue and Expenditures from the Golden Valley Charter School.

PLEASE SEE AGENDA ITEM 8F IN THE PACKET

9. ACTION ITEMS

Open Public Hearing

Mesa Union School District

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- A. Consideration of Adoption of Resolution #12-13-12 for the proposed uses of the 2013/2014 Tier III State Categorical Funds as identified on the attached list.

It is the recommendation of the District Administration that the Board of Trustees approve Resolution #12-13-12 for the proposed uses of the 2013/2014 Tier III State Categorical Funds.

PLEASE SEE AGENDA ITEM 9A IN THE PACKET

Close Public Hearing

- B. Consideration of approval of the contract with SELPA for consultation for students with Orthopedic Impairments.

It is the recommendation of the District Administration that the Board of Trustees approve the contract with SELPA for consultation.

PLEASE SEE AGENDA ITEM 9B IN THE PACKET

- C. Consideration of adoption of the following End of the Year Resolutions.

Resolution #12-13-13 – Temporary Loans between District funds

Resolution #12-13-14 – Appropriation Transfers

Resolution #12-13-15 – Authority for the Board to improve compensation for certain categories of employees after July 1, 2013

It is the recommendation of the District Administration that the Board of Trustees adopt the above Resolutions for the 2013-2014 school year.

PLEASE SEE AGENDA ITEM 9C IN THE PACKET

- D. Consideration of acceptance of the Certification of Signatures for the period July 1, 2013 to December 15, 2013

It is the recommendation of District Administration that the Board of Trustees accept the Certification of Signatures.

PLEASE SEE AGENDA ITEM 9D IN THE PACKET

- E. Consideration of approval of the Los Padres Council, Learning for Life Agreement for the 6th grade Outdoor School Field Trip on November 12th-November 15th, 2013.

It is the recommendation of the District Administration that the Board of Trustees approve the Outdoor School Agreement.

PLEASE SEE AGENDA ITEM 9E IN THE PACKET

- F. Consideration of approval of the Brightspark Tour Agreement for the 8th grade Washington D.C field trip on April 11th-April 16th, 2013.

It is the recommendation of the District Administration that the Board of Trustees approve the Brightspark Tour Agreement.

PLEASE SEE AGENDA ITEM 9F IN THE PACKET

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- G.** Consideration of approval of the 2013-2014 Annual agreement for Escape Financial & Payroll/Personnel System provided by the Ventura County Office of Education. The amount of the agreement is \$10.59 per ADA.

It is the recommendation of the District Administration that the Board of Trustees approve the agreement with Ventura County Office of Education.

PLEASE SEE AGENDA ITEM 9G IN THE PACKET.

- H.** Consideration of approval of the Field Trip Requests for:
- 6th grade Outdoor School November 12, 2013-November 15, 2013
 - 8th Grade Washington D.C. April 11, 2014-April 16, 2014

It is the recommendation of the District Administration that the Board of Trustees approve the above listed field trips.

PLEASE SEE AGENDA ITEM 9H IN THE PACKET.

- I.** Consideration of adoption of the updated Board Policies as presented and amended.

It is the recommendation of the District Administration that the Board of Trustees adopt the updated Board Policies as amended or presented.

PLEASE SEE AGENDA ITEM 9I IN THE PACKET

- J.** First Reading for Policy Revisions.

It is the recommendation of the District Administration that the Board of Trustees review the policies in sections 0000-9000 from the March updates. These policies will be placed on the August agenda.

PLEASE SEE AGENDA ITEM 9J IN THE PACKET

- K.** Discussion regarding School Safety Assessment

Dr. Babb would like to enter into a discussion regarding the School Safety Assessment and the recommendations that have been made.

PLEASE SEE AGENDA ITEM 9K IN THE PACKET

10. PERSONNEL

Certificated:

- A.** Consideration of approval to rehire Erika Muhlitner as a Temporary (.40) 4th/5th grade classroom for the 2013-2013 school year.

It is the recommendation of the District Administration that the Board of Trustees approve the rehire of Erika Muhlitner as a Temporary (.40) 4th/ 5th grade classroom for the 2013-2014 school year.

11. ITEMS FOR FUTURE CONSIDERATION

- A.** Policy Updates

Mesa Union School District

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B. Superintendent's Evaluation

12. FUTURE MEETINGS

A. June 18, 2013, 6:00 p.m.

B. August 20, 2013, 6:00 p.m.

13. ADJOURNMENT

In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting.

Call to order	<p>The Regular Meeting of the Board of Trustees of the Mesa Union School District was called to order at 6:02 p.m. on April 16, 2013, in the Multipurpose Room.</p> <p>At 6:02 p.m., President Nemets asked for public comment on closed session items. Hearing none, she announced that the Board was going into closed session to discuss Personnel for the 2013-2014 school year.</p> <p>The Board returned to open session at 6:29 p.m. and President Nemets reported that the Board had just returned from closed session where they discussed Personnel for the 2013-2014 school year. No action was taken.</p>
Roll Call	<p>Board members present were Rick Murray, Susan Nemets, Noel Camanag, and Steve Sullivan. Judith Thielemann was absent.</p> <p>Administration Present: Dr. Michael Babb, Superintendent; Erica Magdaleno, Executive Assistant; Ryan Howatt, Principal; Cindy Hansen, CBO.</p>
Pledge	<p>President Nemets led the Pledge of Allegiance.</p>
Agenda	<p>The agenda was adopted by common consent.</p>
Minutes	<p>The minutes were adopted by common consent.</p>
Public Comment	<p>There was no public comment.</p>
Superintendent's Report	<p>Superintendent:</p> <p>A. Communication: Dr. Babb shared that the first edition of the Mesa Union News went out to families last Monday along with Tiger Tales. Dr. Babb will be preparing one more edition in June and will continue sending out every quarter. Dr. Babb also shared that he is working on a new format in English and Spanish that will be compatible for the website. Dr. Babb would like to share Board activities with the community and staff through the Mesa Union News. The topics of the first edition included Common Core State Standards, District of Choice, Mission and Vision, and Safety Evaluation. Dr. Babb welcomes feedback or topics that the Board would like to see on the Mesa Union News.</p> <p>B. Kindergarten Orientation: Dr. Babb shared that the Kindergarten Orientation was a success. There were approximately about 60 students that attended. Based on the number of students, it is anticipated that there will be a waiting list for Kindergarten school year 2013-2014.</p> <p>C. National School Safety Center: Dr. Babb reported that Dr. Stephens with National School Safety Center provided a report with recommendations. Dr. Babb will be preparing an outline of the report to share with the Board. The following are some of the recommendations:</p> <ol style="list-style-type: none">1. Include language regarding school safety in the District mission statement.2. Look at ways of controlling campus access.3. Create natural supervision.4. Establish screening procedures for visitors.5. Post more signs at strategic points throughout campus.6. Create uniforms and staff ids to ensure staff is easily identified on campus.7. Revise search and seizure and surveillance policies.8. Remove posters from windows.9. Establish an MOU with local law enforcement.10. Include policies and procedures in School Handbook.11. Create an "at a glance" document that communicates how to address emergency scenarios.

Trustee Nemets approached the Board and suggested revising the Student Handbook to include some of the suggested policies and protocols relating to student safety. Dr. Babb confirmed that he and Mr. Howatt will be working on revising the Student Handbook.

Trustee Camanag approached the Board to inquire if the report included recommendation of priorities. Dr. Babb confirmed that the District would be responsible for prioritizing the recommendations, but his first recommendation would be to install Kindergarten and Junior High doors. Dr. Babb shared that he will be working with the facilities department to gather quotes and staging the recommendations based on need and budget.

Trustee Nemets approached the Board to follow up on the Kid Zone Area, a topic that had been discussed previously. Trustee Nemets shared that she recently observed an unidentifiable adult/parent on the playground. At a previous meeting it was discussed that the black top would be a Kid Zone Area. Mr. Howatt confirmed that the information was shared with the community. Mr. Howatt will work on creating an environment that will support students and parents on campus.

Trustee Sullivan suggested training staff to address unidentifiable visitors, and reinforcing the visitor policy. Mr. Howatt will work with staff and reiterate the visitor/volunteer policy.

D. Program Improvement-Dr. Babb shared that families were notified about the District's Program Improvement status and the Supplemental Education Services (SES) that would be offered to students. Twenty-six students applied for Supplemental Education Services. The Supplemental Education Service fair that was held at Somis School District was a success. Most of the parents that attended were from Mesa. All the providers that agreed to provide services to students attended the fair. The providers offered support and information to parents. From all providers, six were chosen to provide services. Many parents selected VCOE 1, 2, 3 Success as their service provider.

Principal's Report

Principal:

A. CST Preparation- Mr. Howatt shared that the California Standards Test (CST) materials have been delivered, and video training has started with 2nd-5th grade teachers. Junior High teachers will be trained on April 30th. Students are continuing to work on core curriculum as well as strategies for the CST. Some of the strategies are particular to the CST or multiple choice assessments and some strategies have been taught all year long. Mr. Howatt will be meeting with the English Language Learners Advisory Committee (ELAC) and Migrant Committee on April 30th to schedule a date and time when to meet with families and students. The tentative date to meet with students and families has been scheduled for May 11th. Mr. Howatt will be discussing the importance of the CST's, healthy habits, and tips on how parents can help their student/students be successful during CST's.

Trustee Sullivan suggested obtaining feedback from parents that attend the meeting. Feedback will assist in developing resourceful material.

B. Intervention-California State Test (CST) Intervention will be provided by five teachers to students in 3rd-8th grades. Twenty seven students have enrolled for CST intervention, which will be begin April 16th-May 16th after school. Transportation will be available to students that live in the district. Assessments have been prepared through DataWise to help with student needs.

C. Special Education Self Review Update-Special Education Self Review was successfully submitted. Mr. Howatt thanked the Special Education team that worked very hard in completing the report. There were some items that were considered non-compliant. The Special Education team will be working on addressing the non compliance concerns and submitting by May 30th.

Board Member's Reports and Communications	<p>Trustee Nemets shared a letter from Sierra Sands School District in Ridgecrest, California, regarding the resolution they passed with regards to the reform of the K-12 school financing system.</p> <p>Trustee Nemets shared her positive experience from the Ventura County Science Fair award ceremony. Mesa Union School District was well represented. Dr. Dunn along with 10 families attended the ceremony. Trustee Nemets thanked Dr. Dunn for all her work in preparation of the Science Fair. Dr. Babb will send a note to Dr. Dunn on behalf of the board. 7th grader, Ryan Barry will be attending the state science fair.</p>
Consent Agenda	<p>On motion of Trustee Sullivan, seconded by Trustee Murray and carried with a 4-0-1 vote, Consent Agenda Items 8.A-8.G was approved. Item 8.H was pulled for discussion.</p> <p>Board of Trustees entered into discussion regarding Agenda Item 8.H.</p> <p>On motion of Trustee Sullivan, seconded by Trustee Camanag and carried with a 4-0-1 vote, Consent Agenda Item 8.H was approved.</p> <p>Purchase order totaling \$22,431.32 Checks totaling \$342,000.67 Fund Balances Student of the Month Golden Valley Charter School income/expenditure statement</p>
Action/Discussion Resolution #12-13-10	<p>On motion of Trustee Murray, seconded by Trustee Camanag, and carried with a 4-0-1 vote, Resolution #12-13-10 Final Resolution Regarding Reduction of Elimination of Certain Certificated Services was adopted.</p>
Golden Valley Charter School	<p>On motion of Trustee Sullivan, seconded by Trustee Camanag, and carried with a 3-1-1 vote, the MOU with Golden Valley Charter School for the 2013-2014 school year was approved.</p>
Economic Impact Aid Funding	<p>On motion of Trustee Murray, seconded by Trustee Camanag, and carried with a 4-0-1 vote, the posting of the Economic Impact Aid Funding Pursuant to Senate Bill 7549 was approved.</p>
Resolution # 12-13-11	<p>On motion of Trustee Murray, seconded by Trustee Camanag, and carried with a 1-2-1-1 vote, Resolution #12-13-11 failed due to lack of motion.</p>
School Site Plan	<p>On motion of Trustee Sullivan, seconded by Trustee Camanag, and carried with a 4-0-1 vote, the School Site Plan for 2012-2013 was approved as amended.</p>
Field Trip	<p>On motion of Trustee Sullivan, seconded by Trustee Camanag, and carried with a 4-0-1 vote, the 8th grade Magic Mountain Field Trip was approved.</p>
District Goals and Objectives	<p>On motion of Trustee Sullivan, seconded by Trustee Murray and carried with a 4-0-1 vote, the adoption of District Goals and Objectives were adopted as amended.</p>
Classified Holiday Calendar	<p>On motion of Trustee Murray, seconded by Trustee Camanag, and carried with a 4-0-1 vote, the 2013-2014 Classified Holiday Calendar was approved as amended.</p>
Declaration of Need	<p>On motion of Trustee Sullivan, seconded by Trustee Camanag, and carried with a 4-0-1 vote, the Declaration of Need for Fully Qualified Educators for 2013-2014 was approved.</p>
MUST	<p>On motion of Trustee Murray, seconded by Trustee Sullivan and carried with a 4-0-1 vote, the sunshine letter for negotiations for the 2013-2014 school year from Mesa Union Support Team (MUST) was accepted.</p>

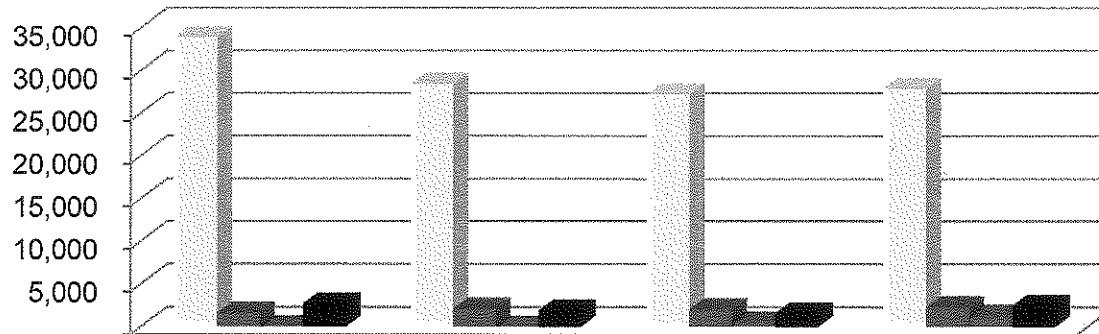
Quarterly Report	On motion of Trustee Camanag, seconded by Trustee Murray and carried with a 4-0-1 vote, the Quarterly Report on Williams Uniform Complaints was accepted.
Board Policy	On motion of Trustee Murray, seconded by Trustee Camanag and carried with a 4-0-1 vote, the Board Policies and Administrative Regulations were adopted.
Board Policies 1st Read	The Board was provided with Board Polices for 1st review to be brought back for approval at the May 21, meeting.
Personnel	<p>Personnel-</p> <p>On motion of Trustee Murray seconded by Trustee Sullivan and carried with a 4-0-1 vote the hiring of Ronda Plomteau and Michele Demaria as hourly intervention teachers for afterschool Pre CST intervention to be funded through Title I from April 16, 2013, to May 16, 2013, was approved.</p> <p>On motion of Trustee Murray, seconded by Trustee Sullivan and carried with a 4-0-1 vote the hiring of Olivia Ford, Erika Muhlitner, Julee Vollmert and Deanna Sakai, for extra duty hours for afterschool Pre-California Standards Test (CST) intervention to be funded through Title I, from April 16, 2013 to May 16, 2013 at an hourly rate of \$35.00 an hour was approved.</p>
Future Meetings	May 21, 2013
Adjournment	Adjourned 7:55 p.m.

A black and white illustration of a school scene. On the left is a two-story school building with a bell tower on the roof. In the foreground, several children are playing in a schoolyard. On the right, a school bus is parked with a child pushing a cart. The background shows rolling hills and a cloudy sky.

Mesa Union School District Transportation Program Costs

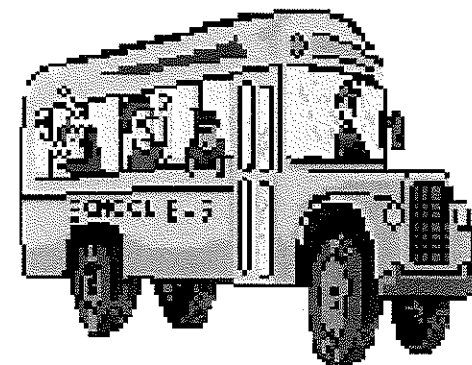
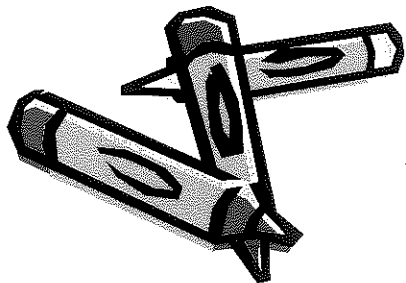
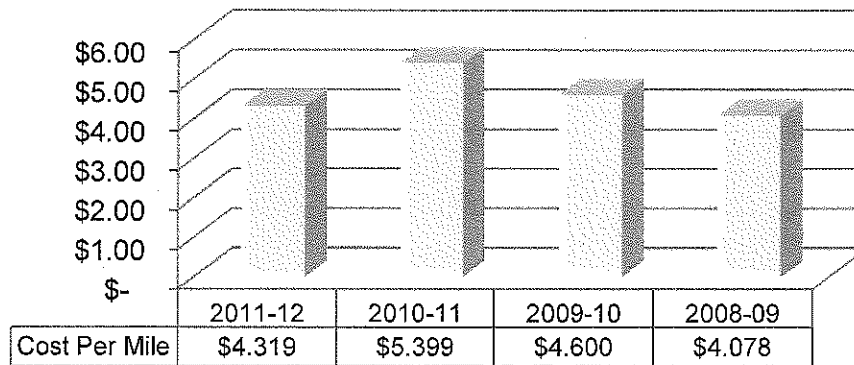
Prepared By
Cynthia Hansen
Chief Business Official
April 25, 2013

Mesa Total Transportation Miles

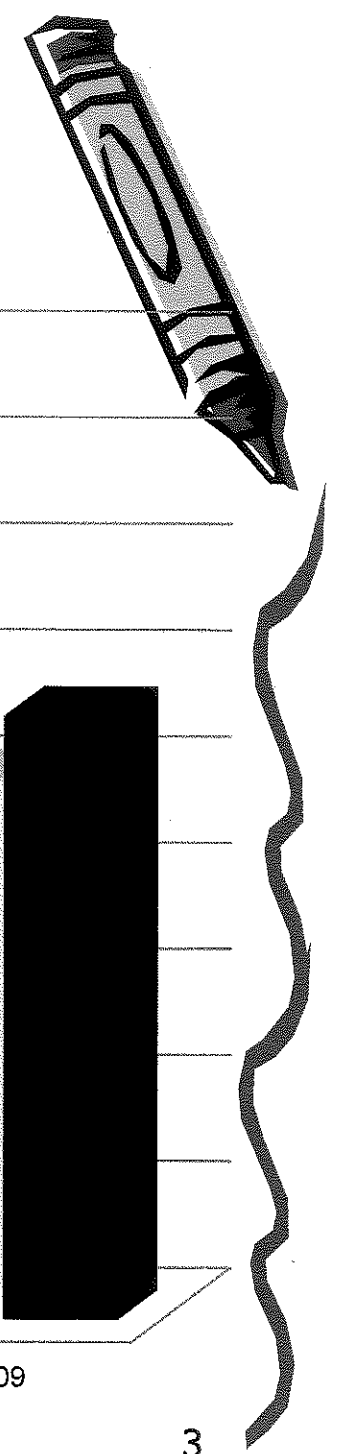
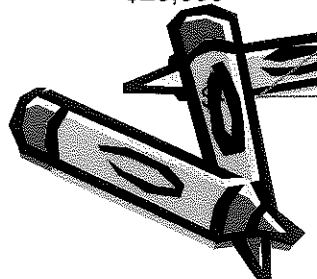
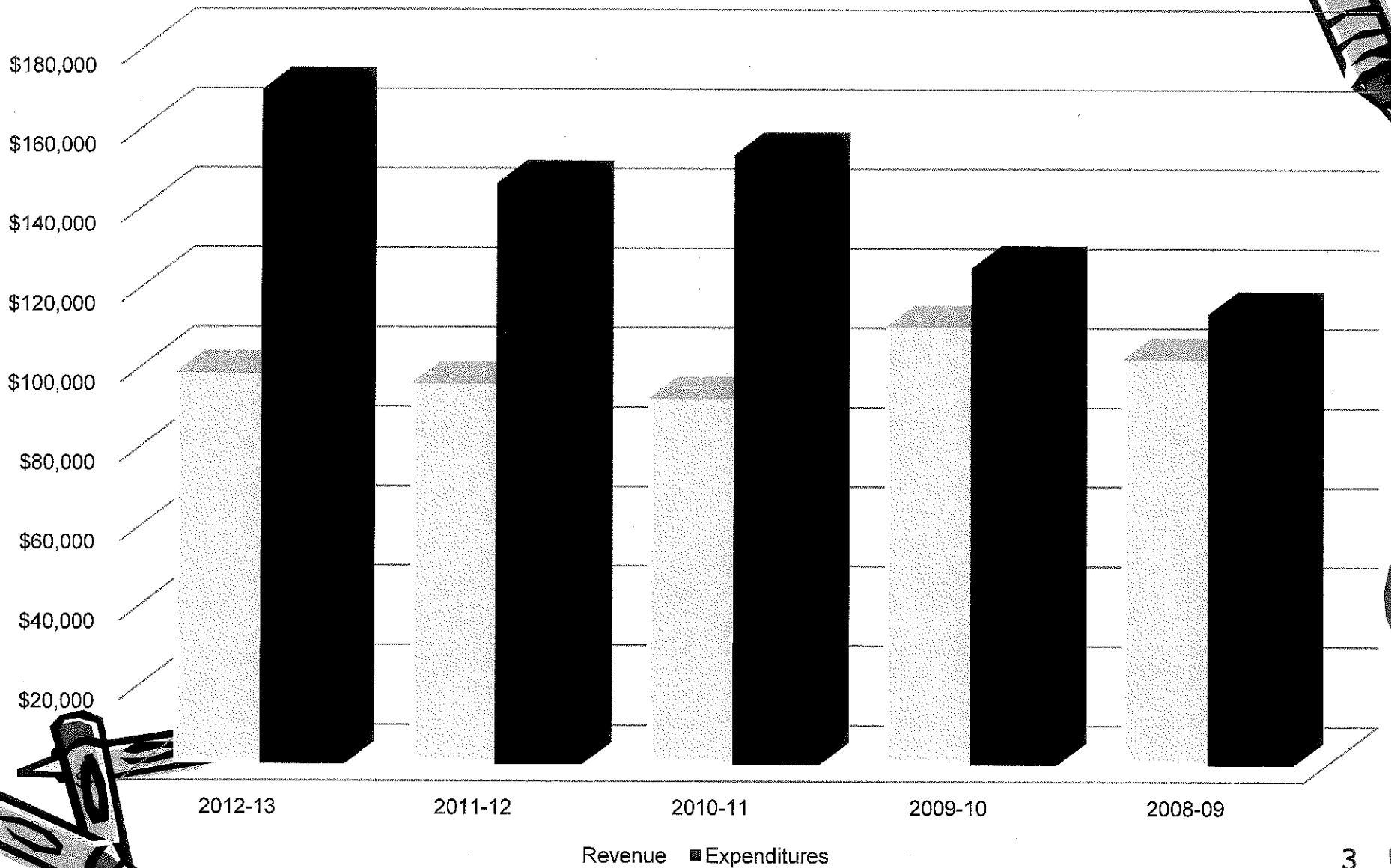


	2011/12	2010/11	2009/10	2008/09
Home to School	33,853	28,409	27,169	27,845
Summer School/Field Trips	1,548	2,098	2,043	2,281
Migrant	0	0	500	1,260
Maintenance	2,696	1,942	1,582	2,482

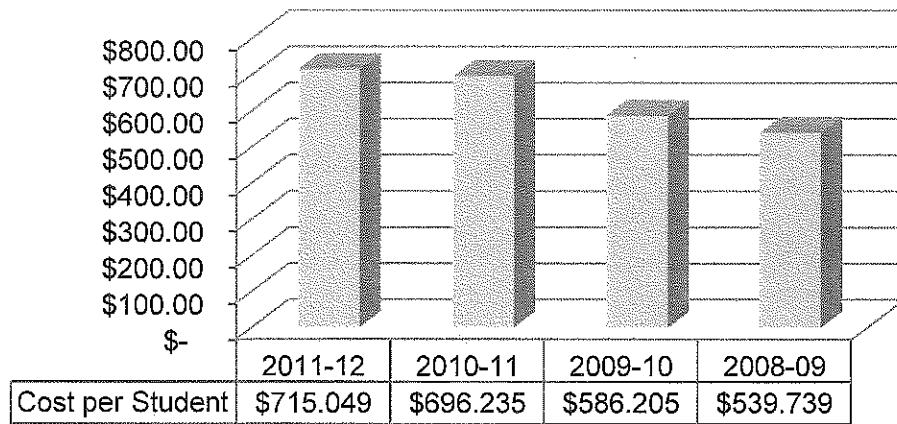
Mesa Transportation Cost per Mile



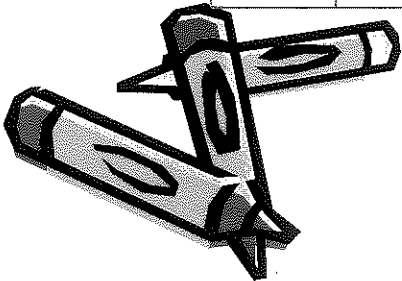
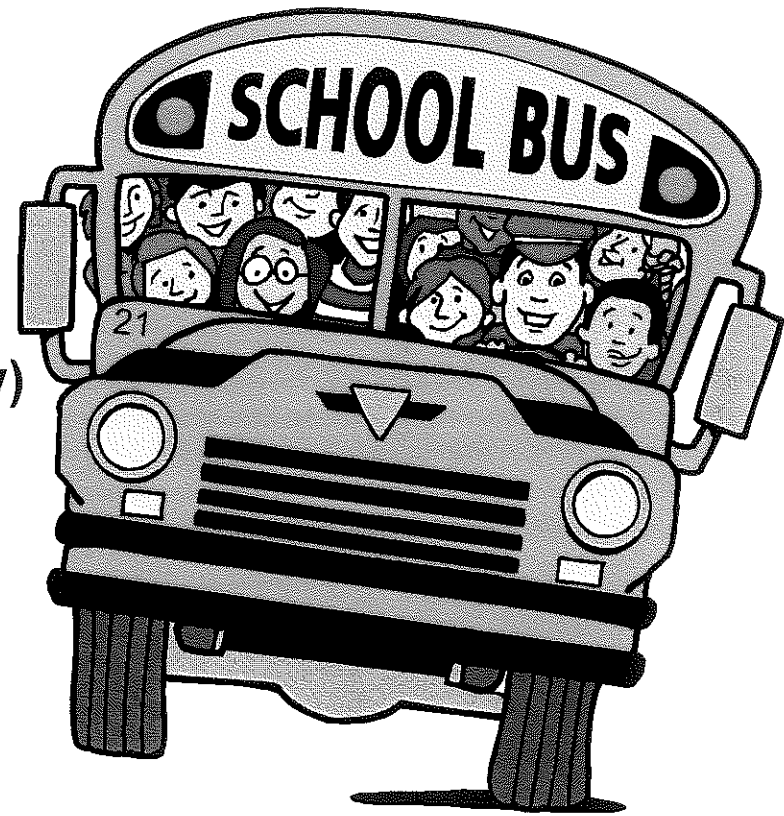
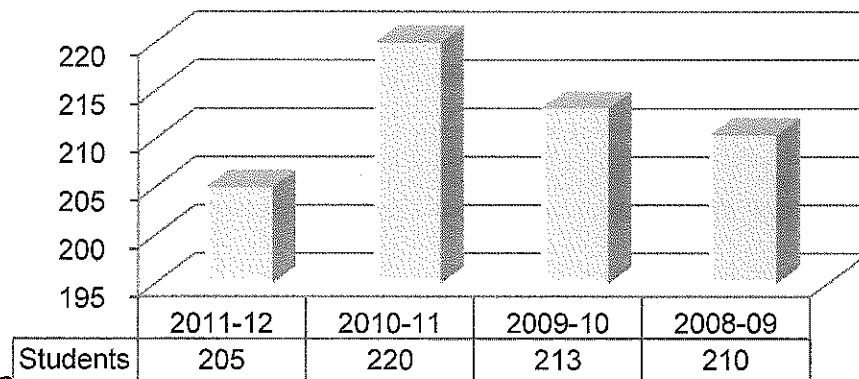
Mesa Transportation Revenue and Expenditures 2012-13 Budget (as of 4/25/13), 2011-12 through 2008-09 Actuals



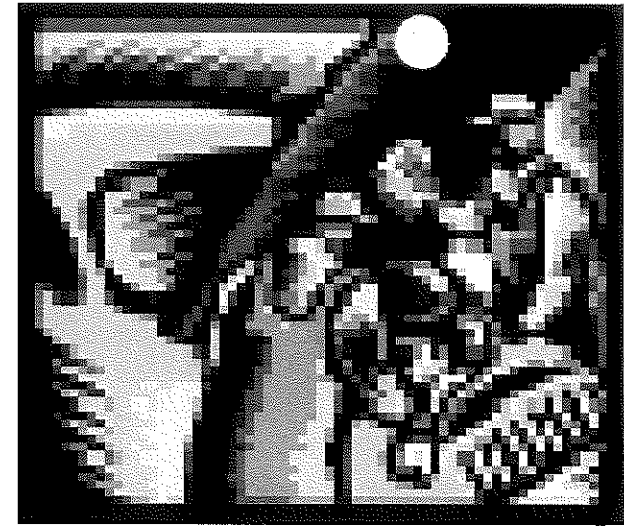
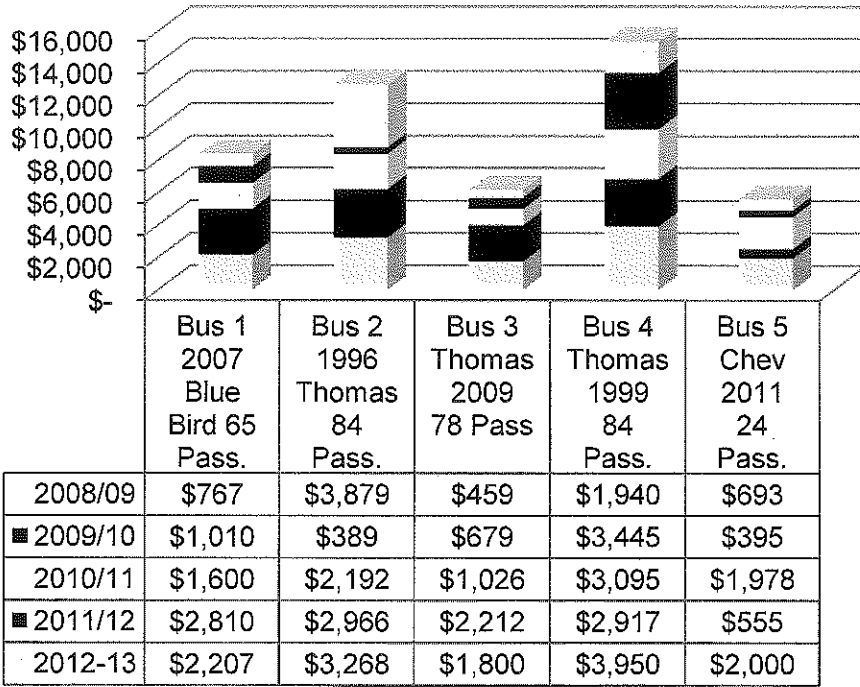
Mesa Transportation Cost per Student



Mesa Transportation Number of Students (One-Way)

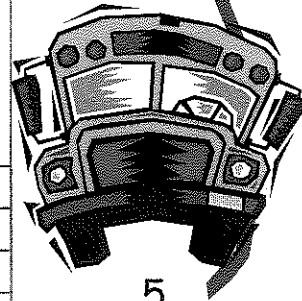
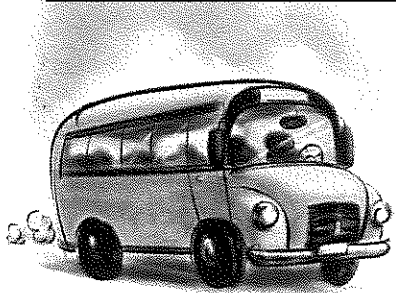
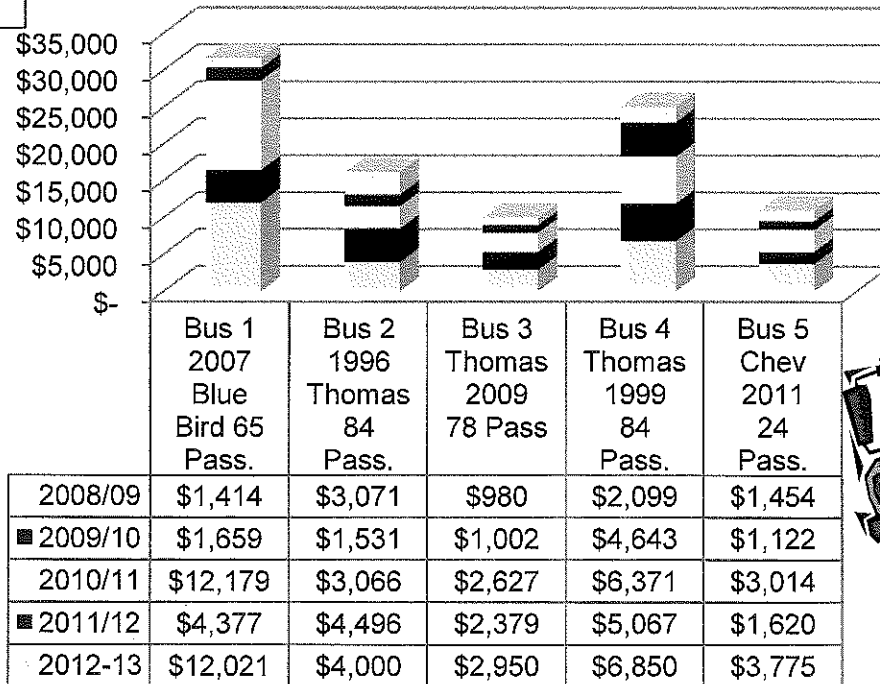


Mesa Bus Supplies (Exc. Fuel)



Mesa Bus Repairs

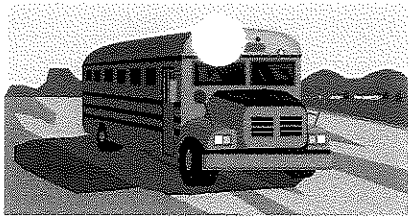
Bus#	Make	Passengers	Year Purchased	Purchase Price	Mileage as of June 2012
1	Blue Bird	65	2007	\$131,267	38,225
2	Thomas	84	1996	\$ 79,904	130,156
3	Thomas	78	2009	\$135,621	32,622
4	Thomas	84	1999	\$ 92,113	130,514
5	Chev	24	2011	\$ 60,761	6,039



**Mesa Union School District
Transportation Program Costs
2012/2013 Budget Through 2008/2009 Actual
as of 4/25/13**

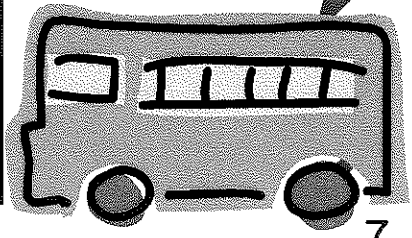
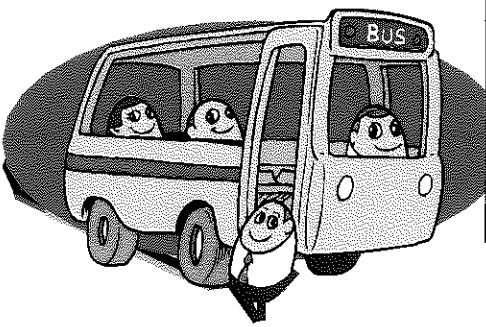
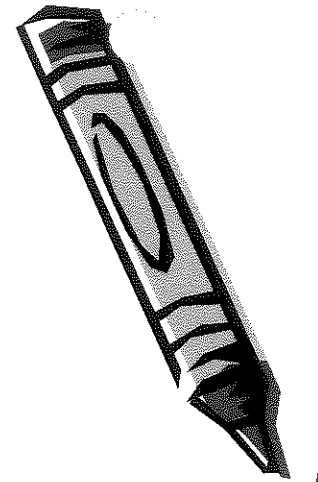
Description	2012-13						Actual Per SACS TRAN Form				Percentage Change			
	Current Budget	% of Total	Enc.	Actual	Balance	% Bal Rem.	2011-12	2010-11	2009-10	2008-09	2012-13 2011-12	2011-12 2010-11	2010-11 2009-10	2009-10 2008-09
REVENUE														
Transportation Apportionment	\$ 69,164	40.79%		\$ 49,941	\$ 19,223	27.79%	\$ 69,386	\$ 67,703	\$ 80,687	\$ 71,247	-0.32%	2.49%	-16.09%	13.25%
Transportation Fees	\$ 29,000	17.10%		\$ 16,015	\$ 12,985	44.78%	\$ 26,171	\$ 24,281	\$ 29,389	\$ 30,657	10.81%	7.78%	-17.38%	-4.14%
Encroachment (Contribution)	71,406	42.11%	0	0	71,406	27.79%	50,670	61,427	15,151	11,657	40.92%	-17.51%	305.44%	29.97%
Total Revenue	\$169,570	100.00%	\$ -	\$ 65,956	\$103,614	61.10%	\$ 146,227	\$ 153,411	\$ 125,227	\$ 113,561	15.96%	-4.68%	22.51%	10.27%
EXPENDITURES														
<i>Salaries:</i>														
Bus Drivers	\$ 61,795	36.44%	\$10,215	\$ 45,969	\$ 5,611	9.08%	\$ 58,868	\$ 59,766	\$ 62,249	\$ 59,784	4.97%	-1.50%	-3.99%	4.12%
Bus Drivers Overtime/Subs	2,285	1.35%	0	1,697	588		5,131	4,866	3,060	2,774	-55.47%	5.46%	58.98%	10.34%
Total Salaries	64,080	37.79%	10,215	47,666	6,199	9.67%	63,999	64,631	65,309	62,558	0.13%	-0.98%	-1.04%	4.40%
<i>Benefits:</i>														
Fringe Benefits (Bus Drivers)	15,546	9.17%	2,528	11,575	1,443	9.28%	14,656	14,009	14,061	13,907	6.07%	4.62%	-0.37%	1.11%
H&W (Bus Drivers)	14,517	8.56%	2,904	11,614	(1)	0.00%	13,865	13,567	12,572	12,499	4.70%	2.20%	7.92%	0.58%
Total Benefits	30,063	17.73%	5,432	23,189	1,442	4.80%	28,521	27,576	26,633	26,407	5.41%	3.43%	3.54%	0.86%
Total Salaries and Benefits	94,143	55.52%	15,647	70,855	7,641	8.12%	92,520	92,207	91,942	88,965	1.75%	0.34%	0.29%	3.35%
<i>Supplies:</i>		0.00%												
Fuel	24,639	14.53%	7,222	16,830	586	2.38%	24,987	20,688	16,872	15,807	-1.39%	20.78%	22.61%	6.74%
Other Supplies	15,440	9.11%	2,494	10,270	2,676	17.33%	12,958	11,874	7,313	9,450	19.15%	9.13%	62.37%	-22.61%
Total Supplies	40,079	23.64%	9,716	27,100	3,263	8.14%	37,945	32,562	24,185	25,257	5.62%	16.53%	34.63%	-4.24%
<i>Other Services</i>		0.00%												
Staff Development	780	0.46%	0	140	640	82.05%	762	690	470	0	2.36%	10.43%	46.81%	#DIV/0!
Insurance	4,001	2.36%	0	3,959	42	1.06%	4,001	3,478	3,580	4,151	0.00%	15.04%	-2.86%	-13.75%
Repairs	29,596	17.45%	10,029	11,008	8,559	28.92%	17,938	27,256	9,957	9,018	64.99%	-34.19%	173.72%	10.42%
Direct Cost Transfers	(10,601)	-6.25%	0	(3,334)	(7,267)	68.55%	(14,415)	(9,600)	(10,560)	(19,210)	-26.46%	50.16%	-9.09%	-45.03%
Other Operating Costs	2,031	1.20%	275	1,066	690	33.96%	1,381	1,716	968	897	47.07%	-19.50%	77.29%	7.91%
Total Services/Other Oper	25,807	15.22%	10,304	12,839	2,664	10.32%	9,667	23,539	4,415	(5,144)	166.96%	-58.93%	433.15%	-185.83%
Total Indirect Costs	9,541	5.63%	0	0	9,541	100.00%	6,096	5,072	4,436	4,483	56.51%	20.19%	14.34%	-1.05%
Total Expenditures	\$169,570	100.00%	\$35,667	\$110,794	\$ 23,109	13.63%	\$ 146,228	\$ 153,380	\$ 124,979	\$ 113,561	15.96%	-4.66%	22.72%	10.05%
Total Mileage-To/From							33,853	28,409	27,169	27,845		19.16%	4.56%	-2.43%
One-Way Pupil Count							205	220	213	210		-6.82%	3.19%	1.33%
Cost per Mile							\$ 4.319	\$ 5.399	\$ 4.600	\$ 4.078		-20.00%	17.37%	12.80%
Cost per Pupil							\$ 715.049	\$ 696.235	\$ 586.205	\$ 539.739		2.70%	18.77%	8.61%





Transportation Program Cost Comparison 2011/2012 Actuals

Description	Briggs		Mesa		Somis	
	Cost	% of Total	Cost	% of Total	Cost	% of Total
REVENUE						
Transportation Apportionment	\$ 50,770	97%	\$ 69,386	47%	\$ 56,638	67%
Transportation Fees		0%	\$ 26,171	18%		0%
Encroachment (Contribution)	1,742	3%	50,670	35%	28,367	33%
Total Revenue	\$ 52,512	100%	\$ 146,227	100%	\$ 85,005	100%
EXPENDITURES						
<i>Salaries/FTE:</i>		<i>0.95 FTE</i>		<i>1.5 FTE</i>		<i>0.813 FTE</i>
Bus Drivers	\$ 42,236	80%	\$ 58,868	40%	\$ 40,143	47%
Bus Drivers Overtime/Subs	883	2%	5,131	4%	1,876	2%
Total Salaries	43,119	82%	63,999	44%	42,019	49%
<i>Benefits:</i>						
Fringe Benefits	10,231	19%	14,656	10%	9,938	12%
Health and Welfare	9,971	19%	13,865	9%	4,102	5%
Total Benefits	20,202	38%	28,521	20%	14,040	17%
Total Salaries and Benefits	63,320	121%	92,520	63%	56,059	66%
<i>Supplies:</i>						
Fuel	13,686	26%	24,987	17%	9,053	11%
Other Supplies	13,256	25%	12,958	9%	4,820	6%
Total Supplies	26,942	51%	37,945	26%	13,873	16%
<i>Other Services</i>						
Staff Development	4,005	8%	762	1%	0	0%
Insurance	1,939	4%	4,001	3%	2,154	3%
Repairs	14,579	28%	17,938	12%	9,612	11%
Direct Cost Transfers	(61,489)	-117%	(14,415)	-10%	(3,801)	-4%
Other Operating Costs	931	2%	1,381	1%	297	0%
Total Services/Other Oper	(40,035)	-76%	9,667	7%	8,262	10%
Total Indirect Costs	2,285	4%	6,096	4%	6,811	8%
Total Expenditures	\$ 52,512	100%	\$ 146,228	100%	\$ 85,005	100%
Total Mileage-To/From School	9,977		33,853		11,948	
One-Way Pupil Count	216		205		51	
Cost per Mile	\$ 5.263		\$ 4.319		\$ 7.115	
Cost per Pupil	\$ 243.001		\$ 715.049		\$ 1,663.502	





Grand Jury
800 South Victoria Avenue
Ventura, CA 93009
(805) 477-1600
Fax: (805) 477-1610

grandjury.countyofventura.org

May 10, 2013

Superintendent: Michael Barr
Mesa School District
3901 N Mesa School Road
Somis, California 93066

Re: Report of the 2012-2013 Grand Jury "School Security"

Dear Superintendent:

Enclosed please find a copy of the report of the 2012-2013 Grand Jury. It is provided two working days prior to the public release of same in accordance with provisions of Penal Code 933.05(f). Please note that under the provisions of that code section no officer, agency, department, or governing body of a public agency shall disclose any contents of the report prior to public release by the Grand Jury.

The Grand Jury requires that you respond in writing to the Findings and Recommendations contained in the report pursuant to Penal Code 933(c)(d). Penal Code sections 933.05(a) and 933.05 (b) are specific to the format of the responses and a form is attached for that purpose. Please submit your response within 90 days to Hon. Brian J. Back, Presiding Judge of the Superior Court. Responses are public records and the clerk of the City Council must maintain a copy of your response.

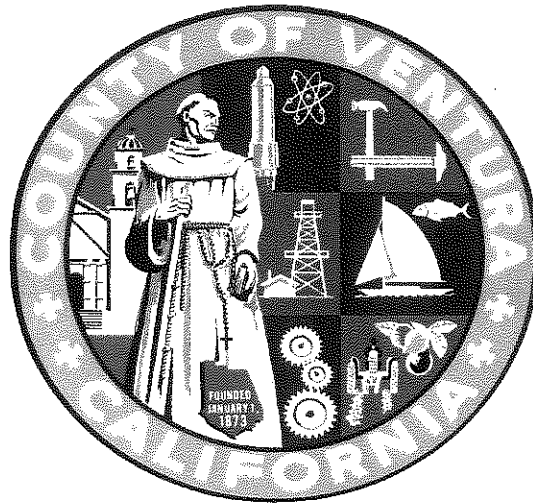
Thank you for your attention to our report. On behalf of the Grand Jury I respectfully request a copy of your response. Kindly contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Jay Whitney". The signature is fluid and cursive.

Jay Whitney, Foreperson
2012-2013 Ventura County Grand Jury
(805) 477-1600
Jay.Whitney@ventura.org

Ventura County Grand Jury 2012 - 2013



Final Report

School Security

May 10, 2013

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School Security

Summary

The 2012-2013 Ventura County Grand Jury (Grand Jury), pursuant to its responsibility for government oversight, chose to evaluate the security of public elementary schools in Ventura County (County).

The California Education Code 35294.2 requires crisis response procedures that encourage schools to consider emergency management in the context of its four phases. They are: mitigation and prevention, preparedness, response, and recovery. The preparedness phase involves developing policies and protocols for multiple hazards, adhering to the established Incident Command System, conducting training and exercises, and ensuring that necessary resources are available should an emergency occur on campus.

The Grand Jury examined the current status of safety programs chosen randomly in each of the school districts in the County. The main emphasis was safety from violent behaviors by outside persons and the proactive strategies that can be used to reduce potential injury or death.

The goal was to evaluate the systems and methods for the safety of the elementary school students given the recent events at other schools, such as Sandy Hook Elementary School in Connecticut. The Grand Jury evaluated the safety with on-site visits equipped with a list of criteria for security. The security criteria are:

- point of entry: gates open or closed, entry monitored
- personnel: clearly visible ID badges
- visitors are required to sign in and out at the office
- visitor badges for all persons on campus except students
- visitors without a visible badge should be questioned and escorted to the office
- security officers must be identifiable
- campus volunteers should wear identifiable clothing
- adequate perimeter fencing to deter unauthorized entry
- buildings clearly marked on all walls and roof

Background

On December 14, 2012, the nation was shocked with the events that occurred at Sandy Hook Elementary in Connecticut. Twenty children and six adult staff members were murdered by a lone gunman. As first responders arrived, the gunman committed suicide. This incident is one of the deadliest school shootings in American history.

The Grand Jury initiated this investigation into school security based on events and several newspaper articles pointing out that schools need to know how to identify warning signs and assess risks. The Grand Jury reviewed the physical site security of various elementary schools in the County.

The County has 21 school districts. There are 129 public elementary schools within the County with a total student count of 68,096. The school sites vary in size and location within communities.

Methodology

The Grand Jury conducted on-site observations of several County elementary schools within the 21 districts. Most visits were conducted prior to the noon hour. Several elementary schools from various County districts were chosen on a random basis. The Grand Jury developed a survey based on the Ventura County Sheriff's Office Threat Assessment Workshop, in which all Ventura County district schools were represented. The Grand Jury used a predetermined list of criteria to develop the survey which was used. These criteria included:

- arrival time and departure time
- gates open or closed
- entries monitored
- visible ID badges
- visible visitors' badges
- visitors signing in and out
- visible campus security
- perimeter fencing

The Grand Jury also reviewed significant current literature on the recommended steps to take for the explicit goal of keeping children secure in the case of man-made emergencies. Also, the Grand Jury interviewed security experts and officials.

Facts

FA-01. The County has 21 school districts:

- 11 elementary – kindergarten through eighth grade
- 8 unified – kindergarten through twelfth grade
- 2 high school – ninth through twelfth grade

[Ref-01]

FA-02. The County has 210 schools within the 21 public school districts:

- 129 elementary schools
- 27 junior high/middle schools
- 20 high schools
- 21 alternative schools
- 13 charter schools

[Ref-01]

FA-03. The California Education Codes state the following:

Section 32281 states “. . . that all California public schools, in kindergarten, and grades 1 to 12 . . . develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.” [Ref-01]

FA-04. The Grand Jury developed a criterion for a survey that was used at all locations. (Att-01)

FA-05. County school districts sent representatives to a Threat Assessment Workshop sponsored by the Ventura County Office of Education which was conducted by the Ventura County Sheriff’s Office. [Ref-06]

FA-06. District representatives were trained in:

- responsible, prudent and effective response to threats
- behaviors that raise concern about potential violence
- risk assessment
- identification of warning signs, physical and behavioral clues
- courses of action or strategies to control the threats
- effective threat assessment in a larger context of school safety

[Ref-02]

FA-07. On 2/19/2013, an elementary school in the Oxnard Elementary School District was visited and found to have the following opportunities for improvement; There was no campus security visible, side gate was opened and no visitor badges visible. The principal did approach us and asked if he could be of assistance. (Att-01)

FA-08. On 2/20/2013, an elementary school was visited in the Ventura Unified School District and found to have the following opportunities for improvement; there was no campus security visible, no visitor badges visible, no enforcement of sign-in sheet and no monitoring of the unlocked gate from 7:20-7:45 AM. (Att-01)

- FA-09.** On 2/21/2013, an elementary school was visited in the Ventura Unified School District and found to have the following opportunities for improvement; there were no visible staff badges, no visitor badges, and no campus security visible. (Att-01)
- FA-10.** On 2/22/2013, an elementary school was visited in the Pleasant Valley School District and found to have the following opportunities for improvement; the school gate was open, but not monitored, visitors did not sign in or out, the crossing guard wore an orange vest and had a radio but no ID badge. School personnel did not wear badges. The secretary did inquire as to the nature of our visit.
- FA-11.** On 2/25/2013, an elementary school in the Hueneme Elementary School District was visited and found to have the following opportunities for improvement; there was an unlocked gate to the playground area and no campus security visible. (Att-01)
- FA-12.** On 2/25/2013, an elementary school in the Mesa Unified School District was visited and found to have the following opportunities for improvement; there were no visible campus security or visitor badges. (Att-01)
- FA-13.** On 2/25/2013, an elementary school in the Oxnard Elementary School District was visited and found to have the following opportunity for improvement; there was no campus security visible. (Att-01)
- On 2/25/2013, an elementary school in the Oak Park Unified School District was visited and found to have the following opportunities for improvement; there was no campus security visible, the gates were open with no monitor, visitors were allowed on the school grounds without ID badges. School personnel did inquire as to the nature of our visit. (Att-01)
- FA-14.** On 2/25/2013, an elementary school in the Conejo Valley Unified School District was visited and found to have the following opportunities for improvement; the gate was open and not monitored, school personnel did not wear ID badges and no school security personnel were visible. (Att-01)

Findings

- FI-01.** The Grand Jury found that all school districts were trained in school security and threat assessment by the Ventura County Office of Education and conducted by the Ventura County Sheriff's Department. (FA-04-06)
- FI-02.** The Grand Jury found that there were no ID badges on some staff, campus personnel and visitors. This does not comply with the Threat Assessment Training. (FA-01-14)
- FI-03.** The Grand Jury found that gates were open and unmonitored. This does not comply with the Threat Assessment Training. (FA-01-14)

- FI-04.** The Grand Jury found no visible campus security. This does not comply with the Threat Assessment Training. (FA-01-14)
- FI-05.** The Grand Jury found that some schools have no perimeter fencing. This does not comply with the Threat Assessment Training. (FA-01-14)

Recommendations

- R-01.** The Grand Jury recommends that each school district conduct a realistic threat assessment review as addressed in the training workshop. The assessment should determine the facility's vulnerability. All districts should send a representative to meet and discuss threat assessment for each school in the respective district. (FI-01-05)
- R-02.** The Grand Jury recommends that each school district in cooperation with law enforcement should consider instituting a training program based on threat assessment for all classified and non-classified personnel. Policies and practices should be implemented to identify warning signs, and create effective communication among all levels of school personnel. (FI-01-05)
- R-03.** The Grand Jury recommends that each school building be easily identified from the air and street. Each school district should consider incorporating the use of volunteers who will act as school safety agents and be so identified with unique vests properly identifying persons as a school safety agent. Such vests should be uniform throughout the county. (FI-01-05)

Responses

Responses Required From:

Board of Trustees, Hueneme Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Oxnard Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Oak Park Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Ventura Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Pleasant Valley Elementary District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Conejo Valley Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Rio School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Mesa School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Responses Requested From:

Ventura County Office of Education
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Briggs Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Fillmore Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Moorpark Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Mupu Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Ocean View Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Ojai Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Santa Clara Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Santa Paula Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Simi Valley Unified School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

Board of Trustees, Somis Union Elementary School District
(FI-01, 02, 03, 04, 05) (R-01, 02, 03)

References

- Ref-01.** Ventura Office of Education, "2012-2013 Ventura Public Schools Directory" <http://schooldirectory.vcoe.org/directory.pdf> (accessed March 19, 2013)
Ed-Data, Fiscal, Demographic, and Performance Data on California's K-12 Schools, <http://www.ed-data.k12.ca.us/> (accessed March 19, 2013)
- Ref-02.** Ventura Office of Education, School Districts in Ventura County, <http://www.vcoe.org/Districts.aspx> (accessed March 19, 2013)
- Ref-03.** Leung, Wendy, "Educators hope to avoid, prevent tragedy", Ventura County Star, (Ventura, CA), January 10, 2013, page B 1.
- Ref-04.** California Education Code Section 35294.2, http://www.legaltips.org/california/california_education_code/35294.20-35294.25.aspx

Attachments

- Att-01.** School survey form

Disclaimer

This report is issued by the 2012-2013 Ventura County Grand Jury. Due to a potential conflict of interest, a member of this Grand Jury was excused from participating in any aspect of the production of this report.

Glossary

TERM

County

Grand Jury

DEFINITION

Ventura County

Ventura County Grand Jury

Attachment 01

School Survey Form

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District:	School
Time:	arrival time and time end.
Single point of entry?	Gate is it Open or Closed? Is the entry monitored?
Personnel	Have clearly visible ID badges Do visitors have badges?
	If no, are they being challenged?
	Do visitors sign in and out?
	Is there campus security visible
Fenced	The school have good perimeter fencing to deter unauthorized entry?
Remarks:	

Includes 04/01/2013 - 04/30/2013

PO Number	Vendor Name	Order Site	Object Description	Resource Description	Account Amount
P0313-00196	PACTRONICS, INC	MESA UNION	Mat'ls/Sup	Unrestrict	1,726.39
P0313-00197	DRUIDE INFORMATIQUE INC	MESA UNION	Prof Svc	Unrestrict	560.00
P0313-00198	VTA CNTY OFFICE OF EDUCATION	MESA UNION	STAFF DEV	Unrestrict	742.00
				CAT FLEX	1,489.06
				NCLBIPrtA	1,021.00
P0313-00199	MODESTO & SON'S PUMPING	MESA UNION	Mat'ls/Sup	Unrestrict	150.00
			RntRprNCap	ChildNutri	150.00
P0313-00200	BOWIE,ARNESON,WILES & GIANNONE	MESA UNION	Legal	COP	1,435.06
P0313-00201	McGRAW-HILL COMPANIES	MESA UNION	Textbooks	LotteryIM	487.49
P0313-00202	VTA CNTY OFFICE OF EDUCATION	MESA UNION	STAFF DEV	Unrestrict	80.00
P0313-00203	ANDERSON SYSTEMS INC	MESA UNION	RntRprNCap	Unrestrict	651.00
Total Number of POs				8	
				Total	8,492.00

Fund Summary

Fund	Description	PO Count	Amount
010	General Fund	8	8,342.00
130	Cafeteria Fund	1	150.00
		Total	8,492.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Includes 04/01/2013 - 04/30/2013

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B0313-00036	3,300.00	010-4300	General Fund/Mat'ls/Sup	384.62
B0313-00040	2,500.00	010-4300	General Fund/Mat'ls/Sup	156.42
B0313-00051	800.00	010-5600	General Fund/RntRprNCap	200.00
B0313-00073	33,797.50	130-4300	Cafeteria Fund/Mat'ls/Sup	764.57
B0313-00073	33,797.50	130-4700	Cafeteria Fund/Food	4,002.47
			Total for B0313-00073	4,767.04
			Total PO Changes	5,508.08

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 2 of 2

Checks Dated 04/01/2013 through 04/30/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
5003806141	04/01/2013	GOLDEN VALLEY VIRTUAL CHARTER	010-8096		6,358.00
5003806142	04/01/2013	McGRAW-HILL EDUCATION LLC	010-4300		54.96
5003806143	04/01/2013	PACIFICOM	010-5600		630.00
5003806144	04/01/2013	UNITED REFRIGERATION INC	010-4300		59.39
5003806145	04/01/2013	COUNTY OF VENTURA	010-5800		250.00
5003806146	04/02/2013	ALTA DENA DAIRY	130-4700		696.35
5003806147	04/02/2013	GOLDEN VALLEY CHARTER SCHOOL	010-8096		71,873.00
5003806148	04/03/2013	ALERT COMMUNICATIONS	010-5800		274.95
5003806149	04/03/2013	COASTAL PIPCO	010-4300		50.67
5003806150	04/03/2013	COAST TO COAST COMPUTER PROD	010-4300		170.37
5003806151	04/03/2013	CONFIDENTIAL DATA DESTRUCTION	010-5800		72.00
5003806152	04/03/2013	DIAL SECURITY	010-5800		57.88
5003806153	04/03/2013	DRUIDE INFORMATIQUE INC	010-5800		560.00
5003806154	04/03/2013	EXCEL LD	010-5901		11.04
5003806155	04/03/2013	OFFICEMAX, INC	010-4300		333.14
5003806156	04/03/2013	POOLE OIL COMPANY	010-4310		733.43
5003806157	04/03/2013	REVOLVING ACCOUNT	010-5903		230.00
5003806158	04/03/2013	SELF-INSURED SCHOOLS OF CALIF	010-9534		47,133.15
5003806159	04/03/2013	SO CA EDISON CO	010-5502		4,730.84
5003806160	04/03/2013	SO CA GAS CO	010-5501		705.79
5003806161	04/03/2013	VTA CNTY OFFICE OF EDUCATION	010-5800		2,025.00
5003806162	04/03/2013	VTA CNTY OFFICE OF EDUCATION	010-5220		3,252.06
5003806163	04/04/2013	COASTAL PIPCO	010-4300		142.24
5003806164	04/04/2013	MODESTO & SON'S PUMPING	010-4300	150.00	
			130-5600	150.00	300.00
5003806165	04/04/2013	SAGE INSTITUTE INC	211-6100		5,000.00
5003806166	04/08/2013	GOLDEN VALLEY VIRTUAL CHARTER	010-8096		4,224.00
5003806167	04/08/2013	GREEN THUMB INTL, INC	010-4300		141.33
5003806168	04/08/2013	GOLDEN VALLEY CHARTER SCHOOL	010-8096		49,569.00
5003806169	04/11/2013	CHANNING BETE CO, INC	010-4300		314.03
5003806170	04/11/2013	DEL NORTE WATER CO	010-5504		1,437.12
5003806171	04/11/2013	PACTRONICS, INC	010-4300		1,726.39
5003806172	04/11/2013	REVOLVING ACCOUNT	010-5800		400.00
5003806173	04/11/2013	SYSCO VENTURA	130-4300	46.29	
			130-4700	226.57	272.86
5003806174	04/16/2013	BOWIE,ARNESON,WILES & GIANNONE	010-5899		1,435.06
5003806175	04/16/2013	REVOLVING ACCOUNT	010-4300		150.00
5003806176	04/18/2013	Deborah A. Dunn	010-4300		59.06
5003806177	04/18/2013	Erica G. Magdaleno	010-5903		6.77
5003806178	04/18/2013	ANIMAL & INSECT PEST MGMT INC	010-5506		199.00
5003806179	04/18/2013	EMPIRE CLEANING SUPPLY	010-4300		12.50
5003806180	04/18/2013	HOME DEPOT CREDIT SERVICES	010-4300		943.54
5003806181	04/18/2013	HOUSE SANITARY SUPPLY	010-4300		303.99
5003806182	04/18/2013	RICOH USA, INC	010-5600		2,942.37
5003806183	04/18/2013	MATILJA WATER CO, INC	010-5504		52.00
5003806184	04/18/2013	MISSION LINEN SUPPLY	130-5600		62.84
5003806185	04/18/2013	POOLE OIL COMPANY	010-4310		720.47

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Page 1 of 2

Checks Dated 04/01/2013 through 04/30/2013

Check Number	Check Date	Pay to the Order of	Fund Object	Expensed Amount	Check Amount
5003806186	04/18/2013	REVOLVING ACCOUNT	010-5800		19.00
5003806187	04/18/2013	RICOH USA, INC	010-4300		101.86
5003806188	04/18/2013	SMITH PIPE & SUPPLY INC	010-4300		915.38
5003806189	04/18/2013	SYSCO VENTURA	130-4700		773.00
5003806190	04/18/2013	VERIZON WIRELESS	010-5902		380.00
5003806191	04/18/2013	VERIZON WIRELESS	010-5901		147.40
5003806192	04/23/2013	EMPLOYMENT DEVELOPMENT DEPT	010-9535		7,872.17
5003806193	04/24/2013	ANDERSON SYSTEMS INC	010-5600		651.00
5003806194	04/24/2013	McGRAW-HILL EDUCATION LLC	010-4100		487.49
5003806195	04/25/2013	AT&T	010-5901		100.10
5003806196	04/25/2013	ATKINSON,ANDELSON,LOYA, et al	010-5899		3,240.32
5003806197	04/25/2013	COAST TO COAST COMPUTER PROD	010-4300		172.26
5003806198	04/25/2013	E.J. HARRISON & SONS, INC	010-5505		441.38
5003806199	04/25/2013	EMPIRE CLEANING SUPPLY	010-4300		150.77
5003806200	04/25/2013	NASON'S LOCK & SAFE, INC	010-5600		189.21
5003806201	04/25/2013	OFFICE DEPOT CREDIT PLAN	010-4300		343.58
5003806202	04/29/2013	EDGEWOOD PRESS, INC	010-4300		424.63
5003806203	04/29/2013	SYSCO VENTURA	130-4300	200.69	
			130-4700	1,267.68	1,468.37
5003806204	04/29/2013	TARANGO'S DIESEL REPAIR	010-4300	2,865.74	
			010-5600	1,239.00	4,104.74
5003806205	04/29/2013	TAX DEFERRED SERVICES	010-9539		6,500.00
5003806206	04/29/2013	VTA CNTY OFFICE OF EDUCATION	010-5800		5,245.00
5003806207	04/29/2013	VTA CNTY OFFICE OF EDUCATION	010-5220		310.00
5003806208	04/30/2013	SYSCO VENTURA	130-4300	194.52	
			130-4700	2.47-	192.05
Total Number of Checks				68	244,906.30

Fund Summary

Fund	Description	Check Count	Expensed Amount
010	General Fund	61	236,290.83
130	Cafeteria Fund	7	3,615.47
211	Building Fund	1	5,000.00
Total Number of Checks		68	244,906.30
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			244,906.30

Fund 010 - General Fund **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Revenue Limit Sources						
8011		2,019,943.00	2,213,261.00	1,029,059.00	1,184,202.00	46.50
8019	Revenue Limit State Aid Prior			55,857.00	55,857.00-	NO BDT
8021	Homeowners' Exemption	17,757.00	17,580.00	9,348.97	8,231.03	53.18
8041	Secured Rolls Tax	1,831,881.00	1,936,662.00	1,767,451.86	169,210.14	91.26
8042	Unsecured Roll Taxes	71,635.00	73,311.00	70,073.71	3,237.29	95.58
8043	Prior Years' Taxes	9,686.00	7,749.00	7,817.01	68.01-	100.88
8044	Supplemental Taxes	18,790.00	14,091.00	30,209.28	16,118.28-	214.39
8045	Education Rev Augmentation Fd	70,026.00-	119,932.00-	19,385.13-	100,546.87-	16.16
8092	PERS Reduction Transfer	4,514.00	4,409.00	5,270.49	861.49-	119.54
8096	Charter School Trans In Lieu P	956,696.00-	956,696.00-	840,127.90-	116,568.10-	87.82
	Total Revenue Limit Sources	2,947,484.00	3,190,435.00	2,115,574.29	1,074,860.71	66.31
Federal Revenue						
8181	Special Education Entitlement	106,953.00	109,622.00	55,671.00	53,951.00	50.78
8182	Special Education Discretion	2,393.00	2,393.00		2,393.00	
8285	Interagency Contracts Between	24,281.00	24,281.00	13,149.22	11,131.78	54.15
8290	All Other Federal Revenue	94,639.00	150,915.00	73,472.86	77,442.14	48.68
	Total Federal Revenue	228,266.00	287,211.00	142,293.08	144,917.92	49.54
Other State Revenues						
8311	Other State Apportionments Cu	115,612.00	130,477.00	93,401.00	37,076.00	71.58
8434	Class Size Reduction K-3	179,928.00	179,928.00	108,385.00	71,543.00	60.24
8550	Mandated Cost Reimbursements		17,407.00	21,156.08	3,749.08-	121.54
8560	State Lottery Revenue	95,197.00	110,302.00	51,626.35	58,675.65	46.80
8590	All Other State Revenues	157,920.00	164,082.00	132,119.75	31,962.25	80.52
	Total Other State Revenues	548,657.00	602,196.00	406,688.18	195,507.82	67.53
Other Local Revenue						
8660	Interest	6,000.00	6,000.00	2,712.33	3,287.67	45.21
8675	Transportation Fees from Indiv	29,000.00	29,000.00	16,015.03	12,984.97	55.22
8677	Interagency Services Between L	69,946.00	69,946.00		69,946.00	
8699	All Other Local Revenue	61,567.00	32,355.00	2,703.83-	35,058.83	-8.36
8792	Transfers of Apportionments Fr	259,304.00	285,819.00	203,877.00	81,942.00	71.33
	Total Other Local Revenue	425,817.00	423,120.00	219,900.53	203,219.47	51.97
	Total Year To Date Revenues	4,150,224.00	4,502,962.00	2,884,456.08	1,618,505.92	64.06

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
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Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 10, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 010 - General Fund

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Teachers' Salaries	1,876,265.00	1,886,336.00	341,474.88	1,540,162.70	4,698.42	81.65
1110	Substitute Teacher	18,130.00	26,465.00		21,100.00	5,365.00	79.73
1130	Stipend	5,168.00	1,493.00		500.00	993.00	33.49
1140	Extra Duty	18,480.00	24,116.00		16,731.80	7,384.20	69.38
1300	Cert Supervisors & Administrat	2,800.00	2,800.00		1,986.25	813.75	70.94
1301	Superintendent	146,231.00	107,033.00	22,220.00	84,912.04	99.04	79.33
1303	Principal	86,872.00	89,768.00	14,961.30	74,806.50	.20	83.33
1900	Other Certificated Salaries	4,875.00	4,875.00		2,672.50	2,202.50	54.82
	Total Certificated Salaries	2,158,821.00	2,142,886.00	378,656.18	1,742,871.79	21,358.03	81.33
Classified Salaries							
2100	Instructional Aides' Salaries	115,840.00	119,023.00	17,547.30	85,191.05	16,284.65	71.58
2110	Substitute Aide	1,343.00	1,394.00		1,667.41	273.41	119.61
2150	Instructional Aide Overtime	1,795.00	1,919.00		468.65	1,450.35	24.42
2200	Classified Support Salaries	296,378.00	270,179.00	49,688.42	210,548.62	9,941.96	77.93
2216	Substitute Bus Driver	427.00	1,145.00		1,297.78	152.78	113.34
2250	Classified Support Overtime	1,140.00	7,222.00		7,166.10	55.90	99.23
2400	Clerical and Office Salaries	132,386.00	124,565.00	19,923.94	100,590.14	4,050.92	80.75
2410	Clerical Sub		114.00		113.28	.72	99.37
2450	Clerical/Office Overtime	13,482.00	13,482.00		8,882.46	4,599.54	65.88
2900	Other Classified Salaries	25,587.00	28,568.00	4,588.86	21,320.18	2,658.96	74.63
2950	OTHER CLASS OVERTIME		5.00		4.10	.90	82.00
	Total Classified Salaries	588,378.00	567,616.00	91,748.52	437,249.77	38,617.71	77.03
Employee Benefits							
3101	STRS, certificated positions	178,302.00	176,790.00	31,272.08	143,334.68	2,183.24	81.08
3102	STRS, classified positions	768.00	228.00		15.88	212.12	6.96
3202	PERS, classified positions	62,231.00	60,624.00	9,978.82	45,710.28	4,934.90	75.40
3301	OASDI/Medicare/Alternative, ce	29,000.00	28,620.00	5,030.08	23,659.34	69.42	82.67
3302	OASDI/Medicare/Alternative, cl	43,517.00	43,230.00	6,672.14	31,811.88	4,745.98	73.59
3401	Health & Welfare Benefits, cer	270,435.00	273,672.00	53,439.08	214,382.86	5,850.06	78.34
3402	Health & Welfare Benefits, cla	99,592.00	99,478.00	19,895.50	79,582.00	.50	80.00
3501	SUI, certificated positions	22,765.00	22,492.00	3,953.24	18,324.23	214.53	81.47
3502	SUI, classified positions	6,258.00	6,274.00	959.40	4,623.36	691.24	73.69
3601	Work Comp Ins, certificated po	69,570.00	63,793.00	11,284.46	51,926.83	581.71	81.40
3602	Work Comp Ins, classified posi	18,939.00	17,576.00	2,731.36	13,599.54	1,245.10	77.38
3702	Retiree Benefits, classified p	750.00	750.00			750.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 10, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 010 - General Fund

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3802	PERS Reduction, classified pos	4,514.00	4,564.00	1,153.36	5,270.49	1,859.85-	115.48
3901	Other Benefits, certificated p	18,416.00	16,796.00		16,795.40	.60	100.00
	Total Employee Benefits	825,057.00	814,887.00	146,369.52	649,036.77	19,480.71	79.65
Books and Supplies							
4100	Textbooks	11,408.00	11,647.00		11,672.81	25.81-	100.22
4300	Materials and Supplies	127,601.00	146,070.00	27,032.63	86,531.08	32,506.29	59.24
4310	Bus Fuel	24,639.00	24,639.00	7,222.36	16,830.33	586.31	68.31
4319	Supplies Undesignated	14,783.00	40,219.00			40,219.00	
4400	Non-Capitalized Equipment	8,900.00	29,891.00		23,354.04	6,536.96	78.13
	Total Books and Supplies	187,331.00	252,466.00	34,254.99	138,388.26	79,822.75	54.81
Services and Other Operating Expenditures							
5100	Sub Agreements for Prof Servic		121,123.00		15,828.25	105,294.75	13.07
5200	Travel and Conferences	1,285.00	1,285.00		647.52	637.48	50.39
5201	Car Allowance	2,400.00	1,800.00	400.00	1,400.00		77.78
5220	STAFF DEVELOPMENT	6,455.00	16,020.00	970.00	11,860.36	3,189.64	74.03
5300	Dues and Memberships	9,960.00	8,160.00		5,754.68	2,405.32	70.52
5450	Other Insurance	26,732.00	26,732.00		26,039.17	692.83	97.41
5501	Natural Gas	8,245.00	6,000.00	1,781.07	4,218.93		70.32
5502	Electricity	65,565.00	65,565.00	15,327.64	48,672.36	1,565.00	74.24
5504	Water	8,475.00	9,600.00	1,991.57	6,483.43	1,125.00	67.54
5505	Rubbish	5,960.00	5,960.00	688.95	5,111.05	160.00	85.76
5506	Pest Control		1,910.00	597.00	1,310.00	3.00	68.59
5600	Rentals,Leases,Repairs & Nonca	111,778.00	110,768.00	27,324.04	66,605.11	16,838.85	60.13
5750	Direct Costs for Interfund Ser		406.00-		405.70-	.30-	99.93
5800	Professnl/Consult Serv & Opera	278,507.00	207,266.00	22,468.11	90,587.18	94,210.71	43.71
5801	Audit	18,000.00	18,000.00	4,500.00	15,100.09	1,600.09-	83.89
5803	Business Services Authority	102,284.00	102,284.00	34,094.00	68,190.00		66.67
5804	Employment Fees	1,397.00	1,397.00	534.00	654.00	209.00	46.81
5819	Holding		22,315.00			22,315.00	
5899	Legal Services	33,500.00	34,936.00	1,585.87	24,848.59	8,501.54	71.13
5901	Phone Services	6,425.00	5,084.00	2,307.16	1,842.84	934.00	36.25
5902	Internet Services	19,710.00	16,550.00	333.06	15,829.44	387.50	95.65
5903	Postage	2,133.00	2,250.00		1,942.95	307.05	86.35
	Total Services and Other Operating Expenditures	708,811.00	784,599.00	114,902.47	412,520.25	257,176.28	52.58

Tuition

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 10, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 010 - General Fund **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Tuition (continued)							
7141	Other Tuition/Excess Costs to	89,111.00	118,262.00		30,259.00	88,003.00	25.59
7142	Other Tuition/Excess Costs to	37,219.00	39,469.00	8,459.00	9,096.83	21,913.17	23.05
	Total Tuition	126,330.00	157,731.00	8,459.00	39,355.83	109,916.17	24.95
Debt Service							
7438	Debt Service-Interest	28,050.00	28,050.00	14,025.00	14,025.00		50.00
7439	Debt Service-Principal	23,844.00	660,000.00			660,000.00	
	Total Debt Service	51,894.00	688,050.00	14,025.00	14,025.00	660,000.00	2.04
	Total Year To Date Expenditures	4,646,622.00	5,408,235.00	788,415.68	3,433,447.67	1,186,371.65	63.49

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8919	Other Authorized Interfund Tra		601,153.00	601,152.94	.06	100.00
	Total Other Financing Sources	.00	601,153.00	601,152.94	.06	100.00
	Total Year To Date Other Financing Sources	.00	601,153.00	601,152.94	.06	100.00

Fund 010 - General Fund

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	4,150,224.00	4,502,962.00		2,884,456.08	1,618,505.92	64.06
B. Expenditures	4,646,622.00	5,408,235.00	788,415.68	3,433,447.67	1,186,371.65	63.49
C. Subtotal (Revenue LESS Expense)	496,398.00-	905,273.00-		548,991.59-	432,134.27	
D. Other Financing Sources and Uses						
Sources		601,153.00		601,152.94	.06	100.00
LESS Uses						
E. Net Change in Fund Balance	496,398.00-	304,120.00-		52,161.35	432,134.33	
F. Fund Balance:						
Beginning Balance (9791)	1,176,784.00	1,344,599.00		1,344,600.67		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,176,784.00	1,344,599.00		1,344,600.67		
G. Calculated Ending Balance	680,386.00	1,040,479.00		1,396,762.02		
*Components of Ending Fund Balance						
Legally Restricted (9740)	78,164.00	132,449.00				
Other Designations (9780)	115,963.00	166,730.00				
Undesig/Unapprop (9790)	253,928.00	471,291.00				
Other	232,331.00	270,009.00		788,415.68		

Fund 130 - Cafeteria Fund **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	Child Nutrition Programs	80,100.00	95,100.00	59,760.18	35,339.82	62.84
Total Federal Revenue		80,100.00	95,100.00	59,760.18	35,339.82	62.84
Other State Revenues						
8520	Child Nutrition Programs	8,000.00	8,000.00	5,018.23	2,981.77	62.73
Total Other State Revenues		8,000.00	8,000.00	5,018.23	2,981.77	62.73
Other Local Revenue						
8634	Food Services Sales	59,200.00	59,200.00	38,609.02	20,590.98	65.22
8660	Interest	150.00	100.00	71.66	28.34	71.66
Total Other Local Revenue		59,350.00	59,300.00	38,680.68	20,619.32	65.23
Total Year To Date Revenues		147,450.00	162,400.00	103,459.09	58,940.91	63.71

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	Classified Support Salaries	39,489.00	39,489.00	7,918.86	31,534.86	35.28	79.86
2212	Substitute Cafeteria Worker	4,740.00	4,740.00		1,451.41	3,288.59	30.62
2250	Classified Support Overtime	1,467.00	2,179.00		2,771.97	592.97-	127.21
2400	Clerical and Office Salaries	16,582.00	16,582.00	2,983.00	13,165.35	433.65	79.40
Total Classified Salaries		62,278.00	62,990.00	10,901.86	48,923.59	3,164.55	77.67
Employee Benefits							
3202	PERS, classified positions	7,090.00	7,159.00	1,244.68	5,335.38	578.94	74.53
3302	OASDI/Medicare/Alternative, cl	4,549.00	4,604.00	782.52	3,446.79	374.69	74.87
3402	Health & Welfare Benefits, cia	12,145.00	12,145.00	2,429.04	9,716.16	.20-	80.00
3502	SUI, classified positions	654.00	662.00	112.50	508.51	40.99	76.81
3602	Work Comp Ins, classified posi	2,005.00	1,875.00	324.54	1,456.42	94.04	77.68
Total Employee Benefits		26,443.00	26,445.00	4,893.28	20,463.26	1,088.46	77.38
Books and Supplies							
4300	Materials and Supplies	6,500.00	6,500.00	1,292.00	4,945.57	262.43	76.09
4400	Non-Capitalized Equipment	2,000.00	3,500.00	3,469.33		30.67	
4700	Food	65,000.00	73,500.00	12,724.18	48,773.32	12,002.50	66.36
Total Books and Supplies		73,500.00	83,500.00	17,485.51	53,718.89	12,295.60	64.33
Services and Other Operating Expenditures							
5220	STAFF DEVELOPMENT	200.00	200.00			200.00	

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 603, Starting Period = 1, Ending Account Period = 10, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y) ESCAPE ONLINE

Fund 130 - Cafeteria Fund

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5600	Rentals,Leases,Repairs & Nonca	4,200.00	4,200.00	1,959.72	2,240.28		53.34
5800	Professnl/Consult Serv & Opera	175.00	175.00		70.00	105.00	40.00
	Total Services and Other Operating Expenditures	4,575.00	4,575.00	1,959.72	2,310.28	305.00	50.50
	Total Year To Date Expenditures	166,796.00	177,510.00	35,240.37	125,416.02	16,853.61	70.65

Fund 130 - Cafeteria Fund

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	147,450.00	162,400.00		103,459.09	58,940.91	63.71
B. Expenditures	166,796.00	177,510.00	35,240.37	125,416.02	16,853.61	70.65
C. Subtotal (Revenue LESS Expense)	19,346.00-	15,110.00-		21,956.93-	42,087.30	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	19,346.00-	15,110.00-		21,956.93-	42,087.30	
F. Fund Balance:						
Beginning Balance (9791)	21,743.00	46,027.00		46,026.85		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	21,743.00	46,027.00		46,026.85		
G. Calculated Ending Balance	2,397.00	30,917.00		24,069.92		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)		424.00-				
Other	2,397.00	31,341.00		35,240.37		

Fund 140 - Deferred Maintenance Fund **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	1,600.00	1,400.00	151.92	1,248.08	10.85
Total Other Local Revenue		1,600.00	1,400.00	151.92	1,248.08	10.85
Total Year To Date Revenues		1,600.00	1,400.00	151.92	1,248.08	10.85

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5600	Rentals,Leases,Repairs & Nonca	5,000.00	5,000.00			5,000.00	
5604	Heating and Air Conditioning	5,000.00	5,000.00			5,000.00	
5607	Plumbing		24,726.00		24,725.75	.25	100.00
Total Services and Other Operating Expenditures		10,000.00	34,726.00	.00	24,725.75	10,000.25	71.20
Total Year To Date Expenditures		10,000.00	34,726.00	.00	24,725.75	10,000.25	71.20

Fund 140 - Deferred Maintenance Fund

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,600.00	1,400.00		151.92	1,248.08	10.85
B. Expenditures	10,000.00	34,726.00		24,725.75	10,000.25	71.20
C. Subtotal (Revenue LESS Expense)	8,400.00-	33,326.00-		24,573.83-	8,752.17-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	8,400.00-	33,326.00-		24,573.83-	8,752.17-	
F. Fund Balance:						
Beginning Balance (9791)	219,652.00	224,309.00		224,309.04		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	219,652.00	224,309.00		224,309.04		
G. Calculated Ending Balance	211,252.00	190,983.00		199,735.21		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	211,252.00	190,983.00				

Fund 150 - Pupil Transportation Equipment

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	50.00	150.00	39.50	110.50	26.33
Total Other Local Revenue		50.00	150.00	39.50	110.50	26.33
Total Year To Date Revenues		50.00	150.00	39.50	110.50	26.33

Fund 150 - Pupil Transportation Equipment

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	50.00	150.00		39.50	110.50	26.33
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	50.00	150.00		39.50	110.50	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	50.00	150.00		39.50	110.50	
F. Fund Balance:						
Beginning Balance (9791)	19,625.00	19,626.00		19,625.52		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	19,625.00	19,626.00		19,625.52		
G. Calculated Ending Balance	19,675.00	19,776.00		19,665.02		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	19,675.00	19,776.00				

Fund 171 - S/R Capital Outlay-Technology

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)	36.00	36.00		36.01		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	36.00	36.00		36.01		
G. Calculated Ending Balance	36.00	36.00		36.01		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	36.00	36.00				

Fund 173 - S/R Capital Outlay-Equipment

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	60.00	60.00	21.22	38.78	35.37
Total Other Local Revenue		60.00	60.00	21.22	38.78	35.37
Total Year To Date Revenues		60.00	60.00	21.22	38.78	35.37

Fund 173 - S/R Capital Outlay-Equipment

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	60.00	60.00		21.22	38.78	35.37
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	60.00	60.00		21.22	38.78	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	60.00	60.00		21.22	38.78	
F. Fund Balance:						
Beginning Balance (9791)	10,419.00	10,426.00		10,426.35		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	10,419.00	10,426.00		10,426.35		
G. Calculated Ending Balance	10,479.00	10,486.00		10,447.57		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	10,479.00	10,486.00				

Fund 211 - Building Fund **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	3,000.00	1,812.00	1,812.10	.10-	100.01
Total Other Local Revenue		3,000.00	1,812.00	1,812.10	.10-	100.01
Total Year To Date Revenues		3,000.00	1,812.00	1,812.10	.10-	100.01

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Books and Supplies							
4300	Materials and Supplies		3,311.00		3,311.22	.22-	100.01
Total Books and Supplies		.00	3,311.00	.00	3,311.22	.22-	100.01
Services and Other Operating Expenditures							
5600	Rentals,Leases,Repairs & Nonca		252.00		251.84	.16	99.94
5899	Legal Services			5,123.14		5,123.14-	NO BDGT
Total Services and Other Operating Expenditures		.00	252.00	5,123.14	251.84	5,122.98-	99.94
Capital Outlay							
6100	Sites and Improvement of Sites		18,812.00		18,811.96	.04	100.00
6170	Site Improvement		187,869.00	.68	187,869.91	1.59-	100.00
6179	Site Impr - Inspection		2,280.00	2,280.00			
6200	Buildings and Improvement of B		45,167.00	7,360.00	37,806.67	.33	83.70
6210	Architect/Engineering Fees		15,586.00	.67	15,585.33		100.00
6270	Main Building Contractor		101,290.00		101,290.00		100.00
6290	Inspection		6,600.00		6,600.00		100.00
Total Capital Outlay		.00	377,604.00	9,641.35	367,963.87	1.22-	97.45
Total Year To Date Expenditures		.00	381,167.00	14,764.49	371,526.93	5,124.42-	97.47

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	Other Authorized Interfund Tsf		601,153.00		601,152.94	.06	100.00
Total Interfund Transfers Out		.00	601,153.00	.00	601,152.94	.06	100.00
Total Year To Date Other Financing Uses		.00	601,153.00	.00	601,152.94	.06	100.00

Fund 211 - Building Fund

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	3,000.00	1,812.00		1,812.10	.10-	100.01
B. Expenditures		381,167.00	14,764.49	371,526.93	5,124.42-	97.47
C. Subtotal (Revenue LESS Expense)	3,000.00	379,355.00-		369,714.83-	5,124.32	
D. Other Financing Sources and Uses						
Sources						
LESS Uses		601,153.00		601,152.94	.06	100.00
E. Net Change in Fund Balance	3,000.00	980,508.00-		970,867.77-	5,124.26	
F. Fund Balance:						
Beginning Balance (9791)	721,506.00	981,368.00		981,368.41		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	721,506.00	981,368.00		981,368.41		
G. Calculated Ending Balance	724,506.00	860.00		10,500.64		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	724,506.00	860.00		14,764.49		

Fund 251 - Developer Fees **Fiscal Year 2012/13 Through April 2013**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest		160.00	79.45	80.55	49.66
8681	Mitigation/Developer Fees		13,523.00	13,523.40	.40-	100.00
	Total Other Local Revenue	.00	13,683.00	13,602.85	80.15	99.41
	Total Year To Date Revenues	.00	13,683.00	13,602.85	80.15	99.41

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	Direct Costs for Interfund Ser		406.00		405.70	.30	99.93
5800	Professnl/Consult Serv & Opera		2,200.00		2,200.00		100.00
	Total Services and Other Operating Expenditures	.00	2,606.00	.00	2,605.70	.30	99.99
Capital Outlay							
6170	Site Improvement		21,053.00		21,053.17	.17-	100.00
	Total Capital Outlay	.00	21,053.00	.00	21,053.17	.17-	100.00
	Total Year To Date Expenditures	.00	23,659.00	.00	23,658.87	.13	100.00

Fund 251 - Developer Fees

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues		13,883.00		13,602.85	80.15	99.41
B. Expenditures		23,659.00		23,658.87	.13	100.00
C. Subtotal (Revenue LESS Expense)	.00	9,976.00-		10,056.02-	80.02	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	9,976.00-		10,056.02-	80.02	
F. Fund Balance:						
Beginning Balance (9791)	26,386.00	38,318.00		38,317.64		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	26,386.00	38,318.00		38,317.64		
G. Calculated Ending Balance	26,386.00	28,342.00		28,261.62		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)	26,386.00	28,342.00				
Undesig/Unapprop (9790)						
Other						

Fund 355 - School Facilities Hardship

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest			1.78	1.78-	NO BDGT
Total Other Local Revenue		<u>.00</u>	<u>.00</u>	<u>1.78</u>	<u>1.78-</u>	NO BDGT
Total Year To Date Revenues		<u>.00</u>	<u>.00</u>	<u>1.78</u>	<u>1.78-</u>	NO BDGT

Fund 355 - School Facilities Hardship

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues				1.78	1.78-	NO BDGT
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	.00	.00		1.78	1.78-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		1.78	1.78-	
F. Fund Balance:						
Beginning Balance (9791)	2,128.00					
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	2,128.00	.00		.00		
G. Calculated Ending Balance	2,128.00	.00		1.78		
*Components of Ending Fund Balance						
Legally Restricted (9740)	2,128.00					
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Fund 401 - Sp Res Cap Outlay Proj, Constr

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)	245.00	245.00		244.59		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	245.00	245.00		244.59		
G. Calculated Ending Balance	245.00	245.00		244.59		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	245.00	245.00				

Fund 510 - Bond Interest & Redem 67117056

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	Voted Indebtedness Levies, HOP	1,316.00	1,286.00	646.39	639.61	50.26
	Total Other State Revenues	1,316.00	1,286.00	646.39	639.61	50.26
Other Local Revenue						
8611	Voted Indebtedness Levies, Sec	212,032.00	213,449.00	223,334.21	9,885.21-	104.63
8612	Voted Indebtedness Levies, Uns	3,541.00	5,580.00	5,566.28	13.72	99.75
8613	Voted Indebtedness Levies, P/Y			126.05	126.05-	NO BDGT
8614	Voted Indebtedness Levies, Sup			5,006.01	5,006.01-	NO BDGT
8660	Interest	1,300.00	900.00	373.70	526.30	41.52
	Total Other Local Revenue	216,873.00	219,929.00	234,406.25	14,477.25-	106.58
	Total Year To Date Revenues	218,189.00	221,215.00	235,052.64	13,837.64-	106.26

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	100,000.00	100,000.00		100,000.00		100.00
7434	Bond Interest and Other Serv	160,488.00	160,488.00		161,287.62	799.62-	100.50
	Total Debt Service	260,488.00	260,488.00	.00	261,287.62	799.62-	100.31
	Total Year To Date Expenditures	260,488.00	260,488.00	.00	261,287.62	799.62-	100.31

Fund 510 - Bond Interest & Redem 67117056

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	218,189.00	221,215.00		235,052.64	13,837.64-	106.26
B. Expenditures	260,488.00	260,488.00		261,287.62	799.62-	100.31
C. Subtotal (Revenue LESS Expense)	42,299.00-	39,273.00-		26,234.98-	13,038.02-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	42,299.00-	39,273.00-		26,234.98-	13,038.02-	
F. Fund Balance:						
Beginning Balance (9791)	255,513.00	252,654.00		252,653.73		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	255,513.00	252,654.00		252,653.73		
G. Calculated Ending Balance	213,214.00	213,381.00		226,418.75		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	213,214.00	213,381.00				

Fund 511 - Bond Interest & Redem 67118381

Fiscal Year 2012/13 Through April 2013

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	Voted Indebtedness Levies, HOP	1,453.00	1,419.00	712.49	706.51	50.21
	Total Other State Revenues	1,453.00	1,419.00	712.49	706.51	50.21
Other Local Revenue						
8611	Voted Indebtedness Levies, Sec	234,171.00	235,409.00	243,663.41	8,254.41-	103.51
8612	Voted Indebtedness Levies, Uns	3,398.00	5,355.00	5,340.79	14.21	99.73
8613	Voted Indebtedness Levies, P/Y			30.74	30.74-	NO BDGT
8614	Voted Indebtedness Levies, Sup			4,824.46	4,824.46-	NO BDGT
8660	Interest	1,250.00	900.00	340.06	559.94	37.78
	Total Other Local Revenue	238,819.00	241,664.00	254,199.46	12,535.46-	105.19
	Total Year To Date Revenues	240,272.00	243,083.00	254,911.95	11,828.95-	104.87

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	Bond Redemptions	30,000.00	30,000.00		30,000.00		100.00
7434	Bond Interest and Other Serv	211,151.00	211,151.00		212,881.26	1,730.26-	100.82
	Total Debt Service	241,151.00	241,151.00	.00	242,881.26	1,730.26-	100.72
	Total Year To Date Expenditures	241,151.00	241,151.00	.00	242,881.26	1,730.26-	100.72

Fund 511 - Bond Interest & Redem 67118381

Fiscal Year 2012/13 Through April 2013

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	240,272.00	243,083.00		254,911.95	11,828.95-	104.87
B. Expenditures	241,151.00	241,151.00		242,881.26	1,730.26-	100.72
C. Subtotal (Revenue LESS Expense)	879.00-	1,932.00		12,030.69	10,098.69-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	879.00-	1,932.00		12,030.69	10,098.69-	
F. Fund Balance:						
Beginning Balance (9791)	202,618.00	200,446.00		200,446.40		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	202,618.00	200,446.00		200,446.40		
G. Calculated Ending Balance	201,739.00	202,378.00		212,477.09		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other	201,739.00	202,378.00				

MESA UNION SCHOOL DISTRICT

ENROLLMENT REPORT

5/8/2013

Grade	Teacher	Subject	Period	Total Enrolled	
K	Coe			27	
K	Larson			27	
K	Sanchez			27	
K				81	
1	Dichiacchio			26	
1	Maxim			25	
1	Vollmert			24	
1				75	
2	Puga			24	
2	Sakai			25	
2	Webster			25	
2				74	
3	Best			24	
3	Mayes			25	
3	McKenna			25	
3				74	
4	Kuklenski/Waggoner			31	
4	Mitchell			31	
4/5 (4 TH)	Ford/Muhlightner			14	
4				76	
4/5 (5 TH)	Ford/Muhlightner			15	
5	DeMaria			29	
5	Willey (Skeens)			29	
5				73	
Elementary				453	
6				73	
7				70	
8				67	
Junior High				210	
School				663	
6	Ogle	Homeroom	0	37	
6	Ogle	Math 6-1	1	37	
6	Ogle	Math 6-1 Lab	2	37	
6	Ogle	English L. Arts	3	37	
6	Ogle	Math 6-2 Lab	5	36	
6	Ogle	Science	6	37	
6	Wiley	Homeroom	0	36	
6	Wiley	Social Studies	1	36	
6	Wiley	English Lang	3	36	
6	Wiley	PE	4	36	
7	Wiley	PE	5	34	
7	Wiley	PE	6	36	
7	Dunn	Homeroom	0	34	

8	Dunn	Science 8	2	29	
7	Dunn	Science 8	3	38	*
8	Dunn	Science 7	4	34	
7	Dunn	Science 7	5	36	
6	Dunn	Science 6	6	36	
7	Grogan	Homeroom	0	36	*
7	Grogan	Social Studies	1	36	
7	Grogan	English Lang.7	2	36	
7	Grogan	English Lang 7	3	34	
7	Grogan	Algebra Rd. 8	4	18	*
7	Grogan	Social Studies	6	34	*
8	Dwork	Homeroom	0	33	
8	Dwork	Social Studies	1	38	
8	Dwork	English L. Arts	2	38	
8	Dwork	English L. Arts	3	29	
8	Dwork	Social Studies	4	29	
8	Dwork	Social St. 6	5	37	
8	Nguyen	Homeroom	0	34	
8	Nguyen	Algebra 8	1	29	
6	Nguyen	Math 6	2	36	
8	Nguyen	Geometry	3	20	
6	Nguyen	Geometry Lab	5	20	
8	Nguyen	Algebra 1 -8 Lab	6	29	
7	Hanley	Pre Algebra 7	1	34	*
7	Hanley	Pre Alg. 7 lab	2	34	*
8	Hanley	Algebra 7	3	36	
7	Hanley	Algebra 7 lab	4	36	
8	Hanley	Algebra 8 Readiness	5	17	
6	Rosen	PE	4	37	
8	Rosen	PE	5	30	
8	Rosen	PE	6	37	

STUDENT OF THE MONTH
APRIL 2013

TEACHER	SOM	PRINCIPAL'S AWARD
		TEAM SPIRIT
COE	CONNOR DEBONI CESAR ENRIQUEZ DELAYNIE ABERNATHY	GHARAM SULEIMAN MAYA LANDEROS
LARSON	ANALIA HERNANDEZ STEFANO POZZI STACY LARIOS	LILIANA MORENCY DALLAS TORRES IAN DOBBIN
SANCHEZ	CYRUS JAHANGIRI ISIS MARES KARLEE MOMO	CAMILO SOLIS JACK BUENROSTRO KIARA RUSSELL ISAIAH BAUTISTA
DICHIACCHIO	ADRIAN SANCHEZ BLYTHE CAMMACK SAMANTHA ARMSTRONG	OMAR VILLA KAILI GARRETT ALISON GENGO
MAXIM	ERIK ALCANTAR ESTRELLA RIVERA JILL LAN	ETHAN GUERRERO ISRAEL AGRAZ JASMINE BERNAL KALEA BAUTISTA
VOLLMERT	LEENA LEMOS JAKE RECHARTE	EMILY MALLOY KRIPA SHRESTHA
PUGA	ALEX DE ARCOS OLIVIA WOLBERT	ROLAND ESPINOSA JULIAN ALFARO
SAKAI	ALEXIO YOUNG EMILIO YOUNG JASMIN CERVANTES	DANIELLA CERVANTES SARAH LANDEROS THOMAS CHADBOURNE DHRUV PATEL
WEBSTER	JANESSA MARES JACOB ARMSTRONG	SAMMY SABEDRA RUBEN VEGA

BEST	SOPHIA PETERSEN ANTHONY LEMOS	KAYLA POOLE OLIVIA BRYANT
MAYES	TIANA PACION JASON ULMER	JERRY MORALES A. J. RYLAND
MCKENNA	AREANNA VEGA-MORALES	YAZMIN RIFAS NATALIA HAMERNIK
FORD	CHLOE CASTA JACOB CORRAL	ISABELLA POZZI JOSHUA LOZANO JACK WOLBERT
KUKLENSKI	ALEJANDRA RAMIREZ RYAN MURRAY LEANN PEREZ-TAYLOR	JADEN BRUNETT NEVAEH JONES
MITCHELL	NATALIE MUMMERY	HALEY MCDADE BRIANA BERNAL
DEMARIA	KIANA MORTEZAI NICO YOUNG DIEGO LEON	LILLIAN LIPPOLD RUBEN HUANTE
WILLEY	SYANNA VALDIVIA NOHL WILLIAMS DELILAH QUOLAS	AARON FONTES JULIANN HERRERA MADISON BUSH
DURAN	JOSEPH SOLIS	

**STUDENT OF THE MONTH
SPECIAL AWARD
APRIL 2013**

TEACHER

COE

LARSON

SANCHEZ

DICHIACCHIO

MAXIM

VOLLMERT

PUGA

SAKAI

WEBSTER

MUSIC

**RYAN LYNCH
ASHLEY WALLACE
ALEXIS MORALES**

**EVAN FANNER
HIROTOSHI OKAMURA
JASE ANGER
STEPHANIE ROMERO**

**KINGSTON SAKAI
VIVIAN NGUYEN
ANAIS MAGDALENO**

**KAI SUTHERLAND
AUDREY CUNNINGHAM**

**JILL LAN
JOCELYN CORRAL
NEVAEH ASPURIA**

**JACKSON WALEA
KIELA ORTIGUERRA
SYDNEY LOPEZ**

**MACKENZIE ABERNATHY
TAYLOR MILBOURNE
TAYLOR SENTINELLA
ALEXANDER VELASQUEZ**

**KRISTIN ROSENMUND
JAYME SMARINSKY
CAMRYN PAPA
MARISELA ALATORRE**

TERILYN HUANG

BEST

**DORSA KHODDAMI
FRANK TINOCO
FERNANDO ALCANTAR**

MAYES

**KATE LAN
TORBEN STUPAR
DARIO GOMEZ
GIA BOISSELIER**

MCKENNA

**ANDELYN ZIEGLER
NATALIE SHIELDS
CARYS HEINRICH
DHILAN PATEL**

FORD

SHELBY WRIGHT

KUKLENSKI

**CHARLOTTE WEYMER
SAKURA OKAMURA**

MITCHELL

KYLEE CORONADO

DEMARIA

**DIEGO HAMERNIK
RUBY SNOWBER
TAKA OKAMURA
KIANA MORTEZAI**

WILLEY

**GINGER FONTENOT
SHELBY RICHARDS
MARINA EINSTEIN**

Students of the Quarter 2012-2013

Mesa Union Junior High

QUARTER 3

	6 th Graders	7 th Graders	8 th Graders
Math	Riley Aucutt Andrew Tarazon Ashlynn Stupar	Raphaella Rosales Mike Dykes	Nicole Ozawa Marissa Nunez
Science	Elinor Carson Will Dykes Max Lee	Mathew Weymer Ashley Mansour	Julia Cote Madison Paniccia
Social Studies	Katie Rose Sailor Hawes Jazmin Leon	Kylie Camanag Annalise Escobar	Maia Griffith Lauren Panesis
English/L. Arts	Will Dykes Karisa Pacheco	Spencer Gravel Zoe Estes	Gianna LoPresti Eric Gertz
PE	Monica Jimenez Riley Aucutt	Moses Quolas Natassja Saldana	Gwen Wiebelhaus Thomas Huebner
Student of Excellence	Caden Ziegler Sailor Hawes	Kylie Camanag	Gianna LoPresti Lauren Panesis
Spirit Award	Riley Aucutt Madigan McClure Elinor Carson	Noah Urango Melanie Bernal	Yakoot Suleiman Berenice Valenzuela

HONOR ROLL/MERIT ROLL
THIRD QUARTER
APRIL 18, 2013

HONOR ROLL

6th Grade

ALVAREZ, ISAIAH
ARMSTRONG, ISAAC
AUCUTT, RILEY
CANBY, IAN
CARSON, ELINOR
CASTRO, TATIANA
DYKES, WILLIAM
FRANKE, RYAN
HAWES, SAILOR
HOTCHKISS, FAITH
JIMENEZ, MONICA
LEON, JAZMIN
MAGDALENO, LEANA
MURRAY, ROMAN
PACHECO, KARISA
REYES, SAMANTHA
ROSE, KATIE
RYLAND, STEFANIE
SJOQUIST, GREYSEN
STOTKO, BAYLOR
STUPAR, ASHLYNN
TARAZON, ANDREW
VALLEJO, JOSEPH
ZIEGLER, CADEN

MERIT ROLL

6th Grade

CORONA, LIZBETH
FRUTOS, ANYSSA
GONZALEZ, GIANCARLO
HEARD, MORGAN
KYTLICA, ALEXANDER
MASCOTE, ANGELICA
MCCLURE, MADIGA N
MCDONAGH, RELLE
MOSQUEDA, MIA
PFEIFFER, TYLER
PUGA, EDEN
SALAS, ANTHONY
SCLAR, KEVIN
VALENZUELA, DANIELA

7TH Grade

ALAMEDA, DAVID
BARRY, RYAN
CAMANAG, KYLIE
COE, GRIFFIN
CRUZ, FELIX
DYKES, MICHAEL
ESCOBAR, ANALISE
ESTES, ZOE
GRAVEL, SPENCER
LU, JASON
MANSOUR, ASHLEY
METZGER, TROI
NEMETS, LANEY
PATEL, ALISHA
ROSALES, RAPHAELLA
SANCHEZ, ARIANNA
TAKEI, JASMINE
THIELEMANN, MAT
VALDIVIA, SIERRA
WEYMER, MATTHEW
WICKETT, DENAYA

7th Grade

ANGUIANO, ANDRES
ARROYO, HANNAH
BERNAL, MELANIE
CASTANON, JULIE
CORONADO, DRU
EHRHARDT, JACOB
FLORES, ISAIAH
FONTENOT, TERESA
GONZALEZ, GIOVANNI
HERNANDEZ, CRISTIAN
HERNANDEZ, JOCELYN
HUSTED, BROCK
JIMENEZ, SOFIA
LOPEZ, CASSANDRA
METZGER, CARMEN
MUNOZ, JACOB
ORTIGUERRA, NINA
PARKER, NICHOLAS
SEFAYAN, ARTHUR
SPASIANO, ANDRE
WILLIAMS, MILES
WORLEY, SAM
ZAGER, JENNA

8TH GRADE

CHONG, DILLON
COTE, JULIA
FRANKE, LAUREN
GERDTS, ERIC
GOLTZ, LINDSAY
GRIFFITH, MAIA
HAMERNIK, MIA
HEATH, EMMA
HOBSON, CONNOR
HUEBNER, THOMAS
JOHNSON, GABRIEL
LOPRESTI, GIANNA
OZAWA, NICOLE
PANESIS, LAUREN
VILLA, LUIS
WALSH, JACK
WIEBELHAUS, GWYNETH
ZAGER, NATHAN

8TH GRADE

CERVANTES, GABRIELA
CYBULSKI, JACKSON
FERRANTE, JOSIE-KATE
GENGO, COLE
GONZALES, ALLISA
LYSKIN, MALAINY
NUNEZ, MARISSA
PANICCIA, MADISON
SOTO, ANGELA



Golden Valley Charter School
Golden Valley Virtual Charter School

2012-13 May Financial Update
(actuals through 4/30/13)



2012-13 May Update

- The attached reports present a summary of how each GVCS campus is performing so far vs. the Second Interim Budget.
- Currently, GVCS is running \$4,354 over budget and GVVCS is running \$16,809 under budget, for a combined total of \$12,455 under budget through 4/30/13. However, this is nearly all due to normal monthly variances vs. a change in overall fiscal condition since approval of the Second Interim Budget.
- Cash flow remains sufficient to meet all obligations for the remainder of the year, and while substantial variability continues to exist due to timing of state payments, currently no external borrowing is projected to be required.
- As with prior updates, we have left out the detail budget vs. actual reports showing individual line item performance each month vs. budget. However, we are happy to include these in this and future versions if desired, or alternatively can make them available on our secure website for optional access for board members who would like additional detail.

Golden Valley Charter School
2012-13 May Financial Update (Actuals through 4/30/13)
BUDGET VS. ACTUALS - SUMMARY (CONSOLIDATED)

	2012-13 2nd Interim	Year-to-Date Budget	Year-to-Date Actuals	Variance: Budget vs Actual
Revenues:				
Revenue Limit	\$ 3,837,268	\$ 1,899,042	\$ 1,964,465	\$ 65,423
Federal Revenue	101,845	86,972	61,702	(25,270)
Other State Revenue	507,386	464,675	497,204	32,529
Other Local Revenue	185,018	53,032	4,329	(48,703)
TTL Revenues:	\$ 4,631,517	\$ 2,503,722	\$ 2,527,700	\$ 23,978
Expenditures:				
Certificated Salaries	\$ 1,870,421	\$ 1,032,121	\$ 1,061,197	\$ 29,076
Non-certificated Salaries	120,387	84,740	86,300	1,560
Benefits	558,095	363,305	360,022	(3,283)
Books/Supplies/Materials	603,950	298,527	289,176	(9,350)
Services/Operations	1,241,200	978,080	971,930	(6,151)
Capital Outlay	-	-	-	-
Other Outgo	42,551	(814)	(1,142)	(328)
TTL Expenditures:	\$ 4,436,603	\$ 2,755,959	\$ 2,767,483	\$ 11,523
Net Revenues	\$ 194,914	\$ (252,237)	\$ (239,782)	\$ 12,455
Year-To-Date Budget vs. Actuals:		\$ 12,455	under budget so far this year	
Beginning Balance July 1	\$ 1,293,036			
Ending Balance June 30	\$ 1,487,950			
Ending Balance as % of Total Outgo:		33.5%		

Golden Valley Charter School
2012-13 May Financial Update (Actuals through 4/30/13)
BUDGET VS. ACTUALS - SUMMARY (GVCS)

	2012-13 2nd Interim	Year-to-Date Budget	Year-to-Date Actuals	Variance: Budget vs Actual
Revenues:				
Revenue Limit	\$ 3,516,589	\$ 1,770,445	\$ 1,807,113	\$ 36,668
Federal Revenue	95,000	85,724	61,702	(24,022)
Other State Revenue	463,509	438,538	468,956	30,418
Other Local Revenue	182,885	52,125	3,417	(48,708)
TTL Revenues:	\$ 4,257,983	\$ 2,346,832	\$ 2,341,188	\$ (5,644)
Expenditures:				
Certificated Salaries	\$ 1,762,626	\$ 988,553	\$ 1,007,424	\$ 18,871
Non-certificated Salaries	110,831	72,941	74,989	2,048
Benefits	487,089	333,861	335,603	1,741
Books/Supplies/Materials	603,450	298,527	288,957	(9,570)
Services/Operations	1,060,006	945,478	931,426	(14,052)
Capital Outlay	-	-	-	-
Other Outgo	39,068	(814)	(1,142)	(328)
TTL Expenditures:	\$ 4,063,069	\$ 2,638,547	\$ 2,637,257	\$ (1,290)
Net Revenues	\$ 194,914	\$ (291,715)	\$ (296,070)	\$ (4,354)
Year-To-Date Budget vs. Actuals:		\$ (4,354) over budget so far this year		
Beginning Balance July 1	\$ 1,224,193			
Ending Balance June 30	\$ 1,419,107			
Ending Balance as % of Total Outgo:		34.9%		

Golden Valley Charter School
2012-13 May Financial Update (Actuals through 4/30/13)
BUDGET VS. ACTUALS - SUMMARY (GVVCS)

	2012-13 2nd Interim	Year-to-Date Budget	Year-to-Date Actuals	Variance: Budget vs Actual
Revenues:				
Revenue Limit	\$ 320,679	\$ 128,598	\$ 157,352	\$ 28,755
Federal Revenue	6,845	1,248	-	(1,248)
Other State Revenue	43,877	26,137	28,248	2,111
Other Local Revenue	2,133	908	913	5
TTL Revenues:	\$ 373,534	\$ 156,891	\$ 186,513	\$ 29,622
Expenditures:				
Certificated Salaries	\$ 107,794	\$ 43,568	\$ 53,773	\$ 10,206
Non-certificated Salaries	9,556	11,799	11,310	(489)
Benefits	71,007	29,443	24,419	(5,024)
Books/Supplies/Materials	500	-	219	219
Services/Operations	181,194	32,602	40,503	7,901
Capital Outlay	-	-	-	-
Other Outgo	3,483	-	-	-
TTL Expenditures:	\$ 373,534	\$ 117,412	\$ 130,225	\$ 12,813
Net Revenues	\$ -	\$ 39,478	\$ 56,287	\$ 16,809
Year-To-Date Budget vs. Actuals:		\$ 16,809	under budget so far this year	
Beginning Balance July 1	\$ 68,843			
Ending Balance June 30	\$ 68,843			
Ending Balance as % of Total Outgo:		18.4%		

Golden Valley Charter School/Golden Valley Virtual Charter School

CONSOLIDATED
WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/4/2013	All American Ballet School	\$ 483.79
		Apple Inc	\$ 955.33
		Barnes & Noble Inc	\$ 420.16
		Cassell's Music, Inc	\$ 372.96
		Christine Albright	\$ 186.45
		City of Carpinteria	\$ 130.00
		Delian Music	\$ 208.00
		Dick Blick Company	\$ 871.39
		Education Station	\$ 526.96
		Elizabeth Gomez	\$ 232.78
		Follett Educational Services	\$ 184.79
		Home Science Tools	\$ 406.31
		Huckleberry Center	\$ 271.75
		Joe Ferrante Music Academy	\$ 675.75
		Keyboard Galleria Music Center	\$ 220.00
		Lakeshore Learning Materials	\$ 351.62
		Math- U- See California, Inc	\$ 493.56
		Monarch's National Gymnastics Training Center	\$ 296.00
		Office Depot	\$ 66.95
		Ottsen Music Studio	\$ 540.00
		Rainbow Resource Center	\$ 1,826.58
		Renee Carlino	\$ 92.10
		Singapore Math, Inc	\$ 999.73
		Staples Business Advantage	\$ 569.23
		Steve Spangler Science	\$ 225.74
		TaeKwonDo Plus	\$ 647.00
		Thinkwell Corporation	\$ 125.00
		Time 4 Learning	\$ 50.00
		Wendy Theobald	\$ 192.67
		YMCA- Ventura	\$ 640.50
		Young At Art- Simi Valley	\$ 1,847.00
		Law Office of Young, Minney & Corr, LLP	\$ 1,111.50
		Melissa Barnett	\$ 158.48
		Young At Art- Camarillo	\$ 325.00
		Pearson - Acct#2462900, 05-5238169, 005-59407-000	\$ 45.93
		Ballet Academy Ventura	\$ 558.00
		Mad Dog Math	\$ 110.70
		Much A Do About Shakespeare	\$ 210.00
		Miss Melodee Studios, Inc	\$ 97.20
		North Dakota Center For Distance Education	\$ 77.29
Painter Larson Academy of Irish Dance	\$ 125.00		
Peace Hill Press, Inc	\$ 72.78		
Growing With Grammar (JacKris)	\$ 80.50		

Golden Valley Charter School/Golden Valley Virtual Charter School

CONSOLIDATED

WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/4/2013	Acorn Naturalists	\$ 123.97
		Art Supplies Wholesale	\$ 285.89
		Handwriting Without Tears	\$ 113.84
		Kids Art inc - Pasadena	\$ 164.00
		Mr. Peter's Piano Studio	\$ 125.00
		Oak Meadow Inc	\$ 450.57
		Oriental Trading Company, Inc.	\$ 152.71
		Teaching Textbooks, Inc.	\$ 171.14
		Del Sol Books	\$ 34.40
		Lego Education	\$ 535.78
		Lenny Krayzelburg Swim Academy	\$ 152.00
		MJP Computers	\$ 1,191.46
		PBSDistribution, LLC	\$ 109.97
		Institute For Excellence In Writing	\$ 837.58
		Staples - eCommerce	\$ 989.66
		Audio Memory Publishing	\$ 51.30
		Carson- Dellosa	\$ 71.17
		In The Hands Of A Child	\$ 130.40
		Mindware	\$ 459.40
		Amy Warners-Hernandez	\$ 522.63
		School Pathways	\$ 4,250.00
		Aleks Corporation	\$ 25.00
		Allport Editions	\$ 89.95
		Armory Center For The Arts	\$ 380.00
		Barton Reading & Spelling Sys (Bright Solutions)	\$ 283.70
		Brave Writer, LLC	\$ 39.80
		California Science Center Foundation	\$ 555.00
		Claddagh Dance Company	\$ 332.50
		Dorothy McCandliss	\$ 40.00
		Freestyle Camera	\$ 49.98
		Frey Scientific Co	\$ 169.46
		Hearthsong (The Children's Group)	\$ 146.00
		Homeschool Programming, Inc	\$ 493.68
		Ice Station Valencia, LLC	\$ 175.00
		Learn Beyond the Book, LLC	\$ 55.00
		Nature Watch	\$ 79.66
		One Spark Academy	\$ 1,273.85
		One Spark Academy- DON'T USE!	\$ 100.00
		Professional Tutors of America	\$ 300.00
		Scholastic Classroom Books and Libraries	\$ 45.65
		Service- Pro Fire Protection Inc.	\$ 60.00
		Steven Sunnarborg Musical Serv	\$ 116.80
		Sylvia Klein	\$ 215.21

Golden Valley Charter School/Golden Valley Virtual Charter School

CONSOLIDATED

WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/15/2013	Home Science Tools	\$ 1,424.19
		Huckleberry Center	\$ 6,351.04
		Keyboard Galleria Music Center	\$ 517.00
		Kids Art Inc - Sherman Oaks	\$ 729.75
		Lakeshore Learning Materials	\$ 1,087.15
		Math- U- See California, Inc	\$ 415.38
		Monarch's National Gymnastics Training Center	\$ 658.98
		Norma McBride	\$ 126.56
		Office Depot	\$ 3,460.14
		Rainbow Resource Center	\$ 7,267.21
		Rancho Simi Recreation & Park	\$ 120.00
		School Specialty Inc.	\$ 197.26
		Singapore Math, Inc	\$ 322.08
		Staples Business Advantage	\$ 1,052.19
		Steve Spangler Science	\$ 18.73
		TaeKwonDo Plus	\$ 150.00
		Time 4 Learning	\$ 50.00
		Young At Art- Simi Valley	\$ 465.01
		Young At Art- Camarillo	\$ 215.00
		Pearson - Acct#2462900, 05-5238169, 005-59407-000	\$ 337.13
		Ballet Academy Ventura	\$ 790.00
		Play-Well TEKologies- Santa Barbara/Ventura	\$ 2,666.00
		Wieser Educational	\$ 93.37
		Tae Ryong TaeKwonDo School	\$ 441.00
		Yamaha Music School	\$ 1,212.00
		EMC Publishing, LLC	\$ 143.18
		North Dakota Center For Distance Education	\$ 434.49
		Peace Hill Press, Inc	\$ 80.51
		All About Spelling	\$ 232.63
		Houghton Mifflin Harcourt - Acct#147529	\$ 786.27
		Nancy Larson Publishers, Inc.	\$ 278.43
		Rosetta Stone, Ltd. (Fairfield Language Tech.)	\$ 364.14
		The Critical Thinking Co.	\$ 352.74
		Advanced Academics, Inc.	\$ 600.00
		A Child's Dream Come True	\$ 7.56
		Art Supplies Wholesale	\$ 744.00
		Handwriting Without Tears	\$ 38.24
		Kids Art inc - Pasadena	\$ 390.00
		Oak Meadow Inc	\$ 511.13
		Oriental Trading Company, Inc.	\$ 189.30
		Paper, Scissors, Stone	\$ 318.69
		Science Kit And Boreal Labs	\$ 161.78
		Walters' Gymjam Academy	\$ 342.00

Golden Valley Charter School/Golden Valley Virtual Charter School

**CONSOLIDATED
WARRANT REGISTER: April 2013**

Sum of Amount				
Check Type	Check Date	Payee	Total	
Warrant	4/15/2013	Barton Reading & Spelling Sys (Bright Solutions)	\$ 325.90	
		Brave Writer, LLC	\$ 17.42	
		Claddagh Dance Company	\$ 285.00	
		Freestyle Camera	\$ 58.58	
		Frey Scientific Co	\$ 173.10	
		Nature Watch	\$ 41.24	
		One Spark Academy	\$ 900.00	
		Arts Attack	\$ 181.40	
		Beth A. Tappin	\$ 555.23	
		Board of Equalization	\$ 2,109.00	
		Buckle Down Publishing Co	\$ 275.93	
		Classic Education, Inc	\$ 193.27	
		Conejo Recreation and Park Dis	\$ 3,361.35	
		Educator's Publishing Service	\$ 160.07	
		McGraw-Hill	\$ 576.83	
		Mercurius	\$ 16.29	
	Pleasant Valley Rec & Park	\$ 95.00		
	Urban Homeschoolers	\$ 529.74		
	National School Products	\$ 71.37		
		4/25/2013	Apple Inc	\$ 6,024.33
			Barnes & Noble Inc	\$ 721.13
			Cassell's Music, Inc	\$ 63.80
			Children's Music Academy	\$ 743.25
			City of Carpinteria	\$ 65.00
			Dance Creations LLC	\$ 385.00
			Delian Music	\$ 224.00
		Dick Blick Company	\$ 998.77	
		Education Station	\$ 153.48	
		Follett Educational Services	\$ 126.74	
		Home Science Tools	\$ 361.59	
		Huckleberry Center	\$ 1,663.25	
		Joe Ferrante Music Academy	\$ 2,393.00	
		Keyboard Galleria Music Center	\$ 220.00	
		Lorrie Veiga	\$ 253.15	
		Math- U- See California, Inc	\$ 42.66	
		Nickerson Family Trust (Sjnden LLC)	\$ 9,222.00	
		Office Depot	\$ 4,235.86	
		Rainbow Resource Center	\$ 10,695.40	
		Rancho Simi Recreation & Park	\$ 49.00	
		School Specialty Inc.	\$ 248.66	
		ServiceMaster Building Maintenance	\$ 329.00	
		Singapore Math, Inc	\$ 315.22	
		Special Ed Asst & Tech Support, Inc	\$ 29,498.16	

Golden Valley Charter School/Golden Valley Virtual Charter School

CONSOLIDATED

WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/25/2013	Excellence in Education	\$ 179.71
		Byu Independent Study	\$ 934.00
		Yamaha Music School	\$ 280.00
		Delta Managed Solutions, Inc.	\$ 8,850.00
		North Dakota Center For Distance Education	\$ 1,561.17
		Peace Hill Press, Inc	\$ 236.18
		Swordplay Fencing Studio, Inc.	\$ 190.00
		All About Spelling	\$ 128.04
		Cuizon Ballet Centre	\$ 795.00
		Growing With Grammar (JackKris)	\$ 44.39
		Houghton Mifflin Harcourt - Acct#147529	\$ 534.51
		Ovation School For Performing Arts	\$ 500.00
		Rosetta Stone, Ltd. (Fairfield Language Tech.)	\$ 180.88
		Valley Bob's Driving School	\$ 39.00
		Zaner- Bloser	\$ 119.63
		Anne Alday	\$ 179.11
		Apple One Employment Services	\$ 712.80
		Studio 316	\$ 53.75
		A Child's Dream Come True	\$ 201.69
		Acorn Naturalists	\$ 188.80
		Art Supplies Wholesale	\$ 237.65
		Curriculum Associates	\$ 190.21
		Handwriting Without Tears	\$ 47.04
		Kids Art inc - Pasadena	\$ 164.00
		Oak Meadow Inc	\$ 527.63
		Paper, Scissors, Stone	\$ 103.31
		Avko Dyslexia & Spelling	\$ 337.15
		Del Sol Books	\$ 271.45
		Kids Art Inc - Northridge	\$ 368.50
		Lego Education	\$ 855.15
		Lenny Krayzelburg Swim Academy	\$ 114.00
		MJP Computers	\$ 679.75
		Institute For Excellence In Writing	\$ 190.80
		Staples - eCommerce	\$ 705.73
		Benjamin Buttner Guitar Lessons	\$ 175.00
		Canyon Theatre Guild	\$ 250.00
		Carson- Dellosa	\$ 35.55
		Delta Education	\$ 270.90
		In The Hands Of A Child	\$ 140.70
		Insect Lore	\$ 27.48
		Kumon Math and Reading Center of Westchester	\$ 525.00
		Mindware	\$ 52.39
		Old Towne Music Co.	\$ 47.89

Golden Valley Charter School/Golden Valley Virtual Charter School

CONSOLIDATED

WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/25/2013	Alliance for Performing Arts	\$ 100.00
		Create! Press	\$ 48.88
		Dawn Sign Press	\$ 231.82
		K12 Inc	\$ 487.25
		Le Club Gymnastics	\$ 163.13
		Lisa Sophos	\$ 106.11
		Montessori Services	\$ 621.03
		Museum Tour	\$ 41.15
		Nancy's Notions	\$ 48.03
		National Gardening Association	\$ 34.77
		Remedia Publications	\$ 205.70
		Rotary Club of Ventura	\$ 334.50
		Treetop Publishing	\$ 33.60
		Usborne Books	\$ 18.96
		VoogDesigns	\$ 600.00
Xerox Corporation	\$ 873.56		
Grand Total			\$ 205,700.76

Golden Valley Charter School
WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/4/2013	All American Ballet School	\$ 483.79
		Apple Inc	\$ 955.33
		Barnes & Noble Inc	\$ 420.16
		Cassell's Music, Inc	\$ 372.96
		Christine Albright	\$ 186.45
		City of Carpinteria	\$ 130.00
		Delian Music	\$ 208.00
		Dick Blick Company	\$ 871.39
		Education Station	\$ 526.96
		Elizabeth Gomez	\$ 232.78
		Follett Educational Services	\$ 184.79
		Home Science Tools	\$ 406.31
		Huckleberry Center	\$ 271.75
		Joe Ferrante Music Academy	\$ 675.75
		Keyboard Galleria Music Center	\$ 220.00
		Lakeshore Learning Materials	\$ 351.62
		Math- U- See California, Inc	\$ 493.56
		Monarch's National Gymnastics Training Center	\$ 296.00
		Office Depot	\$ 66.95
		Ottsen Music Studio	\$ 540.00
		Rainbow Resource Center	\$ 1,826.58
		Renee Carlino	\$ 92.10
		Singapore Math, Inc	\$ 999.73
		Staples Business Advantage	\$ 569.23
		Steve Spangler Science	\$ 225.74
		TaeKwonDo Plus	\$ 647.00
		Thinkwell Corporation	\$ 125.00
		Time 4 Learning	\$ 50.00
		Wendy Theobald	\$ 192.67
		YMCA- Ventura	\$ 640.50
		Young At Art- Simi Valley	\$ 1,847.00
		Law Office of Young, Minney & Corr, LLP	\$ 148.20
		Melissa Barnett	\$ 158.48
		Young At Art- Camarillo	\$ 325.00
		Pearson - Acct#2462900, 05-5238169, 005-59407-000	\$ 45.93
		Ballet Academy Ventura	\$ 558.00
		Mad Dog Math	\$ 110.70
		Much A Do About Shakespeare	\$ 210.00
		Miss Melodee Studios, Inc	\$ 97.20
		North Dakota Center For Distance Education	\$ 77.29
Painter Larson Academy of Irish Dance	\$ 125.00		
Peace Hill Press, Inc	\$ 72.78		
Growing With Grammar (JackKris)	\$ 80.50		

**Golden Valley Charter School
WARRANT REGISTER: April 2013**

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/4/2013	Los Angeles School of Gymnastics	\$ 190.00
		A Child's Dream Come True	\$ 164.26
		Acorn Naturalists	\$ 123.97
		Art Supplies Wholesale	\$ 285.89
		Handwriting Without Tears	\$ 113.84
		Kids Art inc - Pasadena	\$ 164.00
		Mr. Peter's Piano Studio	\$ 125.00
		Oak Meadow Inc	\$ 450.57
		Oriental Trading Company, Inc.	\$ 152.71
		Teaching Textbooks, Inc.	\$ 171.14
		Del Sol Books	\$ 34.40
		Lego Education	\$ 535.78
		Lenny Krayzelburg Swim Academy	\$ 152.00
		MJP Computers	\$ 1,191.46
		PBSDistribution, LLC	\$ 109.97
		Institute For Excellence In Writing	\$ 837.58
		Staples - eCommerce	\$ 989.66
		Audio Memory Publishing	\$ 51.30
		Carson- Dellosa	\$ 71.17
		In The Hands Of A Child	\$ 130.40
		Mindware	\$ 459.40
		School Pathways	\$ 2,500.00
		Aleks Corporation	\$ 25.00
		Allport Editions	\$ 89.95
		Armory Center For The Arts	\$ 380.00
		Barton Reading & Spelling Sys (Bright Solutions)	\$ 283.70
		Brave Writer, LLC	\$ 39.80
		California Science Center Foundation	\$ 555.00
		Claddagh Dance Company	\$ 332.50
		Dorothy McCandliss	\$ 40.00
		Freestyle Camera	\$ 49.98
		Frey Scientific Co	\$ 169.46
		Hearthsong (The Children's Group)	\$ 146.00
		Homeschool Programming, Inc	\$ 493.68
		Ice Station Valencia, LLC	\$ 175.00
		Learn Beyond the Book, LLC	\$ 55.00
		Nature Watch	\$ 79.66
		One Spark Academy	\$ 1,273.85
		One Spark Academy- DON'T USE!	\$ 100.00
		Professional Tutors of America	\$ 300.00
		Scholastic Classroom Books and Libraries	\$ 45.65
		Service- Pro Fire Protection Inc.	\$ 60.00
		Steven Sunnarborg Musical Serv	\$ 116.80
			\$

Golden Valley Charter School
WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/15/2013	Education Station	\$ 308.80
		Emh Sports USA, Inc	\$ 60.00
		Follett Educational Services	\$ 220.49
		Home Science Tools	\$ 1,424.19
		Huckleberry Center	\$ 6,351.04
		Keyboard Galleria Music Center	\$ 517.00
		Kids Art Inc - Sherman Oaks	\$ 729.75
		Lakeshore Learning Materials	\$ 1,087.15
		Math- U- See California, Inc	\$ 415.38
		Monarch's National Gymnastics Training Center	\$ 658.98
		Norma McBride	\$ 126.56
		Office Depot	\$ 3,460.14
		Rainbow Resource Center	\$ 7,267.21
		Rancho Simi Recreation & Park	\$ 120.00
		School Specialty Inc.	\$ 197.26
		Singapore Math, Inc	\$ 322.08
		Staples Business Advantage	\$ 1,052.19
		Steve Spangler Science	\$ 18.73
		TaeKwonDo Plus	\$ 150.00
		Time 4 Learning	\$ 50.00
		Young At Art- Simi Valley	\$ 465.01
		Young At Art- Camarillo	\$ 215.00
		Pearson - Acct#2462900, 05-5238169, 005-59407-000	\$ 337.13
		Ballet Academy Ventura	\$ 790.00
		Play-Well TEKologies- Santa Barbara/Ventura	\$ 2,666.00
		Wieser Educational	\$ 93.37
		Tae Ryong TaeKwonDo School	\$ 441.00
		Yamaha Music School	\$ 1,212.00
		EMC Publishing, LLC	\$ 143.18
		North Dakota Center For Distance Education	\$ 434.49
		Peace Hill Press, Inc	\$ 80.51
		All About Spelling	\$ 232.63
		Houghton Mifflin Harcourt - Acct#147529	\$ 786.27
		Nancy Larson Publishers, Inc.	\$ 278.43
		Rosetta Stone, Ltd. (Fairfield Language Tech.)	\$ 364.14
		The Critical Thinking Co.	\$ 352.74
		Advanced Academics, Inc.	\$ 600.00
		A Child's Dream Come True	\$ 7.56
		Art Supplies Wholesale	\$ 744.00
		Handwriting Without Tears	\$ 38.24
		Kids Art inc - Pasadena	\$ 390.00
		Oak Meadow Inc	\$ 511.13
		Oriental Trading Company, Inc.	\$ 189.30
		Person Science	\$ 212.00

**Golden Valley Charter School
WARRANT REGISTER: April 2013**

Sum of Amount					
Check Type	Check Date	Payee	Total		
Warrant	4/15/2013	Carson- Dellosa	\$ 88.17		
		Delta Education	\$ 70.81		
		Insect Lore	\$ 67.71		
		United Parcel Service	\$ 17.46		
		Barton Reading & Spelling Sys (Bright Solutions)	\$ 325.90		
		Brave Writer, LLC	\$ 17.42		
		Claddagh Dance Company	\$ 285.00		
		Freestyle Camera	\$ 58.58		
		Frey Scientific Co	\$ 173.10		
		Nature Watch	\$ 41.24		
		One Spark Academy	\$ 900.00		
		Arts Attack	\$ 181.40		
		Beth A. Tappin	\$ 555.23		
		Board of Equalization	\$ 2,109.00		
		Buckle Down Publishing Co	\$ 275.93		
		Classic Education, Inc	\$ 193.27		
		Conejo Recreation and Park Dis	\$ 3,361.35		
		Educator's Publishing Service	\$ 160.07		
		McGraw-Hill	\$ 576.83		
		Mercurius	\$ 16.29		
		Pleasant Valley Rec & Park	\$ 95.00		
		Urban Homeschoolers	\$ 529.74		
		National School Products	\$ 71.37		
			4/25/2013	Apple Inc	\$ 6,024.33
				Barnes & Noble Inc	\$ 721.13
Cassell's Music, Inc	\$ 63.80				
Children's Music Academy	\$ 743.25				
City of Carpinteria	\$ 65.00				
Dance Creations LLC	\$ 385.00				
Delian Music	\$ 224.00				
Dick Blick Company	\$ 998.77				
Education Station	\$ 153.48				

Golden Valley Virtual School
WARRANT REGISTER: April 2013

Sum of Amount			
Check Type	Check Date	Payee	Total
Warrant	4/4/2013	Law Office of Young, Minney & Corr, LLP	\$ 963.30
		Amy Warners-Hernandez	\$ 522.63
		School Pathways	\$ 1,750.00
	4/15/2013	Amy Warners-Hernandez	\$ 167.61
	4/25/2013	Special Ed Asst & Tech Support, Inc	\$ 258.06
		U. S. Bank	\$ 21.34
		Delta Managed Solutions, Inc.	\$ 1,600.00
Grand Total			\$ 5,282.94

**RESOLUTION OF THE BOARD OF THE
MESA UNION SCHOOL DISTRICT**

**TIER III CATEGORICAL FLEXIBILITY
Resolution #12-13-12**

WHEREAS as added and amended by SBX3 4, ABX4 2, and SB 70, Education Code 42605 grants districts flexibility in "Tier III" categorical programs and authorizes districts to use these funds for "any educational purpose, to the extent permitted by federal law." For the 2008-09 fiscal year to the 2014-15 fiscal year, inclusive, local educational agencies that use the flexibility provision of this section shall be deemed to be in compliance with the program and funding requirements contained in statutory, regulatory, and provisional language.

WHEREAS as a condition of receipt of the funds, the governing board is required, at a regularly scheduled open public hearing, to take testimony from the public, discuss, and approve or disapprove the proposed use of funding and to make explicit the purposes for which the funding will be used.

WHEREAS Assembly Bill (AB) 189, became effective January 1, 2012, and requires the Tier III public hearing to be held prior to and independent of a meeting at which the budget is adopted. AB 189 also requires a governing board to identify in the notice of the public hearing, any Tier III program that is proposed to be closed.

WHEREAS attached to this resolution is a list of specific programs, the estimated funding amounts, and the proposed activities for which the funds are to be expended identified by SACS function code.

THEREFORE, BE IT RESOLVED that, following a public hearing in which public testimony was taken, discussion regarding the proposed uses of the funds took place, and programs proposed to be closed were identified, the Mesa Union School District adopts this Resolution approving the proposed uses of the funds as shown on the attached list.

PASSED AND ADOPTED this 21st Day of May 2013 by the following vote:

Ayes:

Noes:

Abstained:

Absent:

ATTEST:

Secretary, Board of Trustees

Mesa Union School District
 Tier III Categorical Programs with Full Flexibility
 Proposal for Receipt of Funds, Program Closures, and Uses for the 2013/2014 Fiscal Year
 Notice of Public Hearing
 Date: May 21, 2013
 Time: 6:00 p.m.
 Location: Multi-Purpose Room (3901 North Mesa School Road, Somis)
 Purpose:

A public hearing will be held for the purpose of taking testimony from the public, discussing the proposed receipt and use of the Tier III Categorical funds, identifying closed programs, and approving or disapproving the proposed use of funding from the 39 programs identified in E.C. 42605.

AB 189 requires that the public hearing be held a regularly scheduled board meeting prior to and independent of the meeting and public hearings at which the annual budget will be adopted and the receipt/uses of Tier III Categorical funds will be approved.

As per (SBX3-4), full flexibility is allowed for the programs fiscal years 2008/09 through 2014/15. Full flexibility means that the funds from these programs may be used for any educational purpose. It is the intent of the District to utilize flexibility to support student programs.

Former Resource	Program Name	Program Uses	Program Closed	2007/2008 Ending Fund Balance Transferred to Categorical Flex Resource 0100	2008/2009 through 2012/2013 Revenue Transferred to Categorical Flex Resource 0100	2013/2014 Revenue To Be Transferred to Categorical Flex Resource 0100
0000	Oral Health	Child oral health assessments	No	\$ -	\$ 1,732	\$ 403
CORE	Supplemental Hourly: Core Academic	Provide remediation/enrichment courses in core academic areas	Yes		3,911	914
REME	Supplemental Hourly: Remedial	Provide remedial offerings to academically deficient students in grades 2-6, including those at risk of retention	Yes		7,936	1,984
RISK	Supplemental Hourly: Retained and	Provide intensive intervention for students that are retained, at risk of retention	Yes		9,033	2,258
6205	Deferred Maintenance	Major repair or replacement of existing school building components	Yes		100,263	20,224
6265	Community Based English Tutoring	English language instruction for parents and other community members who pledge to provide personal English language tutoring to children with limited English proficiency	Yes	332	8,573	2,143
6405	School Safety and Violence Prevention	Prevention of school violence	Yes	8,462	38,851	7,990
6760	Arts and Music Block Grant	Support standards-aligned instruction in arts and music	Yes	3,889	29,121	7,992
6761	Arts and Music Block Grant, One-time	Support standards-aligned instruction in arts, music, and physical education	Yes		9,962	-
7026	California School Gardens	Development of school gardens	Yes		457	-
7080	Supplemental School Counselor	Provide additional counseling services to pupils in grades seven-twelve	Yes		10,463	-
7140	Gifted and Talented Education	Supports unique educational opportunities for high-achieving and underachieving pupils that have been identified as gifted and talented	Yes		52,478	13,118
7156	Instructional Materials	Acquisition of standards-aligned texts, or basic instructional materials	Yes	27,553	148,925	37,217
7271	California Peer Assistance and Review Program	Teacher assessment and professional development	Yes	3,798	21,138	3,598
7294	AB466 Math and Reading Staff Development	Training teachers new mathematics and language arts standards and curricula	Yes		8,504	2,003
7296	SB472 Professional Development	Professional development for teachers of English Language Learners (ELL)	Yes		4,064	1,002
7325	Principal Training	Instruction and training of principals and assistant principals	Yes		900	-
7392	Teacher Credentialing	Beginning Teacher Support and Assessment (BTSA) program	Yes	1,151	5,250	950
7393	Staff Development Block Grant	Professional development activities to improve the quality of the instructional program	Yes	19,577	90,415	18,581
7394	Targeted Instruction	Provide instructional improvement for the lowest achieving pupils	Yes			
7395	School & Library Block Grant	Resources, equipment, and supplies to support school and classroom libraries; Personnel, training, materials, supplies, and other uses to improve the instructional services and school environment	Yes	2,058	164,765	41,194
7396	Instructional Materials, One-time	One-time resources to support instructional, curriculum and support needs	Yes		76	-
7397	Instructional Materials, One-time	Instructional materials, school and classroom library materials, and support needs	Yes			-
7398	Instructional Materials, One-time	Instructional materials, school and classroom library materials, and one-time educational technology costs	Yes			-
				65,720	716,527	161,551

**Mesa Union School District
Resolution #12-13-13**

**Authorization of Temporary Loans between District Funds
Fiscal Year 2012-2013**

WHEREAS, pursuant to Education Code section 42603, the governing board of any school district may direct that moneys held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations. The transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account. Amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. Borrowing shall occur only when the fund or account receiving the money will earn sufficient income, during the current fiscal year, to repay the amount transferred. No more than 75 percent of the maximum of moneys held in any fund or account during a current fiscal year may be transferred.

WHEREAS, when there are insufficient funds to meet district obligations in the fund, and

WHEREAS, funds can be temporarily transferred from one or more funds to another fund of the district to be used for the payment of district obligations, and

WHEREAS, repayment of the temporary loan will be made from income received, and

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Mesa Union School District authorizes the temporary transfer of cash from one district fund to another in order to meet the financial obligations of the District as the need may arise during the 2013-14 fiscal year.

PASSED AND ADOPTED this 21st day of May, 2013 by the Governing Board of the Mesa Union School District of Ventura County, California, by the following vote:

AYES: NOES: ABSENT:

Secretary of the Board

Mesa Union School District

**Appropriation Transfers
Fiscal Year 2013-2014
Resolution #12-13-14**

WHEREAS, the Mesa Union School District may have a need during the fiscal year to make appropriation transfers to permit the payment of obligations of the district, and

WHEREAS, the District may authorize a district employee to make such transfers between unappropriated fund balances and any expenditure classifications to balance any expenditure classification,

THEREFORE, BE IT RESOLVED that the Mesa Union School District authorizes the appropriation transfers necessary to permit payment of obligations of the District incurred during the 2013-2014 fiscal year. These transfers are to be presented for ratification at the next board meeting.

ADOPTED this 21st day of May, 2013

AYES: **NOES:** **ABSENT:**

THIS IS TO CERTIFY that the above resolution was adopted by the Board of Trustees at a regular meeting of the Board.

Secretary of the Board

**Mesa Union School District
Resolution #12-13-15**

**Authority for the District's Board of Education to Improve
Compensation for Certain Categories of Employees after July 1, 2013.**

The recommendation is that the Board of Education reserve the right to grant to those employees who are members of the confidential, supervisory, or management groups, and as such are not covered by labor contracts, the right to salary and benefits improvements. This Resolution would remove any doubt that the Board of Education has the right to improve salaries and benefits to non-represented employees on or after July 1, 2013, and to set the amounts and effective date of any such improvements.

WHEREAS, employees who are in confidential, supervisory, or management positions, whether certificated or classified, and as such, not members of collective bargaining units, and their salaries and benefits are not negotiated in labor contracts; and,

WHEREAS, the Board of Education believes that compensation consideration should be given to employees in confidential, supervisor, or management positions,

THEREFORE BE IT RESOLVED that the Board of Trustees of the Mesa Union School District reserves the right to consider and to improve compensation of confidential, supervisory or management employees in Fiscal Year 2013-14 and to make any such compensation improvements effective July 1, 2013, or at any date thereafter during Fiscal Year 2013-14.

This is to certify that the above Resolution was adopted by the Board of Trustees at a regular meeting of the Board held on May 21, 2013.

Attest: _____
Secretary to the Board

**Mesa Union School District
Certification of Signatures**

I, Michael Babb, Secretary to the Board of Trustees of the Mesa Union School District of Ventura County, California certify that the signatures shown below are the verified signatures of the Governing Board of the above-named school district (Part 1). Verified signatures of the person or persons authorized to sign orders drawn on the funds of the school district, Notices of Employment, Contracts, etc., appear in Part 2. These certifications are made in accordance with the provisions of Education Code Sections indicated.* If those authorized to sign orders shown in Part 2 are unable to do so, the law requires the signatures of the majority of the Governing Board.

These approved signatures will be considered valid for the period of 7/1/2013 to 12/15/2013

Date of Board Action: May 21, 2013

Signature: _____
Secretary of the Board

PART 1

Signatures of Members of the Board

Signature: _____
Print/Type: Susan Nemets
President of the Board of Trustees

Signature: _____
Print/Type: _____
Member of the Board of Trustees

Signature: _____
Print/Type: Judith Thielemann
Clerk of the Board of Trustees

Signature: _____
Print/Type: _____
Member of the Board of Trustees

Signature: _____
Print/Type: Steve Sullivan
Member of Board of Trustees

Signature: _____
Print/Type: Rick Murray
Member of Board of Trustees

Signature: _____
Print/Type: Noel Camanag
Member of Board of Trustees

*K-12 Districts

42632

42633

PART 2

Signatures of Personnel and/or Members of the Mesa Union School District authorized to Sign Checks, Orders for Salary Payment, Notices of Employment, contracts, etc.

Signature: _____
Print/Type : Dr. Michael Babb
Title: Superintendent
Authorized to Sign: A through G and 1 through 5

Signature: _____
Print/Type : Ryan Howatt
Title: Principal
Authorized to Sign: A through G and 1 through 5

Signature: _____
Print/Type
Title: District Clerk
Authorized to Sign: A through G and 1 through 5

Signature: _____
Print/Type : Erica Magdaleno
Title: Executive Assistant
Authorized to Sign: Items B, E, G and 1 through 5

Signature: _____
Print/Type: Irene Ramirez
Title: School Secretary
Authorized to Sign: Items E and 5

Signature:
Print/Type
Title:
Authorized to Sign: All

Signature:
Print/Type
Title:
Authorized to Sign: All

Signature:
Print/Type
Title:
Authorized to Sign:

PART 2 (con't)

Signature: _____
Print/Type : Cynthia Hansen
Title: Chief Business Official
Authorized to Sign: A-G and 1-5

Signature: _____
Print/Type: Benny Martinez
Title: Director of School Business Authority
Authorized to Sign: A-G and 1-5

Signature: _____
Print/Type : Cynthia Bridges
Title: Senior Accountant
Authorized to Sign: A-G and 1-5

Signature: _____
Print/Type: Maria Eva Lopez
Title: Senior Accountant
Authorized to Sign: A-G and 1-5

Signature: _____
Print/Type: Linda Mayer
Title: Senior Accountant
Authorized to Sign: A-G and 1-5

CERTIFICATION OF SIGNATURE GUIDELINES

The following documents must be filed with School Business and Advisory Services:

- A. Authorization to sign reports, budgets, and all documents requiring signature of the Secretary or Clerk.
- B. Authorization to approve payroll orders.
- C. Authorization to approve commercial check orders.
- D. Authorization to sign collection reports to the county.
- E. Authorization to sign board approved budget transfers.
- F. Authorization to sign Interfund and Intrafund transfers.
- G. Authorization to sign contracts after Board approval.

Examples of documents requiring District authority (not required to be filed with School Business and Advisory Services):

- 1. Authorization to sign employment contracts.
- 2. Appointment of authorized agents, for federal and state applications.
- 3. Appointment of representatives to acquire surplus property.
- 4. Authorization to sign cafeteria reports.
- 5. Authorization to sign checks on District bank accounts, i.e., cafeteria; clearing account.

Districts must notify School Business and Advisory Services in writing and submit Board Approved signature authorization amendments as staff and/or organizational changes occur mid-year.

This AGREEMENT, made and entered into this date by the Executive Director, LOS PADRES COUNCIL, LEARNING FOR LIFE (hereinafter referred to as COUNCIL) and a school district in the State of California, (hereinafter referred to as DISTRICT), under which COUNCIL and DISTRICT, by virtue of Education Code 8760, for the purpose of providing the DISTRICT with programs and classes in Environmental Education, mutually agree with respect to the following:

1. **Guaranteed Minimum Attendance.** DISTRICT will enroll a guaranteed minimum number of pupils at the Outdoor School during the 2013-2014 school year as follows:

Name of School	Scheduled Minimum Number of Pupils	Scheduled Session of Attendance
Mesa	74	November 12 th -15 th , 2013

2. **Guaranteed Attendance.** Guarantees the larger of the following number of pupils:

- 2.1. The number of pupils actually attending the Outdoor School, or
- 2.2. ninety percent (90%) of the scheduled minimum number of pupils per scheduled session.
- 2.3. Changes in District's registered students require written notification to the COUNCIL no later than the following dates:

Schools attending between October and December must submit final numbers by October 1st.

Schools attending between January and March 2014 must submit final numbers by Dec. 1.

Schools attending between April and June 2014 must submit final numbers by March 1st.

- 2.4. COUNCIL reserves the right to lower the minimum number of pupils reported by the DISTRICT.

3. **Overbooking.** Attendance above the scheduled minimum number of pupils must have Outdoor School approval in writing. Unapproved overbooking is not permitted.

4. **Withdrawal.** After this contract is signed by both DISTRICT and COUNCIL a DISTRICT/School may withdraw from the Outdoor School providing that a replacement DISTRICT/School can be substituted with an enrollment no less than ninety percent (90%) of the Scheduled Minimum Number of Pupils of the DISTRICT/School wishing to withdraw. Should the provisions of this section not be adhered to, COUNCIL may bill DISTRICT and DISTRICT agrees to pay COUNCIL on the basis of the scheduled minimum number of pupils.

5. **Cancellation.** COUNCIL reserves the right to change or cancel DISTRICT's scheduled session of attendance under conditions which would make the operation of the Outdoor School imprudent or unsafe, such as, but not limited to, threat of fire, flood, storm or other natural or manmade disturbances. In such event, COUNCIL will make every effort to provide reasonable advance notice to DISTRICT for rescheduling or a refund of the fees and booking fee.

6. **Costs-Pupils.** For each scheduled session of attendance, DISTRICT will pay COUNCIL \$268.00 per pupil for a four-day week. The per pupil payment includes rental of the Los Padres Council Facility, for purposes of conducting the DISTRICT program and classes, food and lodging for pupils, and the services of the naturalists and program supplies.

7. **Costs-District Personnel.** DISTRICT will be charged \$134.00 per person for district personnel, based on a four-day week.
8. **Booking Fee.** It is understood and agreed to by both parties there is a booking fee required in the amount of \$1,500.00 per session of attendance for schools with 31 or more students or \$1,000.00 for schools with 30 or less students. This fee confirms the scheduled session of attendance at the Outdoor School. The booking fee is nonrefundable but will be included as payment towards the final invoice.

9. **Discount.** A discount is available to those schools that pay 20% of total fees (based on your original contract) by October 1st, 2013. The discounted amount is \$10.00 per pupil for a four-day week.

10. **Payment of 90% of the total cost accrued under this AGREEMENT** will be made by the DISTRICT to the Outdoor School, 2680 Hwy 154, Santa Barbara, CA 93105, 30-days prior to the scheduled session of attendance at the Outdoor School. DISTRICT will receive a correction invoice upon departure, net due in 21 days.

11. **Late charge of two percent (2%) per month** on the invoiced unpaid balance will be charged to the DISTRICT beginning on the first day after the payment deadline.

12. **Insurance** coverage shall be as follows:

- 12.1. DISTRICT shall hold harmless, defend and indemnify the National Council, and the Los Padres Council, Boy Scouts of America, and their officers, agents, and employees from any and all claims for damage resulting from acts or omissions of DISTRICT, its officers, agents, employees and pupils with respect to the Outdoor School.

- 12.2. DISTRICT agrees to carry a comprehensive general liability insurance policy in the amount of not less than one million dollars (\$1,000,000.00) for each person and one million dollars (\$1,000,000.00) for each occurrence, and property damage in the amount of not less than two hundred thousand dollars (\$200,000.00) in the form acceptable to the COUNCIL.

- 12.3. DISTRICT agrees to secure a specific endorsement on its liability policy stating: "Such insurance as is afforded by this policy for the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents, and employees shall be primary, and any insurance carried by the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents, and employees shall be in excess and noncontributory." It is further agreed that DISTRICT shall provide COUNCIL with a certificate of insurance naming the National Council, and the Los Padres Council, Boy Scouts of America and their officers, agents and employees as additional insured under its comprehensive general liability


- 13.2. DISTRICT shall maintain administrative control of its pupils from time of departure from the home school until time of return to the home school.
- 14. **Supervision.** DISTRICT will provide cabin leaders/chaperones in such numbers as are necessary to meet the Outdoor School requirements. DISTRICT should select these cabin leaders/chaperones according to DISTRICT policy. DISTRICT is responsible for supervision and discipline of cabin leaders/chaperones. COUNCIL will pay costs of food and lodging for cabin leaders/chaperones (up to 12 cabin leaders/chaperones) at the Outdoor School. Additional cabin leader/chaperone will be charged at the district personnel rate.
- 15. **Damages.** DISTRICT will be responsible for any and all damages to Rancho Alegre/Outdoor School property, which may reasonably be attributed to the actions of the attending DISTRICT.
- 16. **Rules and Regulations.** DISTRICT will abide by the rules and regulations of established by COUNCIL for the operation of the Outdoor School.
- 17. **Naturalist Services.** The services provided by the naturalist in implementing the DISTRICT's program and classes in outdoor science and conservation education shall be under the exclusive control and management of the DISTRICT and shall comply with all guidelines established by the Superintendent of Public Instruction relating to outdoor educational programs.
 - 17.1. The naturalist shall be supervised by a certificated employee of the DISTRICT.
 - 17.2. The naturalist is subject to the provisions of the Education Code sections 45125 (use of personal identification cards to ascertain conviction of crimes) and 49406 (examination for tuberculosis).
 - 17.3. No person who has been convicted of any sexual offense defined in Education Code 44010, or any controlled substance offense defined in Education Code 44011, shall be permitted to render service as a naturalist.
- 18. **COUNCIL will provide a curriculum** that follows the standard California framework. The COUNCIL's curriculum may not be altered once the contract is signed.
- 19. **Refund Policy:** A student that attends The Outdoor School in conjunction with their public or private school will owe the respective fees appropriated for each student (\$268.00 per student; or \$241.00 for students attending with a school that is participating in their first year at The Outdoor School) payable by the student's guardian to the student's public or private school at the appropriate date designated by that institution. The contracted institution will then owe The Outdoor School for the number of students that attend OR must pay for 90% of the contracted number of students) (Sec. 2). In the event that a student attends The Outdoor School and must go home for a major circumstance (such as illness, death in the family, medical emergency) the Outdoor School and the COUNCIL reserves the right to charge for the dismissed student(s) in full; partial; or forgiven (non-charged) amount. A student leaving within the first 24 hours of programming will typically be forgiven the due amount or be charged a partial fee of ¼ the 4 day rate: \$67.00 (returning schools)/\$60.25 (new schools). A student leaving between Day 2 and Day 4 of the program is typically charged the full tuition of \$268.00 (returning schools)/\$241.00 (new schools). All circumstances and rates are subject to change under the administration of the COUNCIL, and The Outdoor School at Rancho Alegre. The student's public or private institution may also choose to refund the guardian of the respective student(s) in full or partial amounts based on transportation costs; in meeting 90% of the contracted numbers; or other designated criteria. Students that are dismissed from the program for behavioral infractions/discipline at any time during the program will not be eligible for a refund.

This contract is null and void if not signed and returned within 60 days, beginning June 4, 2013. Terms of this AGREEMENT may only be modified at any time, in writing, by mutual agreement of both parties.
 This agreement shall be in effect July 1, 2013-June 30, 2014.


After reviewing, please make a copy of this contract and sign and return it by June 4, 2013 to:

THE OUTDOOR SCHOOL
 2680 HWY. 154
 SANTA BARBARA, CA 93105

APPROVED FOR THE GOVERNING BOARD OF THE DISTRICT

BY: 
 TITLE Superintendent
 DATE 5/9/13

APPROVED FOR THE LOS PADRES OUTDOOR SCHOOL LEARNING FOR LIFE OWNER AND OPERATOR, THE OUTDOOR SCHOOL


 Ron Walsh
 Executive Director
 DATE 4.18.2013



Brightspark Travel, Inc
 111 S. Pfingsten Roac
 Deerfield, IL 60015
 Toll-free: 877-545-0076
 Fax: 847-509-0017
 www.brightsparktravel.com

Simplifying Student Travel

TOUR AGREEMENT
MESA UNION SCHOOL 8TH GRADE
WASHINGTON, DC • GETTYSBURG

MESA UNION SCHOOL has entered into an agreement with Brightspark Travel, Inc. to make travel arrangements to Washington, DC & Gettysburg on April 11, 2014 through April 16, 2014. Brightspark Travel, Inc. has agreed to provide for the trip inclusions as outlined on the enclosed Tour Proposal.

MESA UNION SCHOOL 8TH GRADE has agreed to a tour based on 50 paying participants.

Pricing per passenger for our trip is as follows:

Participant Type	Price	Room Occupancy
Student/Youth	\$1735 + \$169 RGP	Quad
Paying Adult	\$1898 + \$169 RGP	Double
Complimentary	\$0	Double

- The trip includes 4 non-paying (complimentary) participant(s).
- Please note that each room has 2 beds
- RGP is a highly recommended elective protection plan

Should your group size fall below the minimum number of 50 projected paying participants, you also agreed to pay a surcharge of \$59.00 based on a minimum of 45 paying participants, or \$1119.00 based on a minimum of 41 paying participants plus the cost of any nonrefundable vendor payments such as airline or theatre tickets, to cover any fixed group costs incurred by Brightspark Travel, Inc. for the benefit of your group. Fixed group costs include motorcoaches, step-on guides, security guards, prepaid non-refundable costs (i.e. tickets) and the expenses of non-paying participants.

MESA UNION SCHOOL 8TH GRADE agrees to make the following installment payments schedule:

Installment	Due Date	Quad Occupancy	Double Occupancy
Registration Fee	10/21/2013	\$160 + \$169 RGP	\$160 + \$169 RGP
2	11/18/2013	\$525	\$580
3	12/16/2013	\$525	\$580
4	02/03/2014	\$525	\$578
TRIP COST		\$1735 + \$169 RGP	\$1898 + \$169 RGP

MESA UNION SCHOOL 8TH GRADE agrees to submit a rooming list for this tour on or before:

February 10, 2014

MESA UNION SCHOOL 8TH GRADE has contracted with Brightspark Travel, Inc. to administer all participant billing and payment collection through its individual billing program.

PLEASE RETURN THIS SIGNED TOUR AGREEMENT TO YOUR BRIGHTSPARK TOUR CONSULTANT

Quote: QUO-12896-5FZKP6
 Date: 05/02/2013
 Tour Consultant: Emily Ferdman

Changes in trip dates, inclusions, or number of participants before or after booking may affect trip pricing. Brightspark Travel, Inc. may arrange similar activities and attractions at their discretion due to availability and vendor restrictions. Some activities cannot be booked until the participants' first payments are received.

The undersigned has read and understands this agreement and accepts the Terms and Conditions accompanying this Tour Agreement. By signing this Tour Agreement the undersigned, on behalf of MESA UNION SCHOOL 8TH GRADE, agrees to contract for the above stated trip with Brightspark Travel, Inc. and confirms that the trip information stated herein is correct, acknowledging any necessary or requested changes from the Proposal attached hereto. Payment of invoices pursuant to this Tour Agreement signifies acceptance of its Terms and Conditions attached hereto.

MESA UNION SCHOOL 8TH GRADE
 Representative

[Signature]

5-7-13

Signature

Date

Michael Babb

Name

Superintendent

Title

BRIGHTSPARK TRAVEL, INC.
 Representative

05/02/2013

Signature

Date

Emily Ferdman

Name

Title



PAYMENT & GENERAL TERMS AND CONDITIONS FOR ALL TOURS

TOUR PRICE

The Tour price is based on the projected number of Tour participants, Tour package inclusions and Tour dates as indicated on the Tour Agreement or Parent Letter. Tours which operate below the projected number are subject to price adjustments based on fixed costs. Parents will be notified well in advance of final invoicing if price adjustments apply.

FIXED GROUP COSTS

Each Tour contains fixed costs that must be paid no matter the size of the group. Fixed costs can include motor coaches, step-on guides, security guards, prepaid non-refundable costs (i.e. theatre tickets), etc., and the expenses of non-paying Tour participants.

TOUR ARRANGEMENTS

Hotel space, ground and/or air transportation, attractions, and/or services are being booked for your group as outlined in your Tour Agreement or Parent Letter. Changes to your itinerary are likely in the booking process because of availability for some attractions at certain times. Some Tour activities cannot be booked until the group's first payment is received. Approximately sixty (60) days prior to your departure date you can expect to receive a proposed itinerary including hotel and transportation arrangements. Your Brightspark Travel, Inc. representative will contact you to review the proposed itinerary and document any changes. At twenty (20) days prior to your departure date you can expect to receive your final itinerary.

FUEL SURCHARGES, TAXES AND OTHER FEES

The Tour price includes all known surcharges (fuel, taxes and other fees) known at the time the group contracted with Brightspark Travel. However, given the volatile nature of fuel prices, suppliers (for example, airlines and coach carriers) at times must assess a fuel surcharge which is not known by any party at the time of contracting service. You will be informed of any fuel surcharge prior to your final payment due date. No surcharge will ever be assessed after the final payment due date.

Additionally, for air tours, airline bag fees, unless otherwise indicated on the Tour Agreement or Parent Letter, are NOT included in the price of the Tour and are the responsibility of the individual or group checking bags or instruments.

Occasionally a governing body will add a tax after transportation has been contracted. Any taxes not in existence at the time the Tour was contracted will be assessed back to the group.

It is important to know that Brightspark Travel works closely with all its suppliers to eliminate or minimize any surcharges related to fuel, taxes or fees. In recent years we've been able to absorb many small increases and not pass them back to our travelers. Given the rising price of fuel, it's important to know a fuel surcharge could be assessed if the price of oil continues to increase.

REFUND GUARANTEE PROTECTION (RGP) FOR US DOMESTIC AND CANADIAN DESTINATIONS ONLY

Brightspark Travel offers a cancellation protection program that covers Tour payments should the passenger not be able to participate for any reason. RGP is a highly recommended optional program at an additional charge. RGP must be paid at the time of the initial Tour registration. The price of RGP can be found on the Tour Agreement and the Parent Letter.

If you have purchased RGP and cancel, all payments made by you over and above the cost of the protection are 100% refunded, including the non-refundable registration fee.

PAYMENTS

A payment schedule has been laid out on the Parent Letter and Tour Agreement. Payments are accepted via check, credit card (online only) or organization Purchase Order. You will have the option of paying in installments, or paying for the Tour in full in one payment.

INITIAL REGISTRATION FEE

A non-refundable registration fee per passenger plus the cost of the elective Refund Guarantee Protection Program, if selected, (for US Domestic and Canadian Destinations only) will be required to register for a Tour. The cost of this registrant fee can be found on the Tour Agreement and Parent Letter. This registration fee will be applied to the cost of your Tour. If the tour is cancelled by the Trip Sponsor within 30 days from the initial payment due date, then the full amount of the registration fee (and RGP, if applicable) will be refunded.

FUNDRAISING PAYMENTS

All fundraising payments must be provided to Brightspark Travel two weeks before all final installments are processed. This will allow passengers to pay only what is due on their final account. Any group fundraising that is sent in after this date will be charged a \$75 flat processing fee per fundraising campaign (to be paid by the organization).

LATE PAYMENTS

All accounts, whether group pay or individual pay, must be up to date and paid in full 60 days prior to departure. Each installment that is late will be charged \$10 per passenger. Passengers will not be permitted to participate in the Tour if their account is not paid in full. Brightspark Travel reserves the right to cancel a Tour or Tour participant due to insufficient funds or non-payment.

NSF CHECKS

A \$35 fee per each non-sufficient fund check will be applied. Should your final installment check be returned NSF, we will require guaranteed payment for that installment plus the fee immediately. Passengers will not be permitted to participate in the Tour if their account is not paid in full.

SOLD OUT TRIPS/WAITING LISTS

In the case of trips that are sold out, additional participants will be entered onto a waiting list and added to the Tour as space permits. Participants on the waiting list will be informed of their status as follows:

- Individually Billed Accounts - by Brightspark Travel via an email indicating status after consulting with trip sponsor
- Group Pay Accounts - by the trip sponsor

ROOMING LIST

The organization will be required to submit a rooming list 60 days prior to departure to ensure the group is appropriately accommodated. Should the organization submit this late, a \$75 penalty will be charged to the organization.

REQUIREMENTS

For the protection of the sponsoring organization and its leaders as well as Brightspark Travel, the following applies on all Tours that Brightspark Travel coordinates:

- Tour rules must be adopted and shared with all Tour participants. Tour rules are at the discretion of the trip sponsor and must not violate any local health or safety regulations.
- Medical Release and Proxy form must be signed a participant's parents/guardian and carried on Tour.
- Brightspark Travel's cancellation policy for Individual Participants must be distributed to all paying participants so they know what to expect if they cancel from a Tour.

ACCIDENT AND ILLNESS PROTECTION FOR US DOMESTIC AND CANADIAN TOURS

Accident, illness and accident-related dental insurance coverage is provided for all participants. Limits per single occurrence are \$5,000 for accident, \$1,500 for illness and \$750 for accident related dental. Any charges not covered by this insurance are the responsibility of the participant. Pre-existing conditions are not covered under this policy. Complete terms and conditions of insurance are available from Brightspark Travel, Inc.

ACCIDENT AND ILLNESS PROTECTION FOR INTERNATIONAL TOURS - (NOT INCLUDING CANADA)

Accident and Illness Protection are included on all International Tours. Coverage's are available from Brightspark Travel.

CANCELLATION INSURANCE FOR INTERNATIONAL TOURS - (NOT INCLUDING CANADA)

Cancellation protection is included in every international Tour (not including Canada) and is administered by Travel Guard. Please refer to the policy for instructions and limitations on refunds when cancelling an international program.

CANCELLATION POLICY FOR ORGANIZATIONS

If the sponsoring organization or trip sponsor cancels the entire Tour, the following penalties apply:

DOMESTIC TOURS (INCLUDING CANADA)

- 30 days from the initial payment due date - no penalty or cancellation fees will be incurred. However, group is responsible for any non-refundable vendor payments made on behalf of the group.
- 31 days from initial payment due date to 81 days prior to departure, 15% of the Tour cost
- 80-61 days prior to departure, 25% of the Tour cost
- 60-46 days prior to departure, 50% of Tour cost
- 45-0 Days Prior to departure 100% of Tour cost

INTERNATIONAL TOURS - (NOT INCLUDING CANADA)

- 30 days from the initial payment due date - no penalty or cancellation fees will be incurred. However, group is responsible for any non-refundable vendor payments made on behalf of the group.
- 31 days from initial payment due date to 111 days prior to departure, 15% of the Tour cost
- 110-61 days prior to departure, 25% of the Tour cost
- 60-46 days prior to departure, 50% of Tour cost
- 45-0 Days Prior to departure 100% of Tour cost

CANCELLATION POLICY FOR INDIVIDUALS

The registration fee is non-refundable (except if the Trip Sponsor cancels the trip within 30 days from the initial payment due date or the participant selects RGP). In addition to that fee, cancellation penalties will be calculated based on the total Tour cost as follows:

DOMESTIC TOURS (INCLUDING CANADA)

- 31 days from initial payment due date to 81 days prior to departure, 15% of the Tour cost
- 80-61 days prior to departure, 25% of the Tour cost
- 60-46 days prior to departure, 50% of Tour cost
- 45-0 Days Prior to departure 100% of Tour cost

INTERNATIONAL TOURS - (NOT INCLUDING CANADA)

- 31 days from initial payment due date to 111 days prior to departure, 15% of the Tour cost
- 110-61 days prior to departure, 25% of the Tour cost
- 60-46 days prior to departure, 50% of Tour cost
- 45-0 Days Prior to departure 100% of Tour cost

NOTICE OF CANCELLATION

All passengers cancelling from a Tour must notify Brightspark Travel in writing. Cancellations are accepted via email, fax or mail.

Email: customerservice@brightsparktravel.com

FAX: 847-509-0011

Mail: Brightspark Travel, Inc., PO Box 828, Northbrook, IL 60065-0828

REFUNDS FOR CANCELLATIONS

Refunds are issued for cancellations in the same manner as payment was received. Checks are issued for check payments and credits on debit/credit accounts. All cancellations must be in writing. Refunds may take 4-6 weeks to process.

For group pay accounts refunds are issued directly back to the organization unless otherwise directed by the organization.

For individual billing accounts refunds are issued directly back to the payee (generally a parent or guardian) except for fundraising monies or payments made on behalf of the individual by the school or organization, in which case those monies will be refunded back to the school or organization unless directed otherwise by the Trip Sponsor.

Additionally, participants travelling to international Destinations (not including Canada) must file a claim directly with Travel Guard for any refund due to an accepted reason for cancellation. Please refer to the Travel Guard policy for further detail.

PASSENGER NAME CHANGE ON TRIPS WITH AIRFARE COMPONENT (FOR ORGANIZATIONS ONLY)

Brightspark Travel will process a name change on an air ticket if the airline allows for it. All fees assessed by the airline to process the name change will be passed on to the Organization. The latest date a name change on an air ticket will be processed by Brightspark Travel is 30 days prior to departure.

GENERAL

Brightspark Travel reserves the right to make changes in the itinerary whenever, in its sole judgment, conditions warrant, or if it deems it necessary for the comfort, convenience, or safety of the Tour.

Brightspark Travel has permission to use, without compensation, any photo, film or video likeness taken of a participant as well as any comment or statement made by him/her while taking part in a Brightspark Travel Tour in materials published by Brightspark Travel.

Brightspark Travel will work to accommodate all persons with disability needs. If you have a disability and require assistance when traveling, notify us as soon as possible. Please note that payment for contracted services such as interpreters, one on one aides and so forth are the responsibility of the parents or sponsoring organization and not Brightspark travel.

The traveler is responsible for obtaining the appropriate identification and documentation to travel by air domestically or internationally. Brightspark Travel's cancellation penalties will apply if the traveler cancels the trip because they are unable to obtain the appropriate identification (i.e. passports, visas).

LIMITATION OF LIABILITY

Brightspark Travel purchases transportation, hotel and other services from various independent suppliers that are not subject to its control. Neither Brightspark Travel its affiliates, owners, officers, agents, employees, nor any associate organization shall be held liable for any act, default, injury, loss, expense, damage, deviation, delay, curtailment or inconvenience caused to or suffered by any person or their property, howsoever arising, which may occur or be incurred by any organization or person, even though such act, default, injury, loss, expense, damage, deviation, delay, curtailment or inconvenience may have been caused or contributed to: (a) by the act, neglect or default of Brightspark Travel, or of any persons for whose acts it would otherwise be responsible, or (b) defects or failures of any aircraft, vessel, automotive vehicle or other equipment or instrumentality under the control of independent suppliers. You further understand that Brightspark Travel neither owns nor operates such third party suppliers and accordingly, agree to seek remedies directly and only against those suppliers and not hold Brightspark Travel responsible for their acts or omissions. In no event will Brightspark Travel be responsible for incidental, consequential or special damage or loss suffered by any person. Brightspark Travel's maximum liability, for any reason whatsoever, will be limited to the amount paid to Brightspark Travel for its services.

FORCE MAJEURE

Without limitation, Brightspark Travel will make no refund for and is not responsible for any matter beyond the control of Brightspark Travel, including but not limited to the negligent or willful acts of others; acts of God or force majeure, weather emergencies, breakdown, or failure of diving or mechanical equipment, government actions, inclement weather, sickness, attacks by animals, availability of medical care or the adequacy of the same, criminal activity of any kind, terrorism, war, civil disturbance, sanitary conditions, quality or sanitation of food, quarantine, customs, regulations, epidemics, strikes, hotel overbooking, safety and/or security standards at hotels or other accommodations, or for any other reason beyond the control of Brightspark Travel. You understand, agree with, and agree to be legally bound by the terms of the release and waiver of liability set forth herein.

ARBITRATION

Any controversy or claim arising out of or relating to these Terms and Conditions or the performance thereunder, including without limitation any claim related to bodily injury, property damage or death, shall be settled by binding arbitration in Atlanta, Georgia USA in accordance with the rules of the American Arbitration Association then existing, and judgment on the arbitration award may be entered in any court having jurisdiction over the subject matter of the controversy. This agreement to arbitrate does not waive or modify the liability release contained in this document. Such proceedings will be governed by substantive Delaware law. This dispute will be resolved by a single arbitrator who must be a lawyer admitted to practice in the courts of at least one state in the United States and have a minimum of fifteen years of experience in civil litigation. The arbitrator so described will be selected by the American Arbitration Association. Each party to the dispute shall have the right on a single occasion to veto the designation of an arbitrator so selected. The parties waive the right to rely on any state law or statute which creates an exception to enforcement of the requirement that disputes be resolved pursuant to arbitration in the manner set forth herein.

GOVERNING LAW AND JURISDICTION

These Terms and Conditions and any actions and proceeding brought hereunder shall be governed by the laws of the State of Delaware without regard to conflict of laws principles. If the right to seek arbitration is for any reason waived by both parties, or if judicial review of any arbitration decision is sought, any action or legal proceeding to enforce any provision hereof, or based on any right arising out of, these Terms and Conditions shall be exclusively in the courts of the State of Delaware, or if it has or can acquire jurisdiction, in the United States District Court for the District of Delaware, and all of the parties hereto hereby consent to the exclusive jurisdiction of such courts and of the appropriate appellate courts in any such action or legal proceeding and waive any objection to venue or jurisdiction in connection therewith.

WAIVER OF JURY TRIAL

In connection with any action or legal proceeding arising out of this agreement, the parties hereby specifically and knowingly waive any rights that either party might have to demand a jury trial.

SEVERABILITY

The invalidity or unenforceability of any part of these Terms and Conditions, or the invalidity of its application to a specific situation or circumstance, shall not affect the validity of the remainder of these Terms and Conditions, or its application to other situations or circumstances. Any provision of these Terms and Conditions held invalid or unenforceable only in part or degree will remain in full force and effect to the extent not held invalid or unenforceable.

WAIVER

Any failure by either party at any time, or from time to time, to enforce or to require the strict keeping and performance of any of the Terms and Conditions shall not constitute a waiver of any

such Terms and Conditions and shall not affect or impair such terms and conditions in any way or the right of such party at any time to avail itself of such remedies as it has for the breach or breaches of such terms and conditions.

EXCLUSIVITY

Except as otherwise expressly provided to the contrary, the rights herein granted and these Terms and Conditions are for the benefit of the parties hereto. The Terms and Conditions shall be exclusive of any advertising, marketing or other sales literature or activities of Brightspark Travel and nothing contained in any of such materials shall be construed to create any rights as a result of or in connection with these Terms and Conditions.

ACKNOWLEDGMENT OF RISK

You understand and acknowledge that your travel in connection with and participation in the tour arranged at your request by Brightspark Travel may involve risk and potential exposure to injury. You also realize and acknowledge that risk and dangers may be caused by the negligence of the owners, directors, employees, contractors, officers or agents of Brightspark Travel or the negligence or participation of other participants, contractors and/or subcontractors to Brightspark Travel. You also recognize and acknowledge that risk and dangers may arise from foreseeable and unforeseeable causes, including weather and other acts of nature. You fully understand and acknowledge that the aforementioned risks, dangers and hazards are a potential in connection with recreational activities which may take place during your journey.

EXPRESS ASSUMPTION OF RISK AND RESPONSIBILITY/PARTICIPATION

In recognition of the inherent risk of the travels and related activities in which you are intending to engage, you confirm that you are physically and mentally capable of participating in the activity, that you are willingly and knowingly electing to participate in this tour in spite of the potential risk of danger, and you willingly and voluntarily assume full responsibility for any injury, loss or damage suffered by you or caused by you, whether caused in whole or in part by the negligence of the owners, directors, agents, officers, employees, or contractors of Brightspark Travel. You understand and acknowledge that reserves the right to accept or reject any participant for any reason, and Brightspark Travel or its guide has the right to disqualify you from any trip activity, if in Brightspark Travel's or such guide's judgment, you are incapable of that activity and/or your continued participation in the tour will endanger yourself or the safety of the group. It is your responsibility and obligation to inform Brightspark Travel, at the time your reservation is made, of any medical or physical disability or limitation that might disable you or render you unable to perform or safely complete the tour or any activity on the tour. You further acknowledge that you are the best judge of your own conditions and limitations and that it is incumbent upon you to fully disclose the full extent of any such conditions or limitations to Brightspark Travel.

RELEASE OF LIABILITY

In consideration of the services and arrangements provided by Brightspark Travel, you, for yourself and for your heirs, personal representatives or assigns, do hereby release, waive, discharge, hold harmless and agree to indemnify Brightspark Travel, and its owners, officers, directors, employees and affiliates from any and all claims, actions, or losses for bodily injury, property damage, wrongful death, loss of services, lost profits, consequential, exemplary, indirect or punitive damages or otherwise which may arise out of or occur during your travel in connection with the scheduled travel package and any activities conducted in conjunction therewith. You specifically understand and agree that you are releasing, discharging and waiving any claims or actions that you may have presently or in the future for the negligent acts or conduct of the owners, directors, officers, employees, agents or affiliates of Brightspark Travel.

EXPRESS WAIVER OF CONSEQUENTIAL, PUNITIVE OR EXEMPLARY DAMAGES

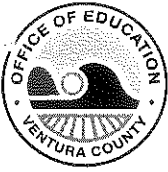
Regardless of the situation or circumstances giving rise to a claim, you waive any right to seek consequential, punitive or exemplary damages against Brightspark Travel its owners, officers, directors, agents, contractors and employees, for any reason whatsoever.

SELLER OF TRAVEL

Brightspark Travel is a registered seller of travel in California, Florida, Hawaii, Iowa, and Washington under each state's seller of travel regulations.

- California registration number: 2042487
- Florida registration number: ST37033
- Hawaii registration number: 44821
- Iowa registration number: 1031
- Washington registration number: 603096501

Should you have any questions, please call Brightspark Travel, Inc. at 877.545.0070.



AGREEMENT FOR FINANCIAL/ESCAPE PAYROLL/PERSONNEL SYSTEM

This agreement is made between the Ventura County Schools Business Services Authority of Ventura County, including; ACE (Architecture, Construction and Engineering), Bridges Charter School, Briggs Elementary, MATES (Meadow Arts and Technology Elementary School), Mesa Union Elementary, Mupu, River Oaks Academy Charter School, Santa Clara Elementary, Somis Union Elementary, and Ventura Charter School of Arts and Global Education; hereinafter referred to as "District," and the Ventura County Office of Education, hereinafter referred to as "VCOE."

It is Hereby Agreed between the Parties as Follows:

1. Time Period

VCOE agrees to furnish the District services in processing and reporting for the fiscal year July 1, 2013 through June 30, 2014 and thereafter on a yearly basis unless written notice to the contrary is received by VCOE prior to the fifteenth of January of any year in which the services are rendered.

2. Services Provided

VCOE shall provide services and transactions available in the Escape Payroll/Personnel System.

3. Exclusions

Software support does not include:

- A. Programming required because of changes in computer equipment or configuration.
B. Problems resulting from equipment failure.
C. Unauthorized alterations to the programs.

4. Charges

Charges will be determined by multiplying the District's prior year P-2 ADA as of June 1 of the prior fiscal year by an ADA factor from the following table.

Table with 2 columns: P-2 ADA, Per ADA Factor. Row 1: 0-4999, \$10.59

All reports printed at VCOE will be charged at \$.0800 per page.

5. Payment Schedule

The District agrees that the ADA based fees shall be paid in a single installment to be billed in late December.

Approved this _____ day of _____, 20_____.

School District Authorized Representative

Approved this _____ day of _____, 20_____.

VCOE Authorized Representative

Mesa Union School District
School-Sponsored Field Trip/Excursion Authorization

School-sponsored trips include any trip or excursion made in conjunction with courses of instruction or school-related social, educational or athletic activities.

Please complete the following information to obtain authorization for a school-sponsored field trip. IMPORTANT: All trips involving out-of-state, overnight, or water related travel shall require the prior approval of the Board.

Authorization for trips must be obtained no later than 10 days prior to the trip. Should the trip require Board approval, sufficient planning is required to ensure approval prior to the trip. Retroactive authorization will not be approved.

School Mesa Union Class(es) 6th grade
Teacher(s) Ms. Wiley
Departure Date/Time Nov. 12, 2013 8:30 AM Return Date/Time Nov. 15, 2013 1 PM
Destination The Outdoor School Miles One-way 70
Purpose of Trip Outdoor science education

Description of Activities curriculum hikes, camp activities

5 curriculum hikes - botany, geology, wildlife biology, astronomy, # chumash culture

Transportation required at destination? Yes No Type bus

Number of Students Anticipated 74 Minimum # of Chaperones Required** 8

Field Trip Funded by students Entrance Fee Required Yes No

Amount per student \$ 268.00 Check made payable to Mesa Union

** The ratio of adults to students on school-sponsored trips shall be a least one to ten. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade student, appropriate to their ages.

I have read and will abide by Board Policy and Regulations 6153, School-Sponsored Trips.

Certificated Employee in Charge Big Wiley Date 5/13/13

Site Administrator: Approved () Denied () Date _____

Approved by Board of Trustees (if required):

Clerk/Secretary _____ Date _____

Mesa Union School District School-Sponsored Field Trip/Excursion Authorization

School-sponsored trips include any trip or excursion made in conjunction with courses of instruction or school-related social, educational or athletic activities.

Please complete the following information to obtain authorization for a school-sponsored field trip. IMPORTANT: All trips involving out-of-state, overnight, or water related travel shall require the prior approval of the Board.

Authorization for trips must be obtained no later than 10 days prior to the trip. Should the trip require Board approval, sufficient planning is required to ensure approval prior to the trip. Retroactive authorization will not be approved.

School Mesa Union Class(es) 8th grade
 Teacher(s) Ms. Wiley
 Departure Date/Time April 11, 2014 5 PM. Return Date/Time April 16, 2014 12:00A.M.
 Destination Washington D.C. Miles One-way 3500
 Purpose of Trip Educational Tour

Description of Activities touring of monuments, museums, Georgetown, & historical buildings in Washington D.C.

Transportation required at destination? Yes No Type bus

Number of Students Anticipated 50-55 Minimum # of Chaperones Required** 6

Field Trip Funded by students Entrance Fee Required Yes No

Amount per student \$1735.00 Check made payable to Brightspark Travel

** The ratio of adults to students on school-sponsored trips shall be a least one to ten. If the trip involves water activities, this ratio shall be revised to ensure closer supervision of elementary grade student, appropriate to their ages.

I have read and will abide by Board Policy and Regulations 6153, School-Sponsored Trips.

Certificated Employee in Charge Cindy Wiley Date 5/13/13

Site Administrator: Approved () Denied () _____ Date _____

Approved by Board of Trustees (if required):

Clerk/Secretary _____ Date _____

~~CSBA Sample~~

Board Policy

Comprehensive Local Plan For Special Education

BP 0430

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized.
(Education Code 56303)

- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159 - Individualized Education Program)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education Under Section 504)

***Note: Education Code 56195.1 requires a local plan for the education of all individuals with disabilities residing in the district. This plan may be developed in conjunction with other districts (Option 1 below) or by a single district (Option 2). ***

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)

~~OPTION 1: (Districts that participate in a multidistrict SELPA)~~

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the SELPA.

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district,

with the exception of those that apply to complaints, unless the SELPA plan specifically authorizes the district to operate under its own policies and regulations.

~~OPTION 2: (Single-district SELPA)~~

~~In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district shall serve as a SELPA.~~

~~The Superintendent or designee shall develop a local plan for the education of individuals with disabilities residing in the district. The plan shall be approved by the Board.~~

Legal Reference:

EDUCATION CODE

- 56000-56001 Education for individuals with exceptional needs
- 56020-56035 Definitions
- 56040-56046 General provisions
- 56048-56050 Surrogate parents
- 56055 Foster parents
- 56060-56063 Substitute teachers
- 56170-56177 Children enrolled in private schools
- 56190-56194 Community advisory committees
- 56195-56195.10 Local plans
- 56205-56208 Local plan requirements
- 56213 Special education local plan areas with small or sparse populations
- 56240-56245 Staff development
- 56300-56385 Identification and referral, assessment, instructional planning
- 56440-56447.1 Programs for individuals between the ages of three and five years
- 56500-56508 Procedural safeguards, including due process rights
- 56520-56524 Behavioral interventions
- 56600-56606 Evaluation, audits and information
- 56836-56836.05 Administration of local plan

GOVERNMENT CODE

- 7579.5 Surrogate parent, appointment, qualifications, liability
- 95000-95029 California Early Intervention Services Act

WELFARE AND INSTITUTIONS CODE

- 361 Limitations on parental control
- 726 Limitations on parental control

CODE OF REGULATIONS, TITLE 5

- 3000-3089 Regulations governing special education

UNITED STATES CODE, TITLE 20

- 1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

- 794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.10-99.22 Inspection, review and procedures for amending education records
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
300.1-300.818 Assistance to states for the education of children with disabilities, including:
300.500-300.520 Due process procedures for parents and children
303.1-303.654 Early intervention program for infants and toddlers with disabilities

Management Resources:

WEB SITES

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

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

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

(2/98 7/03) 11/06

Board Policy

Title I Program Improvement Schools

BP 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

Note: The following optional policy and accompanying administrative regulation are for use by districts that receive federal Title I funds to improve the academic achievement of students from economically disadvantaged families; also see BP/AR 6171 - Title I Programs. Pursuant to the No Child Left Behind Act of 2001 (NCLB) (20 USC 6316), schools receiving Title I funds are identified for "program improvement" (PI) if they fail to make "adequate yearly progress" (AYP), as defined by the State Board of Education (SBE), for two or more consecutive years. See the definition of AYP in the accompanying administrative regulation. According to the state criteria, a school is identified for PI if, for each of two consecutive years, it either (1) does not make AYP in the same content area (English language arts or mathematics) schoolwide or for any numerically significant student subgroup or (2) does not make AYP on the same indicator (Academic Performance Index or high school graduation rate) schoolwide. The assessment scores of small schools that have too few students to generate a school-level report are aggregated into a district accountability measure. For further information about the identification of PI schools, see the California Department of Education's (CDE) Adequate Yearly Progress Report Information Guide.

Note: See BP/AR 0520.3 - Title I Program Improvement Districts for requirements pertaining to local educational agencies identified for PI pursuant to 20 USC 6316.

Note: The following paragraph reflects the goals of the PI program pursuant to 20 USC 6311 and may be revised to reflect district practice.

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0520.4 - Quality Education Investment Schools)

Note: Pursuant to 20 USC 6316, whenever a school is identified for PI, the district must allow, in Year 1 of PI and in subsequent years, all students in that school to transfer to another district school or charter school that has not been identified for PI. In addition to the transfer option, 20 USC 6316 requires the district to arrange for supplemental educational services for eligible students in schools that are in Year 2 of PI and beyond. For schools in Year 3 of PI and beyond, other corrective actions and/or restructuring must also be implemented. See the accompanying administrative regulation.

Note: 20 USC 6316 and 34 CFR 200.48 require that the district set aside an amount equal to at least 20 percent of district Title I funds to pay for costs related to supplemental educational services and transportation for student transfers. Districts have some discretion as to how much is spent on each purpose, provided that at least 5 percent of the district's total Title I allocation is allotted to each purpose. The district may spend less if the demand is met. The district may, but is not required to, use non-Title I funds or additional federal, state, or local sources of funding for these purposes if the demand for services exceeds 20 percent.

Note: Administrative costs cannot be counted in these amounts. However, pursuant to 34 CFR 200.48, as amended by 73 Fed. Reg. 210, the cost of determining outreach and assistance to parents/guardians concerning their choice to transfer their child or to request supplemental services may be included within specified limits. 73 Fed. Reg. 210 also amended 34 CFR 200.48 to provide that, if a district does not meet its 20 percent spending obligation in a given school year, it must spend the unexpended amount on these purposes in the subsequent school year, unless it meets specified criteria; see the accompanying administrative regulation.

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6179 - Supplemental Instruction)

Program Evaluation

Note: The following optional section may be revised to reflect indicators of program effectiveness agreed upon by the Governing Board and Superintendent and/or required by the state plan for NCLB adopted pursuant to 20 USC 6311.

***Note: Pursuant to 20 USC 6311, any district receiving Title I, Part A funds must prepare and disseminate an annual report card which includes specified information regarding student achievement on statewide academic assessments, indicators of AYP, whether the district or district schools have been identified for PI, graduation rates, and teacher qualifications. 34 CFR 200.11, as amended by 73 Fed. Reg. 210, adds a requirement that districts report the most recent

available academic achievement results in grades 4 and 8 on the National Assessment of Educational Progress reading and mathematics assessments. The report cards must include the percentage of students at each achievement level, for the total student population and for each numerically significant subgroup, and participation rates for students with disabilities and English learners.***

Note: Rather than issuing a district-level report card, districts are allowed by 20 USC 6311 to incorporate the information into the school accountability report card required by Education Code 35256; see BP 0510 - School Accountability Report Card.

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

(cf. 0510 - School Accountability Report Card)
(cf. 6190 - Evaluation of the Instructional Program)

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

(cf. 4131 - Staff Development)
(cf. 6020 - Parent Involvement)

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE

35256 School accountability report card

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

13075-13075.4 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act
6301 Title I program purpose
6311 Adequate yearly progress
6312 Local educational agency plan
6313 Eligibility of schools and school attendance areas; funding allocation
6316 School improvement
7912 Persistently dangerous schools
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy
200.13-200.20 Adequate yearly progress
200.30-200.35 Identification of program improvement schools
200.36-200.38 Notification requirements
200.39-200.43 Requirements for program improvement, corrective action, and restructuring
200.44 School choice option
200.45-200.47 Supplemental educational services
200.48 Funding for transportation and supplemental services
200.49-200.51 State responsibilities
200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2008 Adequate Yearly Progress Report Information Guide, August 2008
California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages
64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, January 14, 2009

Supplemental Educational Services, January 14, 2009

WEB SITES

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp> U.S. Department of Education, No Child Left
Behind: <http://www.nclb.gov>

(3/03 7/04) 3/09

Administrative Regulation

Title I Program Improvement Schools

AR 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

***Note: The following optional administrative regulation reflects the requirements of the No Child Left Behind Act of 2001 (NCLB) (20 USC 6316) for Title I schools that fail to make "adequate yearly progress" (AYP) for two or more consecutive school years and thus are identified for program improvement (PI). ***

Definitions

***Note: Specific indicators used by the State Board of Education (SBE) to define AYP and "numerically significant subgroups" are described in the state's federally approved Accountability Workbook and are subject to change. 73 Fed. Reg. 210 amended 34 CFR 200.19 to make a number of changes for calculating the high school graduation rate. ***

Adequate yearly progress (AYP) is a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API).

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

Program improvement (PI) school is a school receiving federal Title I funds that has failed to make AYP for each of two consecutive school years in the same content area (i.e., English-language arts or mathematics) schoolwide or for any numerically significant subgroup, or has failed to make AYP on the same additional indicator (i.e., API for all schools or, for high schools, graduation rate) schoolwide.

Year 1 Program Improvement

When any Title I school is identified for Year 1 PI: (20 USC 6316)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as

described below under "Student Transfers."

(cf. 0420.4 - Charter Schools)

***Note: 20 USC 6316 requires PI schools to develop or revise a two-year improvement plan. The Categorical Program Monitoring instrument used by the California Department of Education (CDE) to determine program compliance indicates that the school should revise its Single Plan for Student Achievement, developed pursuant to Education Code 64000-64001, to fulfill this requirement. ***

2. The principal and school community shall revise the school's Single Plan for Student Achievement in accordance with 20 USC 6316, and present it for approval by the Governing Board.

(cf. 0420 - School Plans/Site Councils)

(cf. 6171 - Title I Programs)

3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)

4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)

5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)

a. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan

b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI

c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

Year 2 Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall: (20 USC 6316)

1. Continue to provide all students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers"
2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

Year 3 Program Improvement: Corrective Action

When a school continues to fail to make AYP by the end of the second full school year after identification for PI (~~four consecutive years of failure to make AYP~~), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI. In addition, the Board shall take at least one of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure
(cf. 4113 - Assignment)
2. Implement a new curriculum and related professional development
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
3. Significantly decrease management authority at the school level
4. Appoint an outside expert to advise the school
5. Extend the school year or school day for the school
(cf. 6111 - School Calendar)
6. Restructure the internal organization of the school

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action, the

Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another district school or charter school and continue to make supplemental educational services available to eligible students who remain in the school. In addition, the Board shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316)

1. Reopen the school as a charter school
2. Replace all or most of the school staff relevant to the failure
3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school
4. Turn the operation of the school over to the CDE
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

***Note: 20 USC 6316 and 34 CFR 200.37 require the following notification to parents/guardians. Templates that can be used by the district to develop the notification for any year of PI, as well as translations in many languages, are available on the CDE's web site. ***

Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI

***Note: Specific requirements for the notifications described in items #6 and 7 below are addressed below in the sections on "Student Transfers" and "Supplemental Educational Services," respectively. ***

6. An explanation of the option to transfer to another district school or charter school as

described below under "Student Transfers"

7. If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain supplemental educational services for their child as described below under "Supplemental Educational Services"

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

***Note: 20 USC 6316 and 34 CFR 200.48 require districts to spend at least 20 percent of district Title I funds for costs related to supplemental educational services, transportation for student transfers, and related outreach and assistance to parents/guardians; see the accompanying Board policy. As amended by 73 Fed. Reg. 210, 34 CFR 200.48 authorizes districts to spend less than 20 percent if specified criteria are met. These criteria include providing timely, accurate notifications as described above and partnering with outside groups to inform students and families, as provided below. The following paragraph is optional. ***

To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services. (34 CFR 200.48)

Student Transfers

***Note: As noted above, 20 USC 6316 requires any school in Year 1 of PI or beyond to provide all students in that school with an opportunity to transfer to another public or charter school in the district. ***

***Note: 34 CFR 200.44 provides that a district subject to a desegregation plan, whether voluntary, court-ordered, or required by a federal or state administrative agency, is not exempt from the requirement to allow such transfers. However, the district may take into account the requirements of the desegregation plan in determining how to provide students with the option to transfer to another school. ***

***Note: Because NCLB requires the district to offer intradistrict transfers to all students in PI

schools, it is recommended that the district give priority to such students in its intradistrict open enrollment policy; see BP 5116.1 - Intradistrict Open Enrollment. ***

All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another district school or charter school that: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for PI, corrective action, or restructuring

***Note: Districts must offer students attending a school identified as "persistently dangerous" by the CDE the opportunity to transfer to another district school. See BP/AR 5116.1 - Intradistrict Open Enrollment for a definition of "persistently dangerous" and other conditions regarding this type of transfer. ***

2. Has not been identified by the CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5116.1 - Intradistrict Open Enrollment)

***Note: Pursuant to 20 USC 6316 and 34 CFR 200.44, all students in PI schools must be given the opportunity to transfer although priority must be given to the lowest achieving students from low-income families. U.S. Department of Education (USDOE) non-regulatory guidance (Public School Choice) clarifies that all students in such schools must be given an option to transfer but the district should determine situations in which prioritization must be applied (e.g., the lowest achieving students from low-income families are given their first choice and/or are provided transportation first if funds are limited). For these purposes, the district must determine family income on the same basis that the district uses to make Title I allocations to schools. ***

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

***Note: 34 CFR 200.44 indicates that lack of capacity is not a permissible reason to deny transfer opportunities to students. The USDOE guidance and CDE correspondence dated October 31, 2007, reiterate that districts must either create additional capacity or provide choices of other schools. The CDE correspondence cautions districts to ensure that nothing in their parental notification letter or transfer application implies that choice may be limited due to a lack of capacity. When capacity is an issue, the district might consider portable classrooms, reassignment of teachers, distance learning programs, the establishment of new charter schools, or other options. ***

School capacity shall not be used to deny transfer opportunities to students. However, the

Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

***Note: 34 CFR 200.37 and 200.44, as amended by 73 Fed. Reg. 210, clarify timelines for the notice and implementation of the transfer option, as provided below. Preliminary AYP determinations are reported by the CDE prior to the beginning of the traditional school year to enable districts to meet the following requirement. ***

The transfer option shall be offered so that students may transfer in the school year following the school year in which the district administered the assessments that resulted in the identification of the school for PI, corrective action, or restructuring. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year. (34 CFR 200.37, 200.44)

***Note: 34 CFR 200.37 contains requirements for the content of the notice that must be provided to parents/guardians whenever a school is identified for PI, corrective action, or restructuring, which include the content described in items #4-5 below related to school choice. The USDOE guidance describes additional requirements that the notice should contain (items #1-3 below). These requirements are incorporated into the sample parental notification available on the CDE's web site. ***

Notice of the transfer option shall:

1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement
2. Identify each public school or public charter school that the parent/guardian can select
3. Explain why the choices made available to the parents/guardians may have been limited
4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
5. Explain the provision of transportation to the new school (34 CFR 200.37)

***Note: 34 CFR 200.37 describes additional content of the notice that may be provided to parents/guardians at the district's discretion. The following paragraph is optional and may be revised as desired. ***

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

(cf. 5148.2 - Before/After School Programs)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

***Note: 34 CFR 200.39, as amended by 73 Fed. Reg. 210, adds the following requirement for districts that have their own web sites. If the district does not have a web site, the CDE is required to provide this information on its web site. ***

To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter, and a list of available schools to which eligible students may transfer in the current school year. (34 CFR 200.39)

***Note: According to the USDOE guidance, the district may set a reasonable deadline by which parents/guardians must respond to the offered transfer option, as long as parents/guardians have sufficient time and information to make an informed decision. The following paragraph is optional and may be revised to specify timelines for each step of the process. See E(1) 0520.2 for a sample form that the district can use for parent/guardian requests for student transfers. ***

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

***Note: According to the USDOE guidance, parents/guardians do not necessarily have to be guaranteed their first choice of schools. The following optional paragraph reflects language in the guidance that authorizes, but does not require, districts to develop a system of rank-ordering preferences. ***

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

***Note: If a student exercises the option to transfer to another school, 20 USC 6316 and 34 CFR 200.44 require the district to provide or pay for the student's transportation to that school. The USDOE guidance clarifies that, if the district does not offer transportation services to its students, it will be required to reimburse parents/guardians for the costs of providing transportation or for using public transportation. This requirement is an exception to state and federal law for other types of intradistrict transfers for which the district is not obligated to provide or pay for transportation; see BP 5116.1 - Intradistrict Open Enrollment. ***

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316; 34 CFR 200.44)

(cf. 3540 - Transportation)

***Note: The USDOE guidance states that districts have flexibility to establish transportation zones based on geographic location. The following optional paragraph is based on the authority in the USDOE guidance and may be revised to reflect district practice. ***

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for PI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

In the event that all district schools are identified for PI, corrective action, or restructuring, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316; 34 CFR 200.44)

(cf. 5117 - Interdistrict Attendance)

Supplemental Educational Services

***Note: As described above, 20 USC 6316 and 34 CFR 200.45 require the district to make supplemental educational services available to students from low-income families whenever a school is in Year 2 of PI or beyond. For these purposes, the district must determine family income on the same basis that the district uses to make Title I allocations to schools. Parents/guardians are allowed to select supplemental educational services within the district or in neighboring local educational agencies from a list of entities approved by the SBE. USDOE non-regulatory guidance (Supplemental Educational Services) indicates that parents/guardians also may select a provider that is accessible through technology, such as e-learning, online, or distance learning technology. ***

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011 - Academic Standards)

(cf. 6179 - Supplemental Instruction)

***Note: 20 USC 6316 and 34 CFR 200.37 address the content of the notification that must be issued when a school is required to provide supplemental educational services. These requirements are incorporated into the sample parental notification letters available on the CDE's

web site. ***

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of: (20 USC 6316; 34 CFR 200.37)

1. The availability of supplemental educational services
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies
3. The identity of approved providers of technology-based or distance learning supplemental educational services

***Note: 34 CFR 200.37, as amended by 73 Fed. Reg. 210, now requires districts to indicate providers who can serve students with disabilities or limited English proficiency, as provided in item #4 below, and to explain the benefits of receiving services, as provided in item #5 below. ***

4. The services, qualifications, and demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency

5. The benefits of receiving supplemental educational services

***Note: The USDOE guidance suggests that the notification also include procedures and timelines for selecting a provider. The following paragraph is optional. ***

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

***Note: 73 Fed. Reg. 210 amended 34 CFR 200.37 to add the following requirement pertaining to notification of supplemental educational services. ***

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

***Note: 34 CFR 200.39, as amended by 73 Fed. Reg. 210, adds the following requirement for districts that have their own web sites. If the district does not have a web site, the CDE is required to provide this information on its web site. ***

To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in supplemental educational services, beginning with data from the 2007-08 school year and each subsequent year thereafter, a list of state-approved providers serving the district in the current year, and the location where services are provided. (34 CFR 200.39)

***Note: 20 USC 6316 requires a district to spend 20 percent of its Title I spending obligation on costs related to supplemental educational services, transportation for transfers, and related outreach and assistance to parents/guardians; see the accompanying Board policy. 34 CFR 200.48, as amended by 73 Fed. Reg. 210, specifies that, in order to spend less than 20 percent, a district must distribute sign-up forms for supplemental educational services, establish at least two enrollment windows, and make school facilities available to eligible providers, as provided below. The following three paragraphs are optional. ***

***Note: See E(2) 0520.2 for a sample service request form. ***

The Superintendent or designee shall distribute sign-up forms for supplemental educational services directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)

The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable parents/guardians of eligible students to make informed decisions about requesting supplemental educational services and selecting a provider. (34 CFR 200.48)

Eligible supplemental services providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

(cf. 1330 - Use of School Facilities)

***Note: The USDOE guidance advises that the district may establish a reasonable deadline by which parents/guardians must request services, as long they are given sufficient time and information to make an informed decision. The following paragraph may be revised to include any such deadline established by the district. ***

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

***Note: Pursuant to 34 CFR 200.47, a school district may apply to the SBE to become a supplemental service provider as long as the district has not been identified as a PI district, program staff are not employed at a school identified for PI, and the district demonstrates a record of effectiveness. 5 CCR 13075.1 and 13075.2 define "record of effectiveness" and list application requirements. 5 CCR 13075.4 lists conditions under which a provider's status can be terminated by the SBE. The following optional paragraph is for use by districts that have been approved as service providers. ***

When the district is an approved service provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the district or any other service provider.

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

(cf. 6159 - Individualized Education Program)

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

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6174 - Education for English Language Learners)

Note: The USDOE guidance clarifies that, if supplemental educational services providers are unable to provide necessary accommodations or language assistance to students with disabilities, students covered under Section 504, or students who are English learners, districts are obligated to provide or contract for such services with accommodations or language assistance, as provided below.

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

Note: The USDOE guidance notes that districts should establish fair and equitable procedures for selecting students to receive services if a particular provider does not have the capacity to serve all students who have selected that provider. The guidance encourages districts to consider allocating available spaces consistent with the priority to serve the lowest achieving eligible students. The following paragraph is optional.

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority intentent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's IEP.
2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.

3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.

4. Contain provisions with respect to the district making payments to the provider.

Note: USDOE correspondence dated August 10, 2007, clarifies that, although providers are prohibited from disclosing student information to third parties without consent, the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.8) does not prohibit providers from using contact information they obtain from the district to notify parents/guardians regarding their services.

5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

(cf. 5125.1 - Release of Directory Information)

(3/03 7/04) 3/09

School-Connected Organizations

BP 1230

Community Relations

***Note: The term "school-connected organization" may include booster clubs, parent-teacher associations aligned with the California State PTA, or other parent-teacher organizations. These organizations generally raise money for classroom activities or activities at specific schools. For policy language about a district's relationship with a foundation, see BP 1260 - Educational Foundation. ***

Note: The following optional policy should be revised to reflect district practice.

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting district and extracurricular programs, such as athletic teams, debate teams, or musical groups. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's vision for student learning.

(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

Note: Generally, booster and parent clubs are separate legal entities from the district and thus are not under the control or the responsibility of district personnel. However, Education Code 51521 requires that any fund-raising activity by a school-connected organization, designed to raise money to benefit a school or its students, receive approval from the Governing Board. Thus, it is recommended that districts create an internal control procedure to help ensure district compliance with law.

***Note: Certain tax-exempt organizations may be required to register with the state Attorney General's Registry of Charitable Trusts. As part of this registration, the organization may also be required to file copies of the organization's articles of incorporation and other documents governing its operations. ***

The Board recognizes that school-connected organizations are separate legal entities, independent of the district. However, in order to help the Board fulfill its legal and fiduciary responsibility to manage district operations, any school-connected organization that desires to raise money to benefit any district student shall submit a request for authorization to the Board, in accordance with Board policy and administrative regulation. In addition, the Superintendent or designee shall establish appropriate internal controls for the relationship between school-connected organizations and the district.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

***Note: Generally, the funds raised by school-connected organizations benefit a single school. In some districts, there may be legal or equity concerns that result from the benefit provided to a particular school while other schools in the district do not receive the benefit from the additional resources. For example, pursuant to federal and state law (Title IX, 20 USC 1681-1688; Education Code 200-262.4; 5 CCR 4900-4965), the Board is responsible for ensuring that the district's athletic program provides equivalent opportunities for both males and females. Booster club activities must be included in the district's analysis of the equivalent opportunities provided by each school. See BP/AR 6145.2 - Athletic Competition. Because school-connected organizations are separate legal entities, if a concern arises regarding the equitable distribution of funds, the Superintendent or designee should consult with the leadership of such organizations and district legal counsel. For language regarding acceptance of gifts and grants, see BP 3290 - Gifts, Grants, and Bequests. ***

Note: Pursuant to Education Code 51520, food sales by outside organizations may not compete with the district's school nutrition program and must comply with the nutritional standards specified in Education Code 49431 and 49431.2. See BP/AR 3554 - Other Food Sales.

The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations may consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
35160 Authority of governing boards
38130-38138 Civic Center Act, use of school property for public purposes
48931 Authorization for sale of food by student organization
48932 Authorization for fund-raising activities by student organization
49431 Sale of food to elementary students during the school day
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51520 Prohibited solicitation on school premises
51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

15500 Food sales in elementary schools

15501 Food sales in high schools and junior high schools

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

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(9/90 12/90) 7/07

CSBA Sample

Board Policy

Relations Between Other Governmental Agencies And The Schools

BP 1400

Community Relations

The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety, and welfare of youth. The Board and Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 1020 - Youth Services)
- (cf. 1330 - Use of School Facilities)
- (cf. 3515.2 - Disruptions)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 3515.5 - Sex Offender Notification)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 5030 - Student Wellness)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
- (cf. 5145.12 - Search and Seizure)
- (cf. 7131 - Relations with Local Agencies)

The district may enter into agreements with other agencies which involve the exchange of funds or reciprocal services. Such agreements shall be approved by the Board and executed in writing.

Elections/Voter Registration

~~***Note: Pursuant to Elections Code 12283, an elections official requesting the use of a school building as a polling place must include in his/her request a list of the schools needed. Such requests must be made within sufficient time before the start of the school year so that the Governing Board can determine and notify parents/guardians whether (1) the school will remain in session on those days, (2) the school day will be designated for staff training and development, or (3) the school will be closed to students and nonclassified employees. See BP 6111 School Calendar.***~~

If a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school

buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

(cf. 6111 - School Calendar)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons. (Elections Code 12283)

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

~~***Note: The following paragraph is for use by districts that maintain high schools. Elections Code 2146 requires the Secretary of State to annually provide high schools with enough voter registration forms for all students who are of voting age or will be of voting age by the end of the year. As added by SB 854 (Ch. 481, Statutes of 2007), Elections Code 2148 requires every high school to designate a contact person and provide his/her address, telephone number, and email address to the Secretary of State to facilitate the distribution of the voter registration materials.***~~

~~The Superintendent or designee shall designate a contact person at each high school for the Secretary of State to contact in order to facilitate the distribution of voter registration forms to eligible students. The Superintendent or designee shall provide the address, phone number, and email address of each contact person to the Secretary of State. (Elections Code 2148)~~

~~***Note: The following optional paragraph is for use by districts that maintain high schools and should be revised to reflect district practice. Elections Code 2146 encourages, but does not require, schools to provide students with the opportunity and means to register to vote, such as distributing voter registration forms in the manner described below.***~~

~~To encourage students to participate in the elections process when they are eligible, the Superintendent or designee shall determine the most effective means of distributing the voter registration forms provided by the Secretary of State including, but not limited to, distributing the forms at the start of the school year, with orientation materials, at central locations, and/or with graduation materials.~~

~~(cf. 6142.3 - Civic Education)~~

Legal Reference:
EDUCATION CODE

10900-10914.5 Cooperative community recreation programs
12400 Authority to receive and expend federal funds
12405 Authority to participate in federal programs
17050 Joint use of library facilities
17051 Joint use of park and recreational facilities
32001 Fire alarms and drills
32288 Notice of safety plan
35160 Authority of governing boards
35160.1 Broad authority of school districts
48902 Notification of law enforcement agencies
48909 District attorney may give notice student drug use, sale or possession
49305 Cooperation of police and California Highway Patrol
49402 Contracts with city, county or local health departments
49403 Cooperation in control of communicable disease and immunization
51202 Instruction in personal and public health and safety

ELECTIONS CODE

~~2145-2148 Distribution of voter registration forms~~

12283 Polling places: schools

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information minors by law enforcement agency

828.1 School district police department; disclosure of juvenile criminal records

Management Resources:

WEB SITES

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

California Secretary of State: <http://www.ss.ca.gov>

California Voter Foundation: <http://www.calvoter.org>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

(6/91 11/03) 11/07

School-Connected Organizations

BP 1230

Community Relations

(Not currently in MUSD policy - Ad only)

~~***Note: The term "school-connected organization" may include booster clubs, parent-teacher associations aligned with the California State PTA, or other parent-teacher organizations. These organizations generally raise money for classroom activities or activities at specific schools. For policy language about a district's relationship with a foundation, see BP 1260 - Educational Foundation.***~~

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(cf. 0200 - Goals for the School District)

(cf. 6020 - Parent Involvement)

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~~***Note: Certain tax-exempt organizations may be required to register with the state Attorney General's Registry of Charitable Trusts. As part of this registration, the organization may also be required to file copies of the organization's articles of incorporation and other documents governing its operations.***~~

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(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 1330 - Use of School Facilities)

(cf. 3452 - Student Activity Funds)

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(cf. 3290 - Gifts, Grants and Bequests)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

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BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes

25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

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PENAL CODE

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CODE OF REGULATIONS, TITLE 5

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CODE OF REGULATIONS, TITLE 11

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UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

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(9/90 12/90) 7/07

School-Connected Organizations

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(cf. 0200 - Goals for the School District)

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Community Relations

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Note: Pursuant to Education Code 51520, food sales by outside organizations may not compete with the district's school nutrition program and must comply with the nutritional standards specified in Education Code 49431 and 49431.2. See BP/AR 3554 - Other Food Sales.

The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations may consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.

(cf. 3290 - Gifts, Grants and Bequests)
 (cf. 3554 - Other Food Sales)
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 (cf. 6145 - Extracurricular and Cocurricular Activities)
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PENAL CODE
319-329 Lottery, raffle
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
15500 Food sales in elementary schools
15501 Food sales in high schools and junior high schools
CODE OF REGULATIONS, TITLE 11
300-312.1 Fundraising for charitable purposes
UNITED STATES CODE, TITLE 20
1681-1688 Discrimination based on sex or blindness, Title IX
COURT DECISIONS
Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

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(9/90 12/90) 7/07

Advertising And Promotion

Note: The following optional policy addresses the distribution of commercial and noncommercial materials as well as advertising in school-sponsored publications and on school facilities by outside/nonschool groups. Student speech, including the distribution of printed materials by students, is addressed in BP/AR 5145.2 - Freedom of Speech/Expression.

The Governing Board establishes this policy to ensure effective and consistent implementation of its directions related to advertisements and promotions by nonschool groups in school-sponsored publications, web sites, and social media and on school facilities. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

- (cf. 1113 - District and School Web Sites)
- (cf. 1114 - District-Sponsored Social Media)
- (cf. 1330 - Use of School Facilities)
- (cf. 5145.2 - Freedom of Speech/Expression)
- (cf. 6145.5 - Student Organizations and Equal Access)

Note: School facilities and school-sponsored publications are public property and are subject to freedom of expression rights granted by the First Amendment to the United States Constitution and Article 1, Section 2 of the California State Constitution. However, because school facilities and school-sponsored publications are generally for school purposes, they are regarded as "nonpublic fora" and the Governing Board has extensive authority to regulate them. In exercising this authority, the Board may decide not to accept any form of advertising or distribution of materials (nonpublic forum), as stated in Option 1 below, or to accept some advertising and/or distribution of materials, but only from certain groups or on certain topics (limited public forum), as provided in Option 2. In addition, the Board may maintain a "nonpublic forum" for advertising in school publications or on school facilities while designating a "limited public forum" for distribution of materials at district schools, or a "nonpublic forum" at its elementary schools and a "limited public forum" at its high schools.

Note: Whichever option the district chooses, school officials should ensure that they enforce the policy in a consistent manner, as courts look beyond the district's intent as stated in its policy and look to the actual practice of school officials in determining whether a district facility or publication is a "nonpublic" or "limited public" forum (Board of Education of the Westside Community Schools v. Mergens). Because this area of law is complex, it is strongly recommended that legal counsel be consulted prior to the adoption of policy in this area.

OPTION 1: Nonpublic Forum

The Board believes that in order to maintain focus on academic achievement in district schools, students' exposure to the persuasive influence of marketing should be minimized. The Superintendent or designee shall not allow any advertisement from any nonschool group to be included in any district- or school-sponsored publication, web site, or social media, or to be posted on any school property such as scoreboards and billboards. In addition, no nonschool

group's announcement, flyer, or other promotional material shall be disseminated by the district or distributed at any school facility or grounds.

Note: Districts that have created a "nonpublic forum" must delete the remainder of this policy in order to ensure that their "nonpublic forum" status is maintained.

~~OPTION 2: Limited Public Forum~~

Note: When the Board chooses Option 2, it may adopt any rules that are reasonable to achieve its intended purpose for the forum, as long as the rules do not discriminate against members of the public based on their viewpoints. In Hills v. Scottsdale Unified School District 48, the Ninth Circuit Court of Appeals held that the district discriminated against the plaintiff on the basis of his religious viewpoint and violated his First Amendment right when the district refused to distribute the plaintiff's brochure for summer camps because it included some religious classes, though it permitted the distribution of similar literature by secular groups.

The Board desires to promote positive relationships between district schools and the community in order to enhance community support and involvement in the schools. The Superintendent or designee may approve:

Note: The Board may select any or all of optional items #1-5 below to reflect the types of materials and/or advertising that it will allow.

1. Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

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

3. Paid advertisements on school property, including, but not limited to, advertisements on ~~billboards and scoreboards~~ ^{billboard}

4. Paid advertisements in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media

5. Products and materials donated by commercial enterprises for educational use, including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6161.11 - Supplementary Instructional Materials)

Note: Generally, courts have upheld procedures that place reasonable "time, place, and manner" restrictions on materials to be distributed, as long as the same restrictions were placed on all materials (Henry v. School Board of Colorado Springs). The district might want to consider developing procedures that limit the "time, place, and manner" of distributions, such as limiting distribution to before or after school hours or creating a central location for the distribution of all materials. Legal counsel should be consulted as appropriate.

Prior to the distribution, posting, or publishing of any nonschool group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

Note: The district might also consider requiring sponsoring entities to include a disclaimer on all materials to be distributed. For example, a disclaimer might state that "this event is not school-sponsored or approved" or that "opinions are not necessarily those of the school district or school personnel." The district should consult legal counsel as appropriate.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any nonschool group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

Criteria for Approval

Note: The following optional section is for use by districts that select Option 2 (limited public forum) above and may be revised to reflect criteria established by the Board.

The Superintendent, principal, or designee shall not accept for distribution any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools

***Note: Optional item #3 below prohibits the distribution of political materials or political advertising except under certain circumstances. Pursuant to Education Code 7058, the Board

may conduct a political forum if it is made available to all sides on an equitable basis.***

3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Note: In DiLoreto v. Downey Unified School District, the Ninth Circuit Court of Appeals held that a district's refusal to post a paid religious advertisement featuring the Ten Commandments on an athletic field fence reserved for commercial advertising was a reasonable way for the district to avoid being placed on one side of a controversial issue. The court concluded that, as a nonpublic forum, the district had the right to regulate content since it did not open the forum (the fence) to all expressive activities but, in fact, had reserved it for commercial speech. Districts wishing to establish policy dealing with the distribution of religious materials should consult legal counsel.

4. Proselytize or position the district on any side of a controversial issue

(cf. 6144 - Controversial Issues)

5. Discriminate against, attack, or denigrate any group on account of any unlawful consideration

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

6. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, non-nutritious foods and beverages, and movies or products unsuitable for children

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

7. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

8. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit

the students, or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

Legal Reference:

CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

Hills v. Scottsdale Unified School District 48, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

Management Resources:

CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards,
Policy Brief, March 2006

WEB SITES

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

(6/96 11/01) 4/13

Use Of School Facilities

Note: Education Code 38133 mandates that the Governing Board develop rules and regulations related to the management, direction, and control of school facilities. Pursuant to Education Code 38130-38138 (the Civic Center Act), school facilities are civic centers and, under certain circumstances, members of the school community must be allowed to use them for specified purposes. In granting access for use of school facilities to district residents and community groups, the Board must be careful to avoid discriminating against certain individuals, groups, or viewpoints and thereby violating constitutional requirements, including their free speech rights. In *Good News Club v. Milford Central School*, the U.S. Supreme Court held that the school district violated the club's free speech rights when it denied the club use of school facilities for after-school meetings because of the religious nature of the meetings.

The Governing Board believes that school facilities and grounds are a vital community resource which should be used to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes specified in the Civic Center Act, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 6145.5 - Student Organizations and Equal Access)

School-related activities shall have priority in the use of school facilities and grounds. Other uses authorized under the Civic Center Act shall be on a first-come, first-served basis.

Note: The following optional paragraph may be modified to reflect district practice. A district may enter into an agreement with another entity for the joint use of school facilities or grounds. For considerations to guide the development of such an agreement, see BP 1330.1 - Joint Use Agreements. Any district interested in entering into any such agreement is also encouraged to review CSBA's policy brief *Maximizing Opportunities for Physical Activity Through Joint Use of Facilities* and CSBA's publication *Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement* for tips regarding successful collaboration, information about funding sources for joint use, suggested components of joint use agreements, model agreements, and additional resources.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

(cf. 1330.1 - Joint Use Agreements)

Note: The following paragraph is optional and may be modified to reflect district practice.

Subject to prior approval by the Board, the Superintendent or designee may grant the use of

school facilities on those days on which the school is closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

Note: Pursuant to Education Code 38133, the Board is mandated to develop rules and regulations which must include the items specified below for the management, direction, and control of school facilities.

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

(cf. 1325 - Advertising and Promotion)

Fees

Note: Education Code 38134 authorizes districts to charge an amount "not to exceed" direct costs for the use of school facilities or grounds by community groups and entities and mandates each district to adopt a policy specifying the activities and organizations that shall be charged up to direct costs. Pursuant to Education Code 38134, if the district authorizes any group to use the facilities for religious services, the group must be charged "at least" direct costs.

Note: Option 1 below is for use by districts that choose to charge an amount "not exceeding" direct costs to all community groups, except when the use is for religious service, in which case the group must be charged "at least" direct costs.

Note: Option 2 is for use by districts that choose to grant free use to nonprofit groups organized to promote youth and school activities but charge other groups an amount "not to exceed" direct costs.

Note: Option 3 is for use by districts that grant free use to school-related organizations only.

~~OPTION 1: (Amount not exceeding direct costs to all community groups)~~

~~The Board believes that the use of school facilities or grounds should not result in costs to the district. The Superintendent or designee shall charge all groups granted the use of school facilities or grounds under the Civic Center Act an amount not exceeding direct costs determined in accordance with Education Code 38134. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds the direct costs.~~

~~OPTION 2: (No charge to nonprofit youth and school-oriented organizations)~~

~~***Note: Education Code 38134 lists nonprofit organizations, clubs, and organizations that promote youth and school activities. As amended by SB 1404 (Ch. 764, Statutes of 2012), Education Code 38134 now includes the YMCA and religious organizations or churches that arrange for and supervise sports league activities for youth among these groups.***~~

~~***Note: Districts that wish to give free use to some groups, but charge other groups, should proceed cautiously and ensure that such free use is granted on a reasonable and nondiscriminatory basis. It is strongly recommended that districts consult legal counsel before deciding which groups will be charged and, based upon legal counsel's advice, discuss whether it would be appropriate to specifically name the community groups that will be charged in the district's policy.***~~

The Board authorizes the use of school facilities or grounds without charge by nonprofit organizations, clubs, or associations organized to promote youth and school activities. In accordance with Education Code 38134(a), these groups include, but are not limited to, Girl Scouts, Boy Scouts, Camp Fire USA, YMCA, parent-teacher associations, and school-community advisory councils. Other groups that request the use of school facilities under the Civic Center Act, including nonprofit groups not organized to promote youth and school activities and for-profit groups, shall be charged an amount not to exceed direct costs. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds direct costs determined in accordance with Education Code 38134.

~~OPTION 3: (No charge to school-related organizations)~~

~~The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. All other groups requesting the use of school facilities under the Civic Center Act shall be charged an amount not to exceed direct costs. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds direct costs determined in accordance with Education Code 38134.~~

~~***Note: The remainder of this section is for use by all districts.***~~

Note: Pursuant to Education Code 38134, as amended by SB 1404 (Ch. 764, Statutes of 2012), until January 1, 2020, the definition of "direct costs" has been modified as specified in the following paragraph. In addition, Education Code 38134, as amended by SB 1404, requires the State Board of Education, not later than December 31, 2013, to adopt regulations for determining "the proportionate share" and the specific allowable costs that a district may include in calculating direct costs of the use of its facilities or grounds.

In determining direct costs to be charged for community use of school facilities or grounds, including, but not limited to, playing or athletic fields, track and field venues, tennis courts, and outdoor basketball courts, the Superintendent or designee shall include a proportionate share of the costs of the following: (Education Code 38134)

1. Supplies, utilities, janitorial services, other services of district employees, and salaries of district employees directly associated with operation and maintenance of the school facilities or grounds involved
2. Maintenance, repair, restoration, and refurbishment of the school facilities or grounds

However, for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs, direct costs to be charged shall not include the cost of maintenance, repair, restoration, or refurbishment of the school facilities or grounds. (Education Code 38134)

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)

Note: Education Code 38134 requires the district to charge fair rental value when facilities are used for fundraising activities which are not beneficial to youth, public school activities, or charitable purposes, under the conditions specified below. "Fair rental value" is defined as direct costs plus the amortized costs of the school facilities or grounds used for the duration of the activity.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

Legal Reference:
EDUCATION CODE
10900-10914.5 Community recreation programs
32282 School safety plan
37220 School holidays

38130-38138 Civic Center Act, use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

MILITARY AND VETERANS CODE

1800 Definitions

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good News Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU v. Board of Education of Los Angeles, (1961) 55 Cal .2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.Atty.Gen. 90 (1999)

79 Ops.Cal.Atty.Gen. 248 (1996)

Management Resources:

CSBA PUBLICATIONS

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

WEB SITES

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

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

Use Of School Facilities

Note: The following administrative regulation is mandated for the management, direction, and control of school facilities, pursuant to Education Code 38133.

Application for Use of Facilities

Any person applying for the use of any school facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Note: The California Supreme Court has determined that the requirements of Education Code 38135 and 38136 are unconstitutional (ACLU v. Board of Education of City of Los Angeles). Although these provisions have not been repealed, districts are advised not to require any oath affirming that the group does not intend to take actions leading to the overthrow of the government.

Note: Other types of oaths have been held constitutionally acceptable. The California Supreme Court upheld the use of an oath that the individual or group does not intend to use school premises to commit unlawful acts (ACLU v. Board of Education), and the U.S. Supreme Court has upheld affirmative loyalty oaths for public employees, expressing a promise to support the federal and state constitutions (Connell v. Higgenbotham; Cole v. Richardson). The accompanying Exhibit provides a sample "Facilities Use Statement." The following paragraph is optional.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement indicating that they uphold the state and federal constitutions and do not intend to use school premises or facilities to commit unlawful acts.

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest

***Note: An Attorney General Opinion (79 Ops.Cal.Atty.Gen. 248 (1996)) found unconstitutional the section of Education Code 38131 which provides that a board may grant the use of school facilities to a religious group to conduct services only when the religious group has no other suitable meeting place. Although Attorney General opinions do not carry the force of law, they are given deference by the courts in the case of legal challenge. Therefore, a district should consult legal counsel before requiring a religious organization to establish that it lacks

another suitable meeting place for the conduct of its services in order to rent school facilities. In that same opinion, the Attorney General also determined that Education Code 38131 does not limit the renewability of the temporary use permit for school facilities by a religious organization. Thus, legal counsel should also be consulted before a district refuses to renew a temporary permit. Item #3 below is consistent with the Attorney General's interpretation of Education Code 38131.***

3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization

4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies

6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which youth may participate regardless of religious belief or denomination

7. A community youth center

(cf. 1020 - Youth Services)

Note: Pursuant to Education Code 32282, procedures to allow school facilities to be used by public agencies, such as the Red Cross, for mass care and welfare shelters during an emergency must be included in the comprehensive school safety plan. See AR 0450 - Comprehensive Safety Plan.

8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A veterans' organization means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of

the United States, or any of their territories. (Military and Veterans Code 1800)

Note: Education Code 38131 allows the district to grant use of school facilities for other purposes as deemed appropriate. The district may add any other purposes approved by the Governing Board.

10. Other purposes deemed appropriate by the Governing Board

Restrictions

Note: In adopting rules for the management and control of school facilities, districts must be careful to ensure that they do not impose restrictions that may violate constitutionally protected rights. Generally, court decisions have held that districts may not discriminate on the basis of a group's viewpoint, and thus the use of facilities should be granted on a neutral basis. In *Good News Club v. Milford Central School*, the U.S. Supreme Court held that a district which prohibited a religious club from using school facilities after school hours for activities for which it allowed other community groups to use the school facilities discriminated against the club on the basis of the club's religious viewpoint in violation of the First Amendment to the United States Constitution.

Note: Because federal and state constitutional free speech issues may be involved when a district denies the use of school facilities to certain groups, it is strongly recommended that a district consult with legal counsel before doing so.

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use which is inconsistent with the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco

(cf. 3513.3 - Tobacco-Free Schools)

Note: Districts may exclude certain facilities from community use for safety or security reasons. Such facilities might include (1) offices or computer rooms containing records and confidential information and (2) science rooms and other rooms containing hazardous chemicals or equipment that cannot be used safely without special knowledge or skills. If desired, those restrictions should be included here. The following paragraph is optional.

The district may exclude certain school facilities from nonschool use for safety or security reasons.

Damage and Liability

Note: Pursuant to Education Code 38134, a district is authorized to take the actions specified in the following optional paragraph when damage to school facilities or grounds occurs from use by a nonprofit group, organization, club, or association that promotes youth and school activities.

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damage caused by the activity. The district may charge the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. (Education Code 38134)

Note: Education Code 38134 distinguishes the liability and insurance obligations of nonprofit groups, clubs, and associations that promote youth and school activities from those of the district. The district is liable for any injuries resulting from its negligence in the ownership and maintenance of its facilities and grounds and must bear the cost of insuring against these risks and defending itself from related claims.

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the district with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

Note: Pursuant to Education Code 38134, groups that promote youth and school activities cannot be required to sign hold harmless and indemnification agreements agreeing to defend and indemnify the district against liability arising during the group's use of school facilities to the extent that the agreement requires the group to assume liability for the district's negligence. The statute is unclear as to whether the district can require "non-youth-related groups" to indemnify the district from any and all injuries resulting from the use of the facilities. Districts wishing to create such an agreement should consult legal counsel.

Note: Because hold harmless agreements are only as strong as the groups' credit, districts should generally require proof of insurance in addition to such agreements. When a hold harmless and indemnification agreement appears necessary for any specific school facilities or a specific event, the district's risk manager, insurance carrier, or legal counsel should tailor it to the situation.

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific facilities being used.

(3/04 11/06) 4/13

Use Of School Facilities

Note: The following exhibit is provided for the management and control of school facilities pursuant to Education Code 38133 and may be modified to reflect other district requirements such as specific restrictions and insurance documents.

_____ SCHOOL DISTRICT

FACILITIES USE STATEMENT

The undersigned, _____, is duly authorized by _____ (name of organization) _____, to act on its behalf in requesting the use of school facilities, including, but not limited to, executing any agreement or undertaking required by law and district policy and regulations governing the use of the facilities.

The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.

The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.

(Signed) (Date)

(Organization)

(9/87 6/89) 4/13

Relations Between Other Governmental Agencies And The Schools

The Governing Board recognizes that agencies at all levels of government share its concern and responsibility for the health, safety, and welfare of youth. The Board and Superintendent or designee shall initiate and maintain good working relationships with representatives of these agencies in order to help district schools and students make use of the resources which governmental agencies can provide.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 1020 - Youth Services)
- (cf. 1330 - Use of School Facilities)
- (cf. 3515.2 - Disruptions)
- (cf. 3515.3 - District Police/Security Department)
- (cf. 3515.5 - Sex Offender Notification)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 5030 - Student Wellness)
- (cf. 5131.7 - Weapons and Dangerous Instruments)
- (cf. 5141.22 - Infectious Diseases)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5145.11 - Questioning and Apprehension by Law Enforcement)
- (cf. 5145.12 - Search and Seizure)
- (cf. 7131 - Relations with Local Agencies)

The district may enter into agreements with other agencies which involve the exchange of funds or reciprocal services. Such agreements shall be approved by the Board and executed in writing.

Elections/Voter Registration

Note: Pursuant to Elections Code 12283, an elections official requesting the use of a school building as a polling place must include in his/her request a list of the schools needed. Such requests must be made within sufficient time before the start of the school year so that the Governing Board can determine and notify parents/guardians whether (1) the school will remain in session on those days, (2) the school day will be designated for staff training and development, or (3) the school will be closed to students and nonclassified employees. See BP 6111 - School Calendar.

If a city or county elections official specifically requests the use of a school building as a polling place, the Board shall allow its use for such purpose. The Board may authorize the use of school buildings as polling places on any election day, and may also authorize the use of school buildings, without cost, for the storage of voting machines and other vote-tabulating devices. If school will be in session, the Superintendent or designee shall identify to elections officials the specific areas of the school buildings not occupied by school activities that will be allowed for use as polling places. (Elections Code 12283)

(cf. 6111 - School Calendar)

When a school is used as a polling place, the Superintendent or designee shall provide the elections official a site with an adequate amount of space that will allow the precinct board to perform its duties in a manner that will not impede, interfere, or interrupt the normal process of voting and shall make a telephone line for Internet access available for use by local elections officials if so requested. He/she shall make a reasonable effort to ensure that the site is accessible to disabled persons. (Elections Code 12283)

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

***Note: The following paragraph is for use by districts that maintain high schools. Elections Code 2146 requires the Secretary of State to annually provide high schools with enough voter registration forms for all students who are of voting age or will be of voting age by the end of the year. As added by SB 854 (Ch. 481, Statutes of 2007), Elections Code 2148 requires every high school to designate a contact person and provide his/her address, telephone number, and email address to the Secretary of State to facilitate the distribution of the voter registration materials. ***

The Superintendent or designee shall designate a contact person at each high school for the Secretary of State to contact in order to facilitate the distribution of voter registration forms to eligible students. The Superintendent or designee shall provide the address, phone number, and email address of each contact person to the Secretary of State. (Elections Code 2148)

***Note: The following optional paragraph is for use by districts that maintain high schools and should be revised to reflect district practice. Elections Code 2146 encourages, but does not require, schools to provide students with the opportunity and means to register to vote, such as distributing voter registration forms in the manner described below. ***

To encourage students to participate in the elections process when they are eligible, the Superintendent or designee shall determine the most effective means of distributing the voter registration forms provided by the Secretary of State including, but not limited to, distributing the forms at the start of the school year, with orientation materials, at central locations, and/or with graduation materials.

(cf. 6142.3 - Civic Education)

Legal Reference:

EDUCATION CODE

10900-10914.5 Cooperative community recreation programs

12400 Authority to receive and expend federal funds

12405 Authority to participate in federal programs

17050 Joint use of library facilities
17051 Joint use of park and recreational facilities
32001 Fire alarms and drills
32288 Notice of safety plan
35160 Authority of governing boards
35160.1 Broad authority of school districts
48902 Notification of law enforcement agencies
48909 District attorney may give notice student drug use, sale or possession
49305 Cooperation of police and California Highway Patrol
49402 Contracts with city, county or local health departments
49403 Cooperation in control of communicable disease and immunization
51202 Instruction in personal and public health and safety

ELECTIONS CODE

2145-2148 Distribution of voter registration forms

12283 Polling places: schools

WELFARE AND INSTITUTIONS CODE

828 Disclosure of information minors by law enforcement agency

828.1 School district police department; disclosure of juvenile criminal records

Management Resources:

WEB SITES

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

California Secretary of State: <http://www.ss.ca.gov>

California Voter Foundation: <http://www.calvoter.org>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

(6/91 11/03) 11/07

Financial Reports And Accountability

Note: The following policy is ~~optional~~ and should be revised to reflect district practice.

The Governing Board is committed to ensuring public accountability and the fiscal health of the district. The Board shall adopt sound fiscal policies, oversee the district's financial condition, and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

(cf. 3300 - Expenditures and Purchases)

(cf. 3430 - Investing)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

Note: The following ~~optional~~ paragraph sets the Governing Board's expectation that the district's financial reports will adhere to generally accepted financial and accounting standards. The Governmental Accounting Standards Board (GASB) is a nonprofit agency that establishes financial and accounting standards for state and local government agencies, including school districts. By using the California Department of Education's (CDE) standardized account code structure (SACS) software to develop financial reports, the district will be assured of complying with generally accepted accounting principles prescribed by GASB and meeting other state and federal reporting guidelines.

The Superintendent or designee shall ensure that all financial reports are prepared in accordance with law and in conformity with generally accepted accounting principles and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education (CDE). He/she shall establish a system of ongoing internal controls to ensure the reliability of financial reporting.

(cf. 3400 - Management of District Assets/Accounts)

When required by law or the Board, the Superintendent or designee shall submit to the Board reports of the district's financial status, including, but not limited to, any report specified in this Board policy or accompanying administrative regulation. When any such report must be approved by the Board prior to its submission to a local, state, and/or federal agency, the Superintendent or designee shall provide the report to the Board in sufficient time to enable the Board to carefully review the report and meet any applicable submission deadline.

The Board shall regularly communicate the district's financial position to the public and shall use financial reports to determine what actions and budget amendments, if any, are needed to ensure the district's financial stability.

(cf. 1340 - Access to District Records)

***Note: The Fiscal Crisis and Management Assistance Team (FCMAT), which advises districts on fiscal management and works with insolvent districts, has identified 15 predictors of fiscal distress common in

districts needing state intervention. These conditions include a governance crisis; absence of communication to educational community; lack of interagency cooperation; failure to recognize year-to-year trends (e.g., declining enrollment or deficit spending); flawed projections for average daily attendance; failure to maintain reserves; insufficient consideration of long-term bargaining agreement effects; flawed multi-year projections; inaccurate revenue and expenditure estimations; poor cash flow analysis and reconciliation; bargaining agreements beyond state cost-of-living adjustment; no integration of employee position control with payroll; limited access to timely personnel, payroll, and budget control data and reports; escalating general fund encroachment; and lack of regular monitoring of categorical programs. See FCMAT's Fiscal Oversight Guide for further information.***

Note: When the County Superintendent of Schools reviews the district's budget (see AR 3100 - Budget), he/she is required by Education Code 42127 and 42127.6 to consider whether more than three of these predictors are present. If so, or if the district is showing fiscal distress under state criteria and standards for budgets or interim reports, as specified in 5 CCR 15440-15451 and 15453-15464, the County Superintendent must investigate whether the district may be unable to meet its financial obligations for the current or two subsequent fiscal years.

If district conditions predict fiscal distress or indicate that the district might not be able to meet its fiscal obligations, the Board and Superintendent or designee shall act quickly to identify and resolve these conditions. The Board shall work cooperatively with the County Superintendent of Schools to improve the district's fiscal health and may contract with an external individual or organization to advise the district on fiscal matters.

Note: When a district is fiscally insolvent and is considering applying to the state for an emergency apportionment that exceeds 200 percent of the recommended reserve for that district, Education Code 41326 requires the Board to first discuss the need for that apportionment at a regular or special meeting. At that meeting, the Board must receive testimony from parents/guardians, exclusive representatives of employees, and other community members. If the district receives such an apportionment, it is subject to the conditions set forth in Education Code 41326, including assumption of all the Board's legal rights, duties, and powers by a state-appointed administrator.

Unaudited Actual Receipts and Expenditures

On or before September 15, the Board shall approve and file with the County Superintendent a statement of the district's unaudited actual receipts and expenditures for the preceding fiscal year. The Superintendent or designee shall prepare this statement using the state's standardized account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI). (Education Code 42100)

Gann Appropriations Limit Resolution

On or before September 15, the Board shall adopt a resolution identifying, pursuant to Government Code 7900-7914, the district's estimated appropriations limit for the current fiscal year and the actual appropriations limit for the preceding fiscal year. Documentation used to identify these limits shall be made available to the public on the day of the Board meeting. (Education Code 42132; Government Code 7910)

(cf. 9322 - Agenda/Meeting Materials)

Interim Reports/Certification of Ability to Meet Fiscal Obligations

Note: Education Code 42130 requires that the district issue two interim fiscal reports, as described below, based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in 5 CCR 15453-15464. See the accompanying administrative regulation for further information about the contents of the interim reports.

The Superintendent or designee shall submit two interim fiscal reports to the Board, the first report covering the district's financial and budgetary status for the period ending October 31 and the second report covering the period ending January 31. The reports and supporting data shall be made available by the district for public review. (Education Code 42130)

Within 45 days after the close of the period reported, the Board shall approve the interim report and certify, on the basis of the interim report and any additional financial information known by the Board, whether the district will be able to meet its fiscal obligations for the remainder of the fiscal year and, based on current forecasts, for the two subsequent fiscal years. The certification shall be classified as one of the following: (Education Code 42130, 42131)

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

Note: Education Code 42130 and 42131 require that the interim report and certification be submitted to the County Superintendent in a format or on forms prescribed by the Superintendent of Public Instruction (SPI). The CDE requires that these be reported using the SACS software. Pursuant to Education Code 42131, upon receiving the certification, the County Superintendent is required to send any qualified or negative certification, along with the interim report, to the State Controller and the SPI.

The Superintendent or designee shall submit a copy of each interim report and certification to the County Superintendent using the state's SACS software, as prescribed by the SPI. (Education Code 42130, 42131)

Note: Education Code 42131 gives the County Superintendent 75 days after the close of the reporting period to change the district's positive certification to qualified or negative or, as amended by AB 2662 (Ch. 589, Statutes of 2012), to change the district's qualified certification to negative. Districts may appeal the County Superintendent's determination to the SPI, who will then determine the certification to be given to the district.

If the district's certification is subsequently changed by the County Superintendent from a positive to a qualified or negative certification, or from a qualified to a negative certification, the Board may appeal the decision to the SPI within five days of receiving the notice of change. (Education Code 42131)

Note: Whenever the district receives a qualified or negative certification, Education Code 42131 requires the County Superintendent, within 75 days after the close of the reporting period, to submit his/her comments on the certification to the State Controller and the SPI and report any remedial action proposed or taken under the authority granted to the County Superintendent by Education Code 42127.6. Pursuant to Education Code 42127.6, the County Superintendent is required to take one or more of the following actions: (1) assign a fiscal expert to advise the district on its financial problems; (2) conduct a study of the financial and budgetary conditions of the district including, but not limited to, a review of internal controls; (3) direct the district to submit a financial projection of all fund and cash balances as of June 30 of the current year and subsequent fiscal years; (4) require the district to encumber all contracts and other obligations, prepare appropriate cash flow analyses and monthly or quarterly budget revisions, and appropriately record all receivables and payables; (5) direct the district to submit a proposal for addressing the fiscal conditions that caused the negative or qualified certification; (6) withhold the Board stipend and Superintendent compensation if requested financial information is not provided; and/or (7) assign FCMAT to review and provide recommendations to improve the district's teacher hiring process, teacher retention rate, extent of teacher misassignment, and provision of highly qualified teachers. Education Code 42131 also authorizes the State Controller to conduct an audit or review of the financial condition of any district having a negative or qualified certification.

Note: Pursuant to Education Code 42652, a district that receives a qualified or negative certification also may lose the County Superintendent's or SPI's approval to draw warrants on the county treasury. Furthermore, pursuant to Education Code 42133, a district that receives a qualified or negative certification must have the County Superintendent's approval before issuing any certificates of participation, tax anticipation notes, revenue bonds, or other non-voter-approved debt (see section entitled "Non-Voter-Approved Debt Report" in the accompanying administrative regulation).

***Note: Whenever a district with a qualified or negative certification is negotiating a collective bargaining agreement, it must allow the County Superintendent 10 working days to review and

comment on the proposed collective bargaining agreement pursuant to Government Code 3540.2; see BP 4143/4243 - Negotiations/Consultation.***

Whenever the district receives a qualified or negative certification from the Board or the County Superintendent, the Superintendent or designee shall cooperate in the implementation of any remedial actions taken or prescribed by the County Superintendent under the authority granted to him/her pursuant to Education Code 42131.

Note: Whenever the district's second interim report is accompanied by a qualified or negative certification, the district must submit another financial statement by June 1 as described below; this report is sometimes referred to as the "third interim report."

If the second interim report is accompanied by a qualified or negative certification, the Board shall, no later than June 1, provide to the County Superintendent, the State Controller, and the SPI a financial statement as of April 30 ("third interim report") that projects the district's fund and cash balances through June 30. (Education Code 42131)

Note: Education Code 42637 authorizes the County Superintendent, at any time during the fiscal year if he/she concludes that the district's budget does not comply with criteria and standards adopted by the SBE, to conduct a comprehensive review of the financial and budgetary conditions of the district and report his/her findings to the Board at a public meeting. According to FCMAT's Fiscal Oversight Guide, this provision of the law requires the County Superintendent to exercise this authority when the district receives a negative certification and authorizes him/her to do so when the district receives a qualified certification. After receiving such a report, the Board must respond to the recommendations within 15 days.

At any time during the year when the County Superintendent conducts a comprehensive review of the district's financial and budgetary conditions after he/she has determined that the district's budget does not comply with state criteria and standards for fiscal stability, the Board shall review the County Superintendent's recommendations at a public Board meeting. Within 15 days of receiving the report, the district shall notify the County Superintendent and the SPI of its proposed actions on the recommendation. (Education Code 42637)

Audit Report

Note: Pursuant to Education Code 41020, the Board must, no later than May 1 of each year, arrange for an audit of all the district's funds. However, if the Board has not provided for an audit by April 1, the County Superintendent must do so at the district's cost. Thus, the paragraph below reflects the April 1 deadline.

Pursuant to Education Code 41020, if the district has a disapproved budget, has received a negative certification on any budget or interim fiscal report during the current fiscal year or either of the two preceding fiscal years, or has otherwise been determined by the County Superintendent to have a ~~lack of going~~ concern, any contract the district enters into for auditing services must be approved by the County Superintendent.***

an on-going

By April 1 of each year, the Board shall provide for an annual audit of the district's books and accounts. (Education Code 41020)

***Note: Education Code 41020 requires the Board to select an auditor from a directory of certified public accountants and public accountants deemed by the State Controller as qualified to conduct audits of local education agencies. The State Controller is required to publish this directory by December 31 of each year.

Note: In addition, Education Code 41020.5 prohibits the Board from employing any accountant identified by the State Controller as ineligible based on failure of past audits to comply with provisions of the K-12 annual audit guide. The State Controller will annually notify districts of ineligible accountants by March 1.

To conduct the audit, the Board shall select a certified public accountant or public accountant licensed by the State Board of Accountancy from among those deemed qualified by the State Controller. (Education Code 41020, 41020.5)

Note: Education Code 41020 requires that districts rotate auditors as specified below. However, the district may request that the Education Audit Appeals Panel waive this requirement if no otherwise eligible auditor is available to perform the audit.

The Board shall not select any public accounting firm to provide audit services if the lead or coordinating audit partner having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for the district in each of the six previous fiscal years. (Education Code 41020)

Note: Education Code 41020.3 requires the Board to review the audit report at an open meeting by January 31 of each year. However, Education Code 41020 requires that the audit report be filed with the County Superintendent, CDE, and State Controller no later than December 15. Thus, CSBA's publication Maximizing School Board Governance: Fiscal Accountability recommends that the Board conduct its review of the audit prior to December 15 whenever possible.

No later than December 15, the report of the audit for the preceding fiscal year shall be filed with the County Superintendent, the CDE, and the State Controller. (Education Code 41020)

Prior to December 15 whenever possible, but in no case later than January 31, the Board shall review, at an open meeting, the annual district audit for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or any issue raised in a management letter. (Education Code 41020.3)

The Board shall have an opportunity at the meeting to ask questions of the auditor and request further information about the audit findings.

Audit Committee

Note: The following optional section may be revised to reflect district practice. Although it is the responsibility of district staff to prepare financial statements and the responsibility of the independent auditor to assure that the information in the statements is reliable and fairly presented, establishment of an audit committee provides an additional mechanism to ensure fiscal responsibility, as well as providing an opportunity for community participation. Committees established by Board action are subject to the Brown Act; see BP/AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.

The Board may appoint an audit committee composed of staff knowledgeable about fiscal matters, other staff, and representatives of the community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9130 - Board Committees)
(cf. 9140 - Board Representatives)

The committee shall serve in an advisory capacity and may:

1. Make recommendations regarding the selection of the external independent auditor in accordance with Education Code 41020 and 41020.5
2. Review the plan for the audit process with the independent auditor to determine the adequacy of the nature, scope, and timetable of the audit
3. Review the results of the audit and participate with the independent auditor and management in preparing final recommendations and responses
4. Participate with the independent auditor in presenting the audit report to the Board
5. Review Board policies and administrative regulations to recommend any revisions needed to ensure effective financial reporting
6. Provide input on the effectiveness of the independent auditor
7. Periodically report to the Board regarding the status of previous audit recommendations for improving the accounting and internal control systems.

Legal Reference:

EDUCATION CODE

1240 Duties of county superintendent of schools

14500-14508 Financial and compliance audits

17150-17150.1 Public disclosure of non-voter-approved debt
 17170-17199.5 California School Finance Authority
 33127 Standards and criteria for local budgets and expenditures
 33128 Standards and criteria; inclusions
 33129 Standards and criteria; use by local agencies
 35035 Powers and duties of superintendent
 41010-41023 Accounting system
 41326 Emergency apportionment
 41344 Repayment of apportionment significant audit exceptions
 41344.1 Appeals of audit findings
 41455 Examination of financial problems of local districts
 42100-42105 Requirement to prepare and file annual statement
 42120-42129 Budget requirements
 42130-42134 Financial reports and certifications
 42140-42142 Public disclosure of fiscal obligations
 42637 County superintendent review of district's financial and budgetary conditions
 42652 Revocation or suspension of warrant authority
 48300-48316 Student attendance alternatives
 GOVERNMENT CODE
 3540.2 School district; qualified or negative certification; proposed agreement review and comment
 7900-7914 Appropriations limit
 16429.1 Local agency investment fund
 53646 Reports of investment policy and compliance
 CODE OF REGULATIONS, TITLE 5
 15060 Standardized account code structure
 15070 Submission of reports using standardized account code structure
 15440-15451 Criteria and standards for school district budgets
 15453-15464 Criteria and standards for school district interim reports
 19810-19816.1 Audits
 UNITED STATES CODE, TITLE 31
 7501- 7507 Single audits of federal program funds

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Governance: Fiscal Accountability, 2006

CALIFORNIA DEPARTMENT OF EDUCATION COMMUNICATIONS

New Financial Reporting Requirements for Postemployment Benefits Other than Pensions, February 26, 2007

Audit Resolution Process: Repayment Plans, December 8, 2000

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Fiscal Oversight Guide for AB 1200, AB 2756 and Subsequent Related Legislation, September 2006

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS

Statement 54, Fund Balance Reporting and Governmental Fund Type Definitions, March 2009

GOVERNMENTAL ACCOUNTING STANDARDS BOARD STATEMENTS (continued)

Statement 45, Accounting and Financial Reporting by Employers for Post-employment Benefits Other Than Pensions, June 2004

Statement 34, Basic Financial Statements and Management's Discussion and Analysis - For State and Local Governments, June 1999

STATE CONTROLLER PUBLICATIONS

Standards and Procedures for Audits of California K-12 Local Educational Agencies (annual publication)

U.S. GOVERNMENT ACCOUNTABILITY OFFICE AND PRESIDENT'S COUNCIL ON INTEGRITY AND EFFICIENCY (PCIE) PUBLICATIONS

Government Auditing Standards, 2011

Financial Audit Manual, revised 2008

U.S. OFFICE OF MANAGEMENT AND BUDGET CIRCULARS

A-133 Audits of States, Local Governments, and Non-Profit Organizations

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education, Finance and Grants: <http://www.cde.ca.gov/fg>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

Governmental Accounting Standards Board: <http://www.gasb.org>

School Services of California: <http://www.sscal.com>

State Controller's Office: <http://www.sco.ca.gov>

U.S. Government Accountability Office: <http://www.gao.gov>

U.S. Office of Management and Budget: <http://www.whitehouse.gov/omb>

Financial Reports And Accountability

Interim Reports

Note: Education Code 42130 requires that the district issue two interim fiscal reports; see the accompanying Board policy. The reports must be based on the criteria and standards adopted by the State Board of Education (SBE) pursuant to Education Code 33127. These criteria and standards are delineated in 5 CCR 15453-15464 and address the areas listed below.

Note: Pursuant to 5 CCR 15455, one of the criteria is the maintenance of a general fund reserve for economic uncertainty; also see BP 3100 - Budget. By the 2013-14 fiscal year, the district is required to comply with the minimum reserve specified in 5 CCR 15455 applicable to its average daily attendance, which had been temporarily reduced to one-third of that amount beginning in the 2009-10 fiscal year pursuant to Education Code 33128.3.

Each interim fiscal report developed pursuant to Education Code 42130 shall include an assessment of the district budget as revised to reflect current information regarding the adopted state budget, district property tax revenues, if any, and ending balances for the preceding fiscal year. The report shall be based on State Board of Education (SBE) criteria and standards which address fund and cash balances, reserves, deficit spending, estimation of average daily attendance (ADA), projected enrollment, ratio of ADA to enrollment, projected revenue limit, salaries and benefits, other revenues and expenditures, and facilities maintenance. (Education Code 33128.3, 42130; 5 CCR 15453-15464)

The report shall also provide supplemental information regarding contingent liabilities, use of one-time revenues for ongoing expenditures, contingent revenues, contributions (i.e., projected contributions from unrestricted general fund resources to restricted general fund resources, projected transfers to or from the general fund to cover operating deficits in the general fund or any other fund, and capital project cost overruns that may impact the general fund budget), long-term commitments, unfunded liabilities, temporary interfund borrowings, the status of labor agreements, and the status of other funds. (Education Code 42130; 5 CCR 15453, 15464)

(cf. 3100 - Budget)
(cf. 3111 - Deferred Maintenance Funds)
(cf. 3220.1 - Lottery Funds)
(cf. 3300 - Expenditures and Purchases)
(cf. 3314 - Payment for Goods and Services)

Audit Report

Note: Pursuant to Education Code 41020, each year the district is required to arrange for an independent audit of all the district's funds. The audit must be approved by the Governing Board and submitted to the County Superintendent of Schools, California Department of Education (CDE), and State Controller within specified timelines. See the accompanying Board policy.

The Superintendent or designee shall establish a timetable for the completion and review of the audit within the deadlines established by law.

Note: The following paragraph is optional. The Governmental Accounting Standards Board (GASB) Statement 34 contains requirements for the contents of the district's annual audited financial reports.

The Superintendent or designee shall provide the necessary financial records and cooperate with the auditor selected by the Governing Board to ensure that the audit report contains all information required by law and the Governmental Accounting Standards Board (GASB).

The audit shall include an audit of income and expenditures by source of funds for all funds of the district, including the student body and cafeteria funds and accounts and any other funds under the control or jurisdiction of the district, as well as an audit of student attendance procedures. (Education Code 41020)

(cf. 3430 - Investing)

(cf. 3451 - Petty Cash Funds)

(cf. 3452 - Student Activity Funds)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Note: The following optional paragraph is for use by districts that elect to participate in the school district of choice program (Education Code 48300-48316); see Option 2 in BP/AR 5117 - Interdistrict Attendance. Pursuant to Education Code 48301, any district that elects to participate in the school district of choice program must ensure that its annual financial audit includes a review of the district's compliance with program requirements to establish a random, unbiased process for student admittance and to provide appropriate and factually accurate parent/guardian communications. A summary of any audit exceptions found by the auditor must be included in reports to each geographically adjacent school district, the county office of education, CDE, and Department of Finance as required by Education Code 48313.

If the district participates in the school district of choice program to accept interdistrict transfers, the Superintendent or designee shall notify the auditor, prior to the commencement of the audit, that the audit must include a review of the district's compliance with specified program requirements. (Education Code 48301)

(cf. 5117 - Interdistrict Attendance)

Note: Pursuant to 31 USC 7502, Office of Management and Budget (OMB) Circular A-133, and subsequent compliance supplements, whenever the district expends \$500,000 or more in federal funds during a fiscal year, its audit of federal funds must be submitted to the federal audit clearinghouse designated by the OMB within the timelines specified below. Although submission of the report is often done by the auditor, it is the district's responsibility to ensure that it is submitted on time.

When required by federal law, specified records pertaining to the audit of federal funds received and expended by the district shall be transmitted to the federal clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the fiscal year, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (31 USC 7502)

~~***Note: Pursuant to Education Code 41344 and 41344.1, the district may informally or formally appeal an audit finding to the Education Audit Appeals Panel (EAAP) within the timelines noted below, when the audit finding requires the district to repay an apportionment or pay a penalty. If it finds that there has been substantial compliance with the law, the EAAP may waive or reduce repayments or order other remedial measures to induce future compliance.***~~

If an audit finding results in the district being required to repay an apportionment or pay a penalty, the district may appeal the finding to the Education Audit Appeals Panel by making an informal summary appeal within 30 days of receiving the final audit report or initiating a formal appeal within 60 days of receiving the report. (Education Code 41344, 41344.1)

While a public accounting firm is performing the audit of the district, it shall not provide any nonauditing, management, or other consulting services for the district except as provided in Government Auditing Standards, Amendment #3, published by the U.S. Government Accountability Office. (Education Code 41020)

Fund Balance

~~***Note: The following optional section reflects the provisions of GASB Statement 54, which addresses the manner in which fund balances in the general fund must be reported in external financial reports. Pursuant to GASB 54, the Board has sole authority to specify purposes of committed funds (item #3 below) and also must express, or delegate the authority to express, intended purposes of resources resulting in the assigned fund balance (item #4 below); see BP 3100 - Budget.***~~

In accordance with GASB Statement 54, external financial reports shall report fund balances in the general fund within the following classifications based on the relative strength of constraints placed on the purposes for which resources can be used:

1. Nonspendable fund balance, including amounts that are not expected to be converted to cash, such as resources that are not in a spendable form or are legally or contractually required to be maintained intact
2. Restricted fund balance, including amounts constrained to specific purposes by their providers or by law
3. Committed fund balance, including amounts constrained to specific purposes by the

Board

4. Assigned fund balance, including amounts which the Board or its designee intends to use for a specific purpose
5. Unassigned fund balance, including amounts that are available for any purpose

Negative Balance Report

Note: When applicable, Education Code 42127.5 requires districts to report the reasons for a negative unrestricted fund balance or negative cash balance. "Unrestricted funds" are any funds that are not constrained by law to be spent on specific purposes and which therefore may be spent as the Board deems appropriate. Such funds may be reported in the committed fund balance, assigned fund balance, or unassigned fund balance as provided in items #3-5 in the section "Fund Balance" above.

Whenever the district reports a negative unrestricted fund balance or a negative cash balance in its annual budget or annual audit report, it shall include in the budget a statement that identifies the reasons for the negative unrestricted fund balance or negative cash balance and the steps that have been taken to ensure that the negative balance will not occur at the end of the current fiscal year. (Education Code 42127.5)

Non-Voter-Approved Debt Report

Note: The following section addresses notices regarding the issuance of revenue bonds, certificates of participation, and other non-voter-approved debts. Pursuant to Education Code 17150 and 17150.1, the County Superintendent and County Auditor may, within 15 days of receiving these notices from the district, comment publicly to the Board regarding the capability of the district to repay the debt obligation.

Note: Pursuant to Education Code 42133, a district that has a qualified or negative certification in any fiscal year cannot issue non-voter-approved debt in that fiscal year or in the next fiscal year unless the County Superintendent determines that the district's repayment of the debt is probable.

Upon approval by the Board to proceed with the issuance of revenue bonds or any agreement for financing school construction pursuant to Education Code 17170-17199.5, the Superintendent or designee shall notify the County Superintendent of Schools and the county auditor. The Superintendent or designee shall provide the Board, the County Auditor, the County Superintendent, and the public with related repayment schedules and evidence of the district's ability to repay the obligation. (Education Code 17150)

(cf. 7214 - General Obligation Bonds)

When the Board is considering the issuance of certificates of participation and other debt

instruments that are secured by real property and do not require the approval of the voters of the district, the Superintendent or designee shall provide notice to the County Superintendent and County Auditor no later than 30 days before the Board's approval to proceed with issuance. The Superintendent or designee shall provide the Board, the County Auditor, the County Superintendent, and the public with information necessary to assess the anticipated effect of the debt issuance, including related repayment schedules, evidence of the district's ability to repay the obligation, and the issuance costs. (Education Code 17150.1)

Other Postemployment Benefits Report (GASB 45)

Note: GASB Statement 45 contains reporting requirements pertaining to "other postemployment benefits" (OPEBs) (i.e., medical, dental, vision, hearing, life insurance, long-term care, long-term disability, and other nonpension benefits for retired employees). Under GASB 45, the district must report OPEBs as a current expense during the working years of an employee, calculated by an actuary using one of six specified actuarial cost methods. In addition, to the extent that the OPEBs are not prefunded in a designated fund or irrevocable trust, they must be reported as a liability on the district's financial statements. The decision of whether to prefund the benefits, and by how much, is at the Board's discretion; see BP 3100 - Budget.

Note: The SBE's criteria and standards for budget adoption (5 CCR 15440-15451) require districts to estimate unfunded OPEBs as well as the unfunded portion of any self-insured benefits program. Changes to the unfunded liabilities are disclosed at interim reporting periods (5 CCR 15453, 15464). These reports are included in the state's standardized account code structure software used to develop budget and interim reports.

Note: CSBA's GASB 45 Solutions program provides access to qualified actuaries and consultants and a GASB 45-compliant trust to prefund future obligations. See CSBA's web site for further information.

Note: The following optional section may be revised to reflect district practice and should be deleted by districts that do not provide OPEBs.

In accordance with GASB Statement 45, the district's financial statements shall report the annual expense of nonpension other postemployment benefits (OPEBs) on an accrual basis over retirees' active working lifetime, as determined by a qualified actuary procured by the Superintendent or designee. To the extent that these OPEBs are not prefunded, the district shall report a liability on its financial statements.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

The Superintendent or designee shall annually present the estimated accrued but unfunded cost of OPEBs and the actuarial report upon which those costs are based at a public meeting of the Board. (Education Code 42140)

Note: Pursuant to GASB 45, the district must arrange for an actuary to update the valuation of its OPEB obligations either every two years (for OPEB plans with a total membership of 200 or more) or every three years (for OPEB plans with fewer than 200 members). CDE correspondence dated February 26, 2007 indicates that districts with fewer than 100 plan members may use an alternative method that does not require the services of an actuary. The district may revise the following paragraph to reflect the district's circumstances.

The amount of the district's financial obligation for OPEBs shall be reevaluated every two or three years in accordance with GASB 45 depending on the number of members in the OPEB plan.

Workers' Compensation Claims Report

Note: The following optional section is for use by districts that are self-insured for workers' compensation claims, either individually or as part of a joint powers agency. See BP 3100 - Budget for provisions related to funding the estimated accrued cost of workers' compensation claims.

The Superintendent or designee shall annually provide the Board, at a public meeting, information and related actuarial reports showing the estimated accrued but unfunded cost of workers' compensation claims. The estimate of costs shall be based on an actuarial report completed at least every three years by a qualified actuary. (Education Code 42141)

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**School Safety Assessment
Mesa Union School District
Somis, California**

March 18, 2013

Prepared by

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Table of Contents

	Page number
BACKGROUND	3
EXECUTIVE SUMMARY	4
ATTACHMENTS	13
Doing What Matters Most	
Threat Assessment Protocols	
Response Options in a Crisis	
Sample Crisis Plan	
Quick Reference Plan	
Screening Guidelines for Employees and Volunteers	
Visitor Screening Guidelines	
Samples of Joint Power Agreements	

BACKGROUND

Dr. Michael Babb, Superintendent of the Mesa Union School District, contacted the National School Safety Center on February 14, 2013, to discuss the possibility of conducting a safety/security threat assessment of the Mesa Union School District. School officials, in cooperation with the School Board and Principal Ryan Howatt, deemed that it would be appropriate to conduct a safety assessment of the school in light of recent incidents in Newtown, Connecticut. The purpose of the visit was three-fold: first, to review the campus in terms of access control and safety; second, to review current policies pertaining to school crisis prevention and management; and finally, to make recommendations that will continue to support and foster a safe school climate for the students, the staff and parents of the Mesa Union School District.

EXECUTIVE SUMMARY

The Mesa Union School District leadership team is to be commended for requesting a site assessment review before having a major crisis. Generally, the National School Safety Center is called in after a crisis. It is refreshing to be able to address school safety from a prevention perspective rather than simply a crisis response perspective.

The site visit took place on March 18, 2013. Meetings were held with Dr. Michael Babb, Superintendent of Mesa Union School District, Principal Ryan Howatt, and Mesa Union School Board Member Mr. Rick Murray.

The Mesa Union School District is well known for its long standing academic success and its public service to the greater Somis community. The school district was founded in 1937. Mesa Union School District includes an Elementary School and a Middle School serving approximately 660 K through 8th grade students. The School district has an active support network through the Parent Faculty Organization (PFO) and the Mesa Education Foundation that raises additional funds for the school. The school district has effectively established additional support networks including the Technology Committee, the English Learner Advisory Committee and the School Site Council. Each of these activities provides additional leadership and support to the educational mission. Considering the size of the district, these are exceptional programs that support students and parents within the district.

Mesa Union School District has a vibrant academic program that employs a full complement of fully certificated teachers and coaches. Many of the staff are CPR and first aid trained. Parent involvement is high. The Mesa Union School District does not appear to be facing any major threat level above that of other U.S. schools of similar size and circumstances. Students are well-behaved, and student behavior is well-managed. Campus facilities within the district are extremely well-maintained. The campus is neat and clean.

The concerns of the Mesa Union School District community are not unique. School communities nationwide are increasingly concerned about campus safety and school crisis management issues. Nationwide, both law enforcement officials and mental health professionals are being called into the schools to assist school officials in dealing with rumors and threats and addressing serious concerns before they escalate to more serious incidents. A central question among school officials is "how to react without over-reacting?-and how to prepare for safety without overreaching?" The challenge focuses on striking a delicate balance between creating a safe and secure school without turning it into an armed camp and avoiding a public perception that the school is under siege.

SITE RECOMMENDATIONS AND OBSERVATIONS

Mesa Union School District officials have recently taken a major step in school safety by developing a comprehensive safe school plan. These actions represent a solid beginning to a safe school planning process. Additional steps should be taken to create a user friendly, quick reference guide for school emergencies. The current plan provides an excellent training resource. However, it is important that teachers have an easy-to-use guide in the event of an emergency. A sample quick reference guide is included in the Appendix.

Add School Safety to the District's Mission Statement

The School's mission statement should include language that reflects the environment in which the school wishes the academic process to take place. For instance, consider adding the phrase or a similar version thereof that states: "It is the goal of the Mesa Union School district to provide a safe and welcoming learning environment free of violence, intimidation and fear where learning can flourish." Such a statement establishes the legal basis for the District to create and enforce a series of related policies and procedures that promote a safe, caring and disciplined school climate.

A statement of this nature can have a powerful effect upon validity and credibility of the school's efforts to create and preserve a safe environment. Such a statement also informs students, parents and the courts that school safety is a top priority and underscores the validation and rationale behind student and campus management policies. Enhancing the mission statement in this way makes it easier to justify and support changes that may become necessary in visitor screening procedures, dress codes, student search policies, citizenship expectations in the code of conduct as well as an enhanced role for campus safety personnel. It additionally provides the school with a reasonable defense as to why it has developed various policies that support student safety, like the student conduct code, search and seizure policies, use of appropriate force in an emergency, access control, the right to search any vehicle entering the campus and related campus safety needs.

The Virginia Association of School Superintendents has articulated an excellent statement to assist school administrators in developing their safe school plans. Their position statement suggests, "It is the responsibility of schools and their governing authorities to provide safe schools for the children and communities that they serve. The establishment of safe schools is inseparable from the issues of violence and crime in the larger community. Safe school solutions must ultimately be pursued in the context of a commitment to create safe communities, not just safe schools. The broadest possible coordinated response of parents, educators, students, community leaders, and private agencies will be sought."

Your revised mission statement should be included in the Student Parent Handbook.

Control campus access

Continue the excellent efforts that have been implemented to minimize the number of campus entrance and exit points used daily. Access points to school grounds should be limited and supervised on a regular basis by individuals who are familiar with the student body. Although it may not be your highest safety and security priority, it makes sense to create and define the perimeter around the school. Access to the lemon grove across the parking lot tends to compromise the integrity of the campus. As your budget allows, consider placing a fence along Mesa School Road that adjoins to your current fence near the turn-around area where your buses park.

In addition, consideration should be given to placing an access control fence in front of the Junior High and first grade wings as well as the area between the cafeteria and the main office. This would facilitate the school's ability to control and direct pedestrian traffic through the main office rather than giving the public complete and unencumbered access to the entire school.

Campus traffic should flow through areas that can be easily and naturally supervised. Delivery entrances used by vendors should be checked regularly, and they should have a separate access point.

Consideration should also be given to installing a secure wrought iron style gate at the cafeteria door where deliveries are received. Since the kitchen staff wants to keep the door open for ventilation purposes, a more secure door (something more than a non-locking screen) should be considered.

Establish uniform visitor screening procedures

Specific procedures should be established to screen and monitor visitors and potential campus intruders. Signs directing persons to the office should be placed in strategic, easily visible locations and should be large enough to attract visitors' notice. Visitors should be required to sign in at the school office, state their specific business and wear or visibly display a visitor's badge. All school employees should be advised to greet visitors or any unidentified person and direct them to the main office to ensure that these persons have legitimate business at the school. Teachers and staff should be trained to courteously challenge all visitors. "May I help you?" is a kind, non-threatening way to begin. Visitors must be personally and individually screened by a trained staff member or a trained volunteer prior to being given access to visitor badges and the campus. Visitor badges should be issued by the staff rather than allowing the visitor to self-issue their own pass. Consider using visitor badges that self-deteriorate after 24 hours. The printing on these types of passes will disappear after 24 hours, thereby requiring the visitor to obtain a new visitor badge the following day rather than simply re-using the expired pass.

Post appropriate directional signs on the campus

Post appropriate directional signs on the campus advising parents and visitors to report to the main office. In addition, signs should be posted at the entry of the campus that all vehicles upon entering the campus are subject to search and that entry constitutes consent to search. You may wish to also include any applicable trespassing statutes, drug-free school zones, weapons prevention notices or other applicable statutes requiring public notice.

A comprehensive signage program should also be created which clearly designates building names, purposes and directional flow. The parking lots could benefit by clearly designating those areas for faculty parking and those areas for visitor parking. When visitors have a specific place to park it makes it easier to identify the visitors when they arrive. Good signage minimizes confusion and provides fewer excuses for unauthorized users to trespass on the campus.

School Staff

Having all custodial and maintenance personnel wear distinctive uniforms enhances the sense of safety and security on campus. While custodial and maintenance are not primarily security personnel, they can significantly contribute to a comprehensive system of campus management and supervision. To the outside intruder, a uniformed staff member who carries some form of two-way communication sends the message that the campus is being supervised and that someone in an official capacity is present. Providing uniforms for service personnel, including bus drivers, also contributes to staff pride. Picture ID badges should be visibly displayed on the uniform of all custodial and maintenance personnel.

Keep Shrubbery Trimmed

Shrubbery should be trimmed to a height of two feet or less. Overgrown bushes make campus supervision more difficult. They also provide places for children and others to hide.

Implement a program to screen school volunteers

As the school encourages the participation of volunteers and mentors within the school, it is critical to have in place some effective screening procedures to ensure that former felons or pedophiles are not inappropriately invited into the school, placing children at risk. Model screening procedures are included in the Appendix. The same procedures and protocols should be considered for hiring new staff as well as screening school volunteers.

Revise the search and seizure policy

Modify the search and seizure policy to include the notice that lockers are school property. Lockers “and their contents” may be searched at any time for reasons of health and safety. Students often have a perception that lockers are their space and they can store anything there they want. With the U.S. Supreme Court Decision, *Acton v. Vernonia*, school officials are no longer restricted by “reasonable suspicion.” School officials may conduct random, mandatory, suspicionless searches. While reasonable suspicion is still a good and safe standard to follow, there is no reason why school officials should limit their authority by granting students a higher privacy level that may compromise student safety.

The campus search policy should be extended to vehicles as well. Cars that are parked on campus property should be subject to search. The school may also wish to extend the locker search option to student book bags that may be left unattended around the campus.

Remove posters from all window glass

Posters and construction paper covering windows block natural supervision. Unless glaring sun or the need for privacy mandates the covering of windows, they should be left clear or uncovered to enhance natural supervision.

Videotaping of students policy

In light of the District’s current use and possible interest in expanding the number of video cameras on campus or in buses, it would be appropriate to add a statement to the student/parent handbook that places students and parents on notice regarding this practice and affirms the rationale for such an approach. A statement similar to the following could be considered: “...for safety purposes, video/audio equipment ‘may be’ used to monitor student behavior on buses and in common areas of the school.”

Elasticity clause

Mesa Union School District should also add an elasticity clause to the student code of conduct. Such a clause would grant school administrators broader latitude in handling a variety of student behavior issues and in imposing sanctions that may not be specifically articulated in the student handbook. Include a statement in the student handbook such as the following: “It is impossible to write a rule, regulation, policy or procedure to cover every action that interferes with student learning. Therefore, even though not specifically addressed in this handbook, conduct that deliberately interferes with the educational process and/or any other action that may be deemed consistent with the educational mission but that violates accepted and ordinary standards of conduct are also prohibited. The degree of

severity of this misconduct, as well as the accumulative effect of the misconduct, will determine whether the offense warrants detention, suspension, expulsion, or referral to a law enforcement agency." The development of such a policy will enhance the ability of school administrators to creatively and appropriately manage student behavior.

Consider the expansion and enhancement of the school's camera surveillance system

At the present time, consideration should be given to expanding the closed circuit TV in those locations where there is no perimeter coverage as well as to those areas of the campus where school officials may want to provide additional supervision. While some schools continue to have concerns over student privacy issues, placing cameras in public areas can be very helpful to law enforcement and first responders when they are responding to a crisis. When such cameras are installed, consider providing local law enforcement with access to the camera system when they are in fresh pursuit or responding to a school crisis.

Nationwide, surveillance cameras have been shown to have a strong criminal deterrence effect in the school and community. If cameras are used, Mesa staff should also consider prominent, yet tastefully designed signs, notifying would-be intruders that the campus is under twenty-four hour surveillance by day and night cameras. However, the use of surveillance cameras has limitations. Decisions to implement such strategies should be made based on the will of the entire school community. Decisions and communication regarding these options should be developed in consultation with local law enforcement officials, school board members, school administrators, and parents.

Limitations and considerations regarding the use of video surveillance:

- Legal issues do not appear to limit the use of video equipment when there is no expectation of privacy. The liberal use of signs on campus is important.
- Campus officials should not expect to be able to assign a person to effectively monitor the camera output all day every day. This type of monitoring is possible and affordable only during short, specific times, such as certain times of the day when vehicle incidents have been occurring and a few suspects have been identified. Usually, this benefit of using camera monitoring at school is limited to playing back a recording to determine what actually happened and by whom during a reported incident.
- Realize that one camera in a parking lot, a cafeteria, or over an athletic field can see very little. Most applications require multiple cameras for good coverage. However, many new cameras now provide for 360 degree coverage of a given area.
- Color cameras provide a great deal more information than black-and-white cameras and should be used in most applications.
- Exterior video surveillance at night requires much more light than is generally available in even well-lit parking lots. Color cameras require more light than black-and-white cameras.

- Cameras are getting better and cheaper, but they are not the expensive part of a system. The basic video camera price often does not include the cost of a good lens, a weatherproof and/or vandal-proof housing, and a mounting bracket for the housing. More costly than the cameras themselves are the installation of the cameras and all of the power and signal cables, the purchase of a good industrial recorder and multiplexor (that enables the recording of more than one camera scene on a single screen), and the daily maintenance of data. New technologies now support more compact storage mechanisms allowing more comprehensive coverage.

Student participation in School Safety

School officials should work closely with students to obtain their input and advice on keeping their campus safe and welcoming. Students need to be aware of why it is in their self-interest to report suspicious rumors, threats, or tips that may affect their safety. School officials, in cooperation with faculty, staff and school counselors, should plan a series of forums involving students and parents where open discussion can take place about what the school community can do to enhance safety. The opportunity for an open and candid dialogue may promote the emergence of new information or tips about the recent unsolved incidents. In connection with this strategy, a tipline or anonymous reporting system should be made available to students and the community.

Threat assessment protocols

Threat assessment protocols should be formally established for the school. School officials should have the ability to activate a formal protocol for responding to a threat. A trained assessment team consisting of a credentialed behavior specialist, a school representative and a law enforcement representative should be specially trained, readily accessible, knowledgeable about policies and procedures and empowered to make decisions. A quick study guide about these procedures is included in the Appendix.

Understanding the law enforcement role on campus

Mesa Union School District should develop a Memorandum of Understanding with the local police and first responders that serve the campus so that roles, responsibilities, reporting guidelines, and emergency response procedures can be clearly articulated. Determine in advance of a crisis who will lead, who will follow and how searches, interrogations and other issues will be handled. Sample copies of such MOUs are included in the Appendix.

Through appropriate public relations efforts, the school community should emphasize with its parents and students an understanding that the presence of uniformed officers on campus does not mean that the school is unsafe or that administrative and board officials cannot control students. The message to

the school public should be that the routine presence of law enforcement officers on the campus has become an accepted strategy for enhancing safe schools.

Use of reasonable force policy

To help insulate the school from liability, Mesa Union School District should consider adding a "reasonable use of force" policy that states: "There are circumstances and/or conditions under which employees are permitted to touch students appropriately in order to maintain a safe and orderly school environment, administer first aid and attend to health needs. Typical examples of these circumstances include:

- Intervening in fights
- Preventing accidental injury
- Protecting oneself
- Providing appropriate care to disabled students
- Moving through a crowd to address an emergency
- Employing passive restraint with emotionally disabled students"

Clearly, you could add or modify the language you choose. However, when you operate your own in-house security operation or provide direct supervision to students it is important for the school to give itself appropriate flexibility.

Dealing with threats

Make certain that the school telephone system is equipped with caller ID. This will assist school and law enforcement officials in tracking down those individuals who may make telephone threats against the school.

The educational mission, along with personal preference and educational climate will drive this decision. The ultimate strategy that is chosen is as much about personal choice and "community will" as it is about financial capacity and risk management.

Balancing competing concerns

A concern voiced by Mesa Union School District officials centered on finding an appropriate balance between safety and security policies while maintaining a safe and welcoming school climate. Parents and students need to feel safe without becoming overwhelmed by the presence of armed officers, metal scanners, surveillance equipment, and policies that appear overly severe and harsh. There is often only a fine line between providing responsible supervision and a safe school campus. School systems are not

insurers of safety; they are purveyors of education and opportunity. Not even an insurance company can insure against the crime ever occurring. They can only compensate for the losses.

The question arises, "Does the Mesa Union School District require or merit an armed security office?" Based on past crime patterns, probably not. Schools continue to be the safest place for our young people to be. However, because of the relative remoteness of the campus as well as its proximity to a major thoroughfare such as Los Angeles Avenue, the answer could easily be justified as yes. Two recent incidents that school reported, one of a parent and his son who circumvented the visitor sign-in requirement and went directly to a class to confront another students, as well as an angry parent who entered another classroom and verbally assaulted a teacher, suggest the need for more access control and enhanced formal supervision. As a minimum, a campus safety supervisor should be considered. School officials should continue to foster a close working relationship with local law enforcement officials and first responders should be asked to provide an in-service training program to staff members so that they will know what to do in a crisis.

The issue of balancing competing safety and perception concerns will continue to be a challenge for the Mesa Union School District as it is for schools around the country. The ultimate factors in its resolution must focus on the school's unique school safety needs, professional discretion, community will and the financial capacity of the district to implement such programs. If a strategy is warranted, then adopt it. Frequently, school safety strategies are sometimes implemented merely because other schools have adopted similar strategies. The need for discretion suggest that school officials, parents, students, law enforcers, youth-serving professionals, the faith community and corporate partners work collaboratively and then make decisions based on judgment and defined need.

Creating safe schools strikes at the heart of the democratic governing process and the ultimate decisions should reflect the resolve and will of the entire school community. The Appendix section of this report provides additional suggestions for striking this delicate balance under the heading, "Doing What Matters Most."

The Mesa Union School District should continue to work with their corporate community and other philanthropic groups and individuals to develop the foundation and support to enable the district to enhance services to students and the community it serves.

NSSC Representative

Dr. Ronald D. Stephens

Executive Director

National School Safety Center

NSSC's work products, training and technical assistance, and consultation services are designed to support safe school planning activities and the critical decision-making processes required of school communities. Each community must make unique choices to meet school safety needs that reflect their local culture. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the completeness, usefulness or accuracy of any information, apparatus, product or process provided for consideration or use



Doing What Matters Most

Limited resources such as time, energy and manpower can not be used as excuses for unsafe schools. While many resources and guides exist to support the extensive process of safe school planning, some schools are still behind in fulfilling their responsibilities to plan and provide for school safety. The guidelines included in this article are designed to reflect the minimal steps that school leaders should take to close the safety gap for schools that lag behind. This information can also be used to reinforce current practices for those schools that are currently committed to creating and maintaining safe schools.

Safe and effective schools actively promote the academic achievement of every student, the effectiveness of teachers and staff, and the safety and well-being of all. Safe schools foster a spirit of acceptance, belonging and care. They are places where students can learn and teachers can teach in environments free of intimidation and fear. Safe and effective schools are prepared to respond to the unthinkable crisis.

Under federal and state mandates for safe schools, legislators have placed schools on notice to be accountable for the academic achievement and safety of their students. Creating safe schools, however, is not merely about compliance. It is about doing what is both proper and fitting to make our schools safe. Our children deserve safe schools.

The challenge of creating safe schools is not new. Schools have always been called to provide for the security of staff and students while at the same time creating a nurturing learning environment. The school safety movement began with a focus on codes of conduct, standards of safety and emergency drills. The movement later evolved to include safe school planning — a process that emphasizes collaboration, problem solving, and the pooled expertise and resources of stakeholders.

Today, school safety is recognized as a critical and integral part of the academic mission and the achievement of students. Recent trends and issues of school violence and threats of terror or natural disaster magnify today's challenge of securing and pro-

tecting our nation's children.

Stakeholders within the school community must work together to be proactive, vigilant and ready.

This article presents a set of key actions based on the theme of **"doing what matters most"** for creating safe schools and is designed for schools and their safety partners. Today's school safety partners may include law enforcement, emergency responders, civic and business leaders, other youth-serving agencies, parents, student, mental health workers, and faith-based communities.

The recommended actions represent the cumulative result of NSSC's participation training and technical assistance programs nationwide with schools and communities. The actions also reflect the results of monitoring school safety trends, analyzing data and collaborating with school safety leaders, law enforcement, emergency responders and youth-serving professionals. The actions include input from students, parents, government leaders and other international practitioners who are concerned about school safety.

In preparing this document, NSSC solicited information and best practices from school safety practitioners and experts in all 50 states. Input was also sought and obtained from state and federal officials.

Readers can use this document in five specific ways:

- To advocate for safe and effective schools
- To support collaborative safe school planning
- To present strategies to address the sobering challenges of school violence and threat of terrorism or natural disaster.
- To educate the school community about the roles, responsibilities and actions that matter most in safe school planning.
- To check off against a set of planning guidelines that represent seven key actions and their strategies for implementation.

School leaders are encouraged to collaborate with their safety partners to review the checklist and select the strategies that are most appropriate for their schools.

Seven Key Actions for Creating Safe Schools

1 Take immediate action to secure your school.

Use the following security measures to reduce the threat of harm and to enhance your school's safety. These measures may require that you review current practices, reassign personnel, and rethink and re-deploy resources.

- Increase the visibility of the administrative team** during passing periods, school activities and events. Visibility may be increased by wearing badges and designated items of clothing.
- Establish a "safety zone" around your school site and walk it periodically** to assess people, situations or events that may present school security risks.
- Control access to your school.** Enforce sign in/out procedures. Monitor entrances to your campus. In addition, monitor the service calls of all vendors, maintenance, delivery and service personnel. Screen and register all visitors.
- Require picture identification badges** for teachers, staff, authorized volunteers, and visitors. As appropriate for your school setting, size and grade level, require students to wear or carry identification badges as well.
- Improve natural surveillance.** Remove physical barriers, overgrown vegetation and visual obstacles that reduce the ability to observe students and campus activities.
- Appropriately utilize security technology** to enhance surveillance and supervision. Make certain that such equipment is appropriate to your school setting and is properly installed, used and maintained.
- Monitor repeat offenders** to discourage dangerous and disrespectful misbehavior as well as criminal acts.
- Track and analyze crime patterns at your**

school and in the community to make data-driven decisions about responses.

- Create viable systems for reporting school safety concerns and threats.** Encourage the timely sharing of information about potential safety problems, risks and dangers.
- Carefully screen, select and supervise employees and all volunteers, including parents.**

2 Demonstrate school safety leadership.

Institutionalize expectations, norms, knowledge and practices that promote school safety. Integrate these concepts into the total educational vision.

- Incorporate school safety language in the academic mission statement** as a means of validating the school's efforts to create and preserve a safe environment. Make the connection between high standards of academic achievement and high standards of safety and conduct.
- Prepare a summary of federal, state and local laws pertaining to school safety.** Make this information readily available to the school community to promote compliance.
- Schedule a yearly review, evaluation and update of safety plans, policies, discipline codes, management systems, rules, practices and other related issues.**
- Communicate your behavior expectations for students and staff.** Clearly articulate policies regarding:
 - weapons, searches and seizure
 - bullying and harassment, gang activity
 - alcohol, tobacco and other drug use
 - cell phones and pagers use
 - tardiness and truancy
 - dress codes
 - fighting, profanity
 - appropriate use of the Internet, school lock-

- ers, parking privileges and school property
- dealing with threats
- mandated reporting of crime, sexual abuse or child endangerment.

Market the school's safety expectations in school publications, student handbooks, parent correspondence, letterhead, business cards, and web sites and during school activities and major events.

Establish in written form a detailed safe school plan for the managing of people and resources to create and maintain a safe school. Steps include:

- Enlist the involvement of stakeholders as members of your safe school planning team.
- Create a common focus and vision among members of your team.
- Establish memorandums of understanding with outside partners and agencies.
- Conduct school safety assessments, surveys and audits. Conduct legal compliance reviews.
- Identify and prioritize safety needs, issues, concerns and problems.
- Select and implement effective strategies, promising practices and research-based programs that respond to your safety needs.
- Communicate safety plans with the entire school community as appropriate. Provide training as needed.
- Monitor and evaluate the effectiveness of the safe school plan. Refine as needed.

- business and civic leaders
- faith community members

Involve partners in a variety of school safety activities, including:

- planning and decision making
- policy development
- needs assessment
- information sharing
- problem solving
- prevention and mitigation
- response and recovery
- referrals for special services and support
- threat assessment
- program evaluation
- training and cross training
- resource development
- testing the safety plan: drill, practice and field exercise

Learn about and utilize the services, resources and guidance of local, state and federal emergency response agencies.

Establish an interagency information sharing process for identifying troubled youth and referring them to special services.

Work with partners to provide support, special services or alternative placement options for troubled youth.

Recognize and publicize the accomplishments of partnership groups.

3 Promote school safety partnerships.

Adopt a partnership approach to school safety with the larger community. Enhance school safety perspectives, expertise, resources and services by engaging representatives from all stakeholder groups.

Establish or expand school safety partnerships to include:

- students
- parents
- teachers and other staff
- law enforcement and other first responders
- mental health professionals
- youth-serving agencies

4 Anticipate and prepare for crisis response.

As a critical component of the comprehensive safe school plan, establish in written form a plan for managing people, skills and resources during a crisis.

Identify the chain of command within the school and establish a school crisis response team. Identify the areas of expertise and delineate roles and responsibilities for each member.

Assess your school's vulnerabilities to domestic and international terrorism or natural disasters. Identify your school's assets, risks and

hazards.

- Inventory the school community for the availability of skills, supplies, equipment and resources related to emergency response**, including:
 - equipment such as generators, communication devices, vehicles and battery-operated equipment
 - mental health and support services
 - first aid supplies and skills
 - water, food and other supplies
- Seek information, resources, training and tools within your community regarding its coordinated response to terrorism or disaster.** Know your roles and responsibilities.
- Coordinate with your local Emergency Operations Center (if available)** to gain understanding about how the Unified Command System will operate in your community when a disaster strikes.
- Develop policies and interagency agreements for crisis response, management, resolution and recovery.**
- Anticipate the possibility of terror acts** by monitoring current events, threat levels and directives. Watch for and report suspicious activities.
- Anticipate the onset of emerging natural disasters.** Keep open lines of communication with district leaders and state and civic authorities.
- Develop contingency plans** for evacuation, sheltering-in-place, communication systems, equipment, transportation, emergency responders, chain of command and medical services.
- Establish both district-level and school site plans for communication during a crisis** in the following areas:
 - media protocols
 - standardized response alerts, codes and signals
 - protocols for emergency contacts
 - parent notification
 - back-up systems
- Account for the special needs of disabled staff and students in all crisis response planning.** Pay special attention to issues regarding mobility, medication, and support equipment.
- Maintain accurate, current and portable staff and student rosters and emergency contact data.**
- Create a plan for the reunification of families following a crisis.**
- Establish a threat assessment team** and information sharing protocols to monitor and assess early warning signs of potentially violent students and for referring troubled youth for special services.
- Share crisis response plans/procedures with the school community as appropriate.**
- Drill and practice with students, staff and emergency responders as appropriate.**

5 Train adults within school community.

Prepare the administrative team, teachers, staff, parents and school safety partners regarding critical school safety issues and practices.

- Include safety topics in the plan for annual leadership training and staff development.** Include both certified and classified staff as well as part-time and substitute employees.
- Train staff to distinguish between disciplinary matters and criminal offenses and to appropriately respond.**
- Provide teachers with instruction regarding effective classroom management and student discipline.**
- Increase the effectiveness of school resource officers, security staff and campus supervisors by providing resources and training regarding school safety issues.**
- Provide training and outreach programs to enlist parent involvement and to help parents**

understand their role in keeping their children and schools safe.

6 Enlist the participation of students in school safety.

Involve students in planning and managing their personal and school safety. Include curriculums, support services, peer activities and partnerships that promote school safety.

- Seek the perspectives, knowledge and opinions of students in school safety surveys and focus groups.
- Engage students in the development and delivery of school safety policies and strategies.
- Educate students regarding their personal roles and responsibilities for maintaining a safe school for themselves and others.
- Implement research-based personal, social and safety skills development programs and curriculums.
- Train students how to access and use available safety resources, programs and personnel, such as:
 - tip lines
 - peer helper groups
 - counselors and counseling services
 - school resource officers, security officers, and designated safety advocates.

7 Recognize the influence of culture and diversity on school safety issues.

Provide opportunities to increase the school community's understanding of culture and diversity. Expand your school's definition of diversity to include a range of characteristics beyond race, ethnicity or national origin. Identify and validate the unique and varied cultures that comprise your school community.

- Recognize that diversity issues may be at the core of some school safety problems such as bullying, hate-motivated conduct, gang activ-

ity and other harassment behaviors. Provide staff and students with the opportunity to explore and develop respect for cultural differences.

- Recognize the importance of belonging to the school community. Promote a sense of respect for all students, staff, parents and families.
- Be aware that the organizational cultures, priorities and work styles of community agencies often challenge those of schools. Identify and discuss these differences before conflict or crisis occurs.
- Seek understanding about how culture and diversity issues will influence the ability of your school community to recover from a crisis. Include this understanding in your crisis plans.

The Art of Safe School Planning

Safe school planning is a collaborative process that creates a framework for school safety assessment and action. It involves:

- Establishing a safe school planning team
- Developing a safe school vision
- Assessing school safety
- Identifying problems and areas of desired change
- Setting goals to promote school safety
- Exploring effective strategies, promising practices and research-based programs
- Selecting and implementing strategies
- Developing a crisis response plan
- Sharing the plan with the community
- Evaluating and assessing progress annually

Safe school planning is about the art of the possible. Stakeholders who engage in the process use partnerships, collaboration, effective strategies and innovation to develop and sustain ideal learning environments for students and staff — environments that are free from anxiety, fear and intimidation.

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**THREAT ASSESSMENT
PROTOCOL**

School Threat Assessment Response (STAR) Protocol

Rapid City Area (South Dakota) Schools
Rapid City Police Department
Pennington County Sheriff's Department
Pennington County State's Attorney's Office

Mission Statement

The purpose behind this protocol is to provide for a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The process necessarily involves a variety of elements, ranging from students, parent, teacher, staff member and administration involvement to law enforcement and other criminal justice component participation. The protocol is designed specifically for those violence issues that affect schools and the students who attend those schools. It is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. **NOTE: This protocol is applicable during any school-sponsored event or function, whether the event or function be on school property or not.**

Definitions: For purposes of this protocol, the following definitions apply.

1. Threatened Act of Violence: Any threat or action that suggests the possibility that serious physical injury or death may be caused to another.
2. Rapid City Area School Staff Member: Any employee of the Rapid City School District.
3. Rapid City Area School Administrator: Any Rapid City School District principal or their designee.
4. STAR Team Members: STAR Team officers and deputies, responsible for first response and threat assessment, shall include all Rapid City Police Department and Pennington County Sheriff's Office School Liaison Officers. These personnel shall be referred to generally as STAR Team Officers. Additionally, the STAR Team shall consist of three (3) designated prosecutors from the Pennington County State's Attorney's Office, who shall be referred to as STAR Team prosecutors.
5. STAR Team Coordinators: The coordinators of the STAR Team, responsible for oversight of this protocol, shall include the Pennington County State's Attorney or his designee, the Rapid City Police Department Chief of Police or his designee, and the Pennington County Sheriff or his designee.

Procedure: The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals.

- I. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - ✓ Assume threat is serious;
 - ✓ Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer;

✓ Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

II. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:

- ✓ Assume threat is serious;
- ✓ Immediately report the threat to a school staff member, school administrator or law enforcement officer
- ✓ Be available and cooperative in providing a statement of information, with the understanding that the information source (parent or guardian) will remain anonymous to the greatest extent possible.

III. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:

- ✓ Assume threat is serious;
- ✓ Immediately report the threat to a school administrator their designee;
- ✓ Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

IV. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:

- ✓ Assume threat is serious;
- ✓ Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
- ✓ Immediately notify the STAR Team Officer assigned to the school and provide the team member with complete information regarding the information received;
- ✓ Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

V. The STAR Team Officer, upon notification that a threat to commit an act of violence has occurred, shall:

- ✓ Assume the threat is serious
- ✓ Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one STAR Team Officer and the administrator or his designee.

NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.

VI. Once the assessment is complete, the STAR Team Officer and administrator shall convene privately to discuss the threat and consider options for follow-up action:

- ✓ If it is agreed the threat is credible, the STAR Team Officer shall immediately contact a STAR Team Prosecutor to discuss possible options for the subject making the threat. These options may include, but are not necessarily limited to:
 1. Contacting subject's parent(s) or guardian for input and assistance, including potential voluntary committal of the subject making the threat or voluntary placement in a juvenile diversion program through the State Attorney's Office;

2. Application of the Child in Need of Supervision (CHINS) process through parental or guardian assistance, or through the State Attorney's Office Arrest and incarceration of the subject for Disturbance of School;
3. Communication between the STAR Team Prosecutor and the school administrator regarding school sanctions;
4. Arrest and incarceration of the subject for Disturbance of School;
5. Arrest and incarceration of the subject for Disorderly Conduct;
6. Arrest and incarceration of the subject for simple or aggravated assault;
7. Arrest and incarceration of the subject for probation violation, if the student is a court ordered probationer;
8. Placement of the subject at the psychiatric unit on an involuntary mental hold.

B. If it agreed that the threat is not credible, or does not require application of the options listed in section "A", the school administrator shall assume responsibility to institute any further action deemed necessary.

VII. Once an option is chosen and initiated, the STAR team Members involved in the process shall engage if fulfilling the reporting requirements associated with the action taken:

✓ The STAR Team Member, upon exercising any of the aforementioned options, shall immediately complete reports relevant to the event and the action taken and assure that copies of these documents are provided to:

1. The State's Attorney's Office
2. The school administrator involved
3. The STAR Team Coordinators

✓ Original reports are to be routed through the law enforcement records management system per usual procedure.

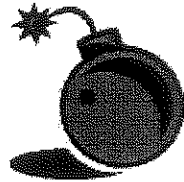
VIII. After-Action Considerations:

✓ Periodically, as deemed necessary by the STAR Team Coordinators, a meeting will be held to discuss recent STAR cases, in order to determine the effectiveness of this protocol. Meeting attendees should include:

- The Pennington County State's Attorney or his designee;
- The Rapid City Police Department Chief of Police or his designee;
- The Rapid City Area School District superintendent or his designee;
- The Chief Court Services Officer or his designee;
- The Pennington County Sheriff or his designee;
- Designated STAR Officers.

Quick Study Guide 1

What If? Assessing Threats In Schools



School safety experts say that when a threat occurs, every school should have the ability to:

- **activate a formal protocol** for responding to the threat
- **collect and analyze data** about the threat and the perpetrator
- **assess the seriousness** of the threat
- **access school and community resources** for response or treatment
- **share and document vital information** with law enforcement and the juvenile justice and correction systems
- **follow up** to ensure the threat has been appropriately addressed.

Many school communities have established and trained threat assessment teams. These teams are typically comprised of trained school-based personnel and members of the broader community. This multi-agency approach minimizes the risk of bias.

Representation from three specific disciplines is essential based on the following rationale:

- The **law enforcement representative** recognizes when it is appropriate to take charge of the threat and pursue criminal charges.
- The **credentialed behavioral specialist** is responsible for assessing the psychological status of the threatener, victims, or families.
- The **school representative** is prepared to apply school policies and procedures regarding threats and the school's position on appropriate levels of response.

A successful threat assessment team is:

- Specifically trained
- Readily accessible
- Knowledgeable about policies and procedures
- Empowered to make decisions.

Three primary questions drive the tasks of the assessment team:

- Is the violence **imminent**?
- How **credible and serious** is the threat?
- To what extent does the threatener appear to have the **resources, intent, and motivation** to carry out the threat?

Ultimately, the answers to these questions generate the ability to rate the threat level and identify a course of action and a timeline for response.

Early Warning Signs of Troubled Youth

In August 1998, the U.S. Department of Education released a report containing signs and information to help school communities identify children in crisis who may be prone to violence. None of the signs alone is sufficient for predicting aggression and violence. The following is a modified list of the early warning signs:

1. Social Withdrawal
2. Excessive Feelings of Isolation and Being Alone
3. Excessive Feelings of Rejection
4. Being a Victim of Violence
5. Feelings of Being Picked On and Persecuted
6. Low School Interest and Poor Academic Performance
7. Expression of Violence in Writings and Drawings
8. Uncontrolled Anger
9. Patterns of Intimidating Behaviors
10. History of Discipline Problems
11. Past History of Violent and Aggressive Behaviors
12. Intolerance of Differences and Prejudicial Attitudes
13. Drug and Alcohol Use
14. Affiliation with Gangs
15. Inappropriate Access to, Possession of, and Use of Firearms
16. Serious Threats of Violence

Source: "Early Warning, Timely Response: A Guide to Safe Schools" <http://cecp.air.org/guid/guide.pdf>

Threat Assessment

According to the U.S. Secret Service, evaluation of a threatening situation at school includes two different levels of assessment: the **threat assessment inquiry** — carried out by school officials or the school threat assessment team — and the **threat assessment investigation** — carried out by a law enforcement agency.

The primary objective of both activities is to determine whether a particular student poses a real threat of targeted school violence. If the information gathered during an inquiry reveals that the student threatener is considering mounting an attack at school or that a violation of law has occurred, most likely the situation should be referred to law enforcement for threat assessment investigation.

When information about a student's behavior and comments reaches a threshold of concern, a threat assessment inquiry should be initiated.

Once the decision has been made to conduct an inquiry, information should be sought in five key areas:

- **The facts that initially drew attention to the student or the situation**
- **Personal background information about the student**
- **Information about "attack-related" behaviors**
- **Possible motives**
- **Target selection.**

The information collected in the inquiry should be guided by the 11 key questions contained in the box to the right. Possible outcomes of the inquiry are:

- It is determined that the student does not pose a threat of targeted school violence, and the inquiry ends.
- It is determined that there is not enough information to be reasonably certain that the student does not pose a threat OR it appears that the student is on a path to attack. In either case, the inquiry is turned over to law enforcement for a threat assessment investigation.

Threat Assessment Inquiry

1. What are the student's motives and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in school attacks or attackers, weapons or incidents of mass violence?
4. Has the student engaged in attack-related behaviors including developing an attack idea or plan, making efforts to acquire or practice with weapons, casing or checking out possible sites and areas for attack, or rehearsing attacks or ambushes?
5. Does the student have the capacity to carry out an act of targeted violence?
6. Is the student experiencing hopelessness, desperation and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student see violence as an acceptable/desirable way or the only way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

Common Terms In Threat Assessment

- **Threat** — a spoken, written or symbolic expression of intent to do harm or act out violently against someone or something
- **Direct threat** — a straightforward, clear, and explicit threat that identifies a specific act against a specific target. *"I'm going to kill you."*
- **Indirect threat** — a vague, unclear or tentative threat that implies violence. *"Something bad is going to happen to you."*
- **Veiled threat** — a threat that hints at possible violence and remains open to interpretation. *"This cheerleading squad would be better off if you weren't around."*
- **Conditional threat** — a threat that warns that a violent act will happen unless certain demands or terms are met. *"If you don't give me your lunch money, I will beat you up."*

Quick Study Guide 4

What If? Choosing Response Options

At the onset of a crisis, school leaders typically choose from a limited set of response options that will immediately protect students and staff. During any crisis the focus of the school must remain on one key responsibility— acting immediately to keep students and staff safe.

The most common and immediate emergency response options for school officials are founded on the following

Response Rationale	Response Option	Triggering Events
Students and staff may be safer at home than they would be at school	Cancellation of the school day	This becomes an option only when there is adequate opportunity and time to notify parents, staff, and transportation and facility managers. One example would be severe weather conditions that are known in time to cancel the school day.
Sending students and staff home is safer than keeping them at school	Early Dismissal	This option is typically triggered by an emerging threat or following a serious or violent incident. This option must also include alternatives for caring for students who cannot immediately go home.
Students and staff are safer inside buildings than they would be outside.	Shelter in Place	Shelter in place involves closing windows, doors, air ducts and ventilation systems, and when possible, sealing the room. Long-term sheltering has planning implications for food, water and emergency supplies. Triggering events might be a hazardous materials incident or a chemical attack.
Students and staff will be safer when they have been isolated from the threat or the threatener has been denied access to them	Lockdown or Lockout	During a lockdown or lockout <ul style="list-style-type: none"> • All doors and windows are locked. Entrances are monitored • Students and teachers remain in their classrooms. • No one is allowed to enter or leave. • No one is released until an "all clear" signal is given. • Parents are not allowed to pick up children. Examples include response to an armed intruder, a hostage situation, sniper activity or police activity.
There is a safer area than where students and staff are currently located.	Evacuation or Reverse Evacuation	This action directs people to predetermined areas of safety using established safe routes to primary or contingency sites. Evacuations can take place on-site or off-site. Reverse evacuation moves people from outdoors to the indoors. Triggering events might be serious violence, fires, explosions, earthquakes or other natural disasters.
It is critical for students and staff to physically protect themselves from flying debris.	Duck and Cover	This response directs people to immediately drop to the floor, take cover and protect oneself as much as possible from flying objects and falling debris. Triggering events might be earthquakes, tornadoes and explosions.
There is a need to preserve a crime scene and protect evidence.	Restricted access	This emergency response action would be used when people need to be kept away from the activity of emergency responders. For example, law enforcement are in the process of preserving and investigating a crime scene.
There is a need to convert the school to a temporary emergency response center	Relocation	This action is triggered by the need of the larger community to respond to a large-scale event by converting the school facility to a temporary emergency response center.

SAMPLE CRISIS PLAN

Southside High School

Safety Management Plan

Incidents, Descriptions and Step-by-Step Procedures

William Shepherd, Ed. D., Principal
Marcus Barber, Assistant Principal
Gary Mynatt, Assistant Principal
Gwendolyn Benton, Vocational Supervisor
Carolyn Smith, Ph. D., Magnet Coordinator

In the Atlanta Public School System, school security is monitored and handled by the Atlanta Police Department School Detectives Unit.

Unit Commander

Lt. K. A. Hall: Office: (404) 827-8153
Pager:
Car:
Radio #: 5402

Administrative Sergeant

Sgt. W. J. Stewart: Office: (404) 827-8149
Pager:
Car:
Radio #: 5412

School Detectives: (404) 827-8160

- ◆ Immediate Response for Emergencies: Dial 911 (This will also offer a direct response from the School Detectives Unit.)
- ◆ The Principal of his/her designee is responsible for contacting the School Detectives Unit for less serious incidents and emergency situations.
- ◆ The Unit Commander will utilize the School Detectives' Investigators as may become necessary and will serve as the direct liaison for public safety agencies.
- ◆ The Superintendent of his/her designee will provide information and interviews to the media during the accident/emergency.

Procedure Codes

Code Red: Secure your doors and stay in place

Code Blue: Debrief Safe Management Team.

Code Yellow: Evacuate the building and move to predesignated evacuation place.

Code Green: All is clear. Follow normal operating procedure.

Alternate Codes will be given at the discretion of the Building Administrator.

Southside Comprehensive High School

Safe School Team

Members

Marcus Barber	Administrator
Gary Mynatt	Administrator
Eugene Rhodes	Chairperson
Michael Ashley	Vice Chairperson
Victor Peterson	Vice Chairperson
Gwendolyn Benton	
Cameron Franklin	
Willie Carter	
Joseph Polk	
Guy Harris	
Wilborn Jackson	

Table of Contents

- I. Guns and Weapons in Building or on Campus
- II. Bomb Threat Only
- III. Shooting and Stabbing at School
- IV. Bomb Threat with Suspicious Package Found
- V. Actual Bomb Explosion
- VI. Fights
- VII. Fire/Explosion
- VIII. Death/Suicide of a Student/Staff member
- IX. Sexual Battery
- X. Kidnapping/Childnapping
- XI. Chemical Spill/Airplane Crash
- XII. Major Student Disruption/Demonstration
- XIII. Hostage
- XIV. Weather: Tornadoes, Thunderstorms and Lightening
- XV. Lights Out
- XVI. Evacuation Plan and Procedures
- XVII. Building Evacuation Map
- XVIII. Map of School

Guns and Weapons in Building or on Campus

Definition: Any carrying, concealing, displaying or using any object, whether used or intended to inflict bodily harm. Such objects include, but are not limited to guns, box cutters, razor blades, clubs, and/or nunchakus.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Obtain identification •Location in building •Number of people involved •Number of student(s) or staff injured, if any •Identify weapon(s), if any •Time of day •Name of staff reporting •Name of student reporting •Name of Messenger •Name of other reporting 	<ul style="list-style-type: none"> •Principal must establish the level of incident •Give appropriate code action and procedure to be taken •Principal should not leave the command station 	<ul style="list-style-type: none"> •If imminent danger exists, dial 911; otherwise, notify off-duty officer or school detectives and give all available information •Activate Safe School Team, if needed •Notify central level staff •Send reporting student to office with sealed message, if possible, giving name and location •Provide any information, name, location, weapon type •Have teacher secure doors or evacuate area (<i>Code Red</i>) •Disperse crowd of all bystanders •Isolate student(s) reporting the incident •Do not attempt to disarm person •Attempt to defuse the confrontation by the use of verbal command 	<ul style="list-style-type: none"> •Wait for law enforcement personnel •Provide law enforcement with as much information as possible: name, description, action and location, etc. •Do not attempt to disarm •Once situation is under control, have witnesses and victim available for law enforcement personnel •Return to normal when appropriate •Use appropriate code(s) 	<ul style="list-style-type: none"> •Debrief Safe School Team and other staff •Debrief central level staff •Return to normal when approved (<i>Code Green</i>) •Summon other central level staff, as needed •Meet with parents, if necessary •Monitor school building continually •Complete a written report 	<ul style="list-style-type: none"> •Meet with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •If media person appears, meet them in a designated area •Monitor school building continually 	<ul style="list-style-type: none"> •In accordance with APS policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- | | |
|---|--|
| <ul style="list-style-type: none"> •Principal or his/her designee is in charge. •It is better to be safe than sorry. •Maintain control of the facility at all times. | <ul style="list-style-type: none"> •Principal does not leave command post. •Do not confront the suspect. •Wait for administrative response. |
|---|--|

Guns and Weapons in Building or on Campus

Bomb Threat Only

Definition: A bomb threat is correspondence or a call that leads a receiver of that information to believe that there is an explosive device in the facility.

Note: All information received must be recorded on Bomb Threat Instruction Card.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> •Keep person talking •Follow Bomb Threat Instruction Card directions •Ask questions: location, time bomb will go off, description of device, why it has been placed, name and location of caller, etc. •Determine age, sex, and race of caller •Notify principal and explain •Conduct visual search of school with two persons familiar with building 	LEVEL I: Threat Only	<ul style="list-style-type: none"> •Believe the messenger •If imminent danger exists (package identified), dial 911 and notify school detectives immediately •Inform immediate supervisor and/or executive director •Principal uses his/her discretion in evaluation process, as well as the use of <i>Code Red</i> or <i>Yellow</i> •Activate and brief Safe School Team, if necessary, on initial call 	<ul style="list-style-type: none"> •Based on facts, decide if school should be evacuated immediately, thus, guaranteeing safety of students and staff, or kept in regular session •Activate and brief Safe School Team. Use all available resources if needed •Brief all personnel on initial call •Determine plan for day •Declare appropriate code •If determined that this is a Level II incident, follow Level II instructions 	<ul style="list-style-type: none"> •Declare <i>Code Green</i> when appropriate •Principal, police and appropriate central level staffs hold joint press conference; if needed, give specific details •Give superintendent update •Principal meets with Superintendent school building (Let police handle any regarding crime, the tion (Once incident is r, rts or other needed staff •Meet with parents, if needed 	<ul style="list-style-type: none"> •Early morning meeting with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •Summon counselors or others, as needed 	<ul style="list-style-type: none"> •In accordance with APS policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

Remember:

- Principal or his/her designee is in charge.
 - It is better to be safe than sorry.
 - Maintain control of the facility at all times, unless an actual device is located or explosion occurs.
- If a device is found, law enforcement will assume control of site. If an explosion occurs, the Fire Department will assume the lead role.

Bomb Threat Only

Shooting and Stabbing at School

Definition: When a person attempts to commit a violent injury to another person or commits an act that places another person in reasonable apprehension of immediately receiving a violent injury.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Obtain identification •Location in building •Number of people involved •Identify weapon(s), if any •Time of day •Name of staff reporting •Name of student reporting •Name of Messenger •Name of other reporting 	<ul style="list-style-type: none"> •Principal must establish the level of incident •Give appropriate code action and procedure to be taken •Principal should not leave the command station 	<ul style="list-style-type: none"> •Notify central level staff •If imminent danger exists, call 911; otherwise, call school detectives and provide all available information •Call or sent for help by well known student •Keep people from entering the area •Have teachers secure doors and evacuate area of immediate danger •Do not attempt to disarm •Identify name and location of aggressor is still on the scene and proving a threat •If vehicle involved, attempt to identify symbols •Indicate location of incident •Do not disturb crime scene •Disperse crowd of all bystanders •Wait for assistance 	<ul style="list-style-type: none"> •Wait for law enforcement personnel •If possible, announce appropriate code and follow procedures •Activate Crisis Team •Isolate the witnesses with an administrator and gather information •Reroute traffic from affected area •Attempt to calm students •Identify injured student(s) or staff member(s) •Seek medical attention from school nurse or person trained in first aide, if needed 	<ul style="list-style-type: none"> •Discourage all communication until clearance from law •Designate a place for parents who arrive on campus •Have an administrator on hand to answer questions •Debrief Safe School Team and other staff •Debrief central level staff •Complete a written report •Summon other central level staff, as needed •Meet with parents, if necessary •Monitor school building continually •Let police handle any question regarding crime and the investigation •Once incident is clear, return to normal operations 	<ul style="list-style-type: none"> •Meet with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •If media person appears, meet them in a designated area •Monitor school building continually 	<ul style="list-style-type: none"> •In accordance with APS policies, make appropriate judgement after evaluating all risks Policy Manual

Shooting and Stabbing at School

Bomb Threat with Suspicious Package Found

Definition: A bomb threat is correspondence or a call that leads a receiver of that information to believe that there is an explosive device in the facility, and as a result of visual search, a suspicious package is found

Note: All information received must be recorded on Bomb Threat Instruction Card.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> •Believe the messenger •Keep person talking •Ask questions: location, time bomb will go off, description of device, why it has been placed, name and location of caller, etc. •Determine age, sex, and race of caller •Notify law enforcement agency •Conduct visual search of school with two persons familiar with building 	LEVEL II: Threat and Suspicious Package Found	<ul style="list-style-type: none"> •Believe the messenger •Dial 911 immediately. Notify School Detectives •Inform central office staff immediately •Activate Safe School Team and give all information received •Evacuate building, relocating staff and students more than 300 yards (use your Emergency Preparedness Plan evacuation procedures) •Teachers take roll books •Teachers check and report and missing student(s) •Have a staff person stand outside to direct emergency vehicles •Provide emergency personnel a description and the location of the package •Secure area and prevent persons from entering the building •Allow law enforcement to take control of the site 	<ul style="list-style-type: none"> •Activate and brief Safe School Team •Use all available resources if needed •Brief all personnel on initial call •Determine plan for day •Declare <i>Code Red</i> or appropriate code 	<ul style="list-style-type: none"> •Declare <i>Code Green</i> when appropriate •Principal, police and appropriate central level staffs hold joint press conference; if needed, give specific details •Give superintendent update •Principal meets with Safe School Team for update and evaluate •Hold staff meeting giving details and answering questions •Summon counselors, social workers or other needed staff •Meet with parents, if needed 	<ul style="list-style-type: none"> •Early morning meeting with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •Summon counselors or others, as needed 	<ul style="list-style-type: none"> •In accordance with APS policy

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of site. If an explosion occurs, the Fire Department will assume the lead role.

Bomb Threat with Suspicious Package Found

Actual Bomb Explosion

Definition: An actual bomb explosion is the explosion of a device fused to detonate or explode with sudden violence under specified conditions.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
If a call comes in, keep person talking – follow bomb threat instruction card	LEVEL III: Actual Bomb Explosion	<ul style="list-style-type: none"> •Call 911 for police and fire emergency service, not School Detectives •Immediately place school on <i>Code Red</i> •Activate Safe School Team •Notify central office staff immediately •Evacuate building, relocating personnel and students in pre-designated area •Attempt to keep students calm and in one location •Have designated staff member to meet emergency vehicles •Provide emergency personnel (police and fire) with all information upon arrival •Direct medical personnel to injured persons and provide names and ages •Teachers take roll books with them •Teachers conduct a roll call of students and report any missing students •Beware that there might be other blasts •Allow Fire Department/Bomb Squad to take control of the site 	<ul style="list-style-type: none"> •Activate and brief Safe School Team •Use all available resources •Brief all personnel •Determine plan for day •Declare <i>Code Red</i> •Notify parents of injured student(s), if necessary •Notify Transportation for possible emergency relocation 	<ul style="list-style-type: none"> •Declare <i>Code Green</i> when appropriate •Principal, police and appropriate central level staffs hold joint press conference; if needed, give specific details; stage media in predesignated area •Give superintendent update •Principal meet with Safe School Team to update and evaluate •Hold staff meeting giving details and answering questions •Summon counselors, social workers or other needed staff •Meet with parents, if needed 	<ul style="list-style-type: none"> •Early morning meeting with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •Summon counselors or others, as needed 	<ul style="list-style-type: none"> •In accordance with APS policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of site. If an explosion occurs, the Fire Department will assume the lead role.

Actual Bomb Explosion

Fights

Definition: The exchange of mutual physical contact such as pushing, shoving and hitting without injury.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Obtain identification •Location in building •Number of people involved •Number of student(s) or staff injured, if any •Identify weapon(s), if any •Time of day •Name of staff reporting •Name of student reporting •Name of Messenger •Name of other reporting 	<ul style="list-style-type: none"> •Principal must establish the level of incident •Give appropriate code action and procedure to be taken •Principal should not leave the command station 	<ul style="list-style-type: none"> • Notify central Level staff •If injuries occur, notify off-duty officer, if available, or 911 and provide all available information •Call or send for help by known student •Defer to rules, not personal authority •Disperse crowd of all bystanders •Attempt to defuse the confrontation by the use of verbal command •Obtain identification •Identify the aggressor(s) •Separate student(s) and relocate in office or classroom •Wait for assistance 	<ul style="list-style-type: none"> •Notify central level staff •Defer to rules, not personal authority •Once help arrives, separate student(s) and relocate in office or classroom •Obtain names of student witnesses •Attempt to calm students •Identify injured student(s) or staff member(s) •Seek medical attention from school nurse or trained person in first aid, if needed •If serious injury, contact 911 and advise of injury •If weapon(s) are used or any other person (outsiders) are posing a threat, call law enforcement 	<ul style="list-style-type: none"> •Debrief Safe School Team and other staff •Debrief central level staff •Complete a written report •Summon other central level staff •Meet with parents if necessary •Monitor school building continually 	<ul style="list-style-type: none"> •Meet with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •If media person appears, meet them in a designated area •Monitor school building continually 	<ul style="list-style-type: none"> •In accordance with APS policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.

- Maintain control of the facility at all times, unless an actual device is located or explosion occurs.
- If a device is found, law enforcement will assume control of site. If an explosion occurs, the Fire Department will assume the lead role.

Fights

Fire/Explosion

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Fire Alarm sounds automatically •Fire/Explosion discovered by personnel in building •Person on Fire 		<ul style="list-style-type: none"> •Evacuate building(s); follow Fire Drill Plan •Call 911, unless immediately determined to be false alarm •Call School Detectives, unless immediately determined to be false alarm •If a fire is located, turn off power and gas to the building(s) •Provide first aid to victim(s), assist in evacuating building(s) •Upon arrival of Fire Department, notify of the fire's location and provide map of the campus; provide master key(s) to fire crew •If fire discovered in specific area or explosion occurs, inform occupants and evacuate area •Call 911 •Call School Detectives •Turn off power and gas to building •Attend to injured by fire/explosion; help them evacuate building •Employees should attempt to extinguish only a small fire, using suppression equipment available <ul style="list-style-type: none"> *DO NOT use water on electrical fires *DO NOT attempt to fight fires involving explosives *DO NOT attempt to fight fires involving toxic chemicals or strong oxidizers *Notify Executive Director and Maintenance Department •Inform other occupants to leave immediate area •Perform necessary immediate first aid on victim(s) <ul style="list-style-type: none"> *Smother fire by rolling victim on ground *Deluge with water *As a last resort, spray with dry chemical fire extinguisher •Call 911, as soon as possible, and request medical aid *Inform appropriate administrative/ supervisory personnel 	<ul style="list-style-type: none"> •Maintain students in designated area until "all clear" is advised or other instructions given •Keep students away from building until it is determined safe or until other instructions are given by the Fire Department 	<ul style="list-style-type: none"> •Declare <i>Code Green</i> when appropriate •Principal, police and appropriate central level staff hold joint press conference; if needed. Give specific details. Place media in predesignated area •Give superintendent update •Principal meet with Safe School Team for update and evaluate •Hold staff meeting giving details and answering questions •Summon counselors, social workers or other needed staff •Meet with parents, if needed 	<ul style="list-style-type: none"> •Early morning meeting with Safe School Team to update and revise plans, if needed •Meet with parents if needed to update them on incident •Summon counselors or others, as needed 	EBB-R & EBBD-R

Fire/Explosion

Death/Suicide of a Student/Staff Member

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Assess the situation •If incident occurred away from school •Announcing the loss to the school 		<ul style="list-style-type: none"> •Call School Detectives •Call 911, if necessary •Designate one administrator/staff member to contact deceased's family and offer support •Notify Executive Director •Notify Executive Director for Student Services •Notify school personnel before start of student school day 	<ul style="list-style-type: none"> •Gather information <ul style="list-style-type: none"> * Student's schedule and emergency contact card * Names of student's close friends, siblings, and schools they attend * Names of witnesses, if any * School schedule and list of administration/guidance staff names •Adjust schedule activities •Keep school personnel updated on events and circumstances •Procure personal items of deceased from lockers, desks, etc. DO NOT IMMEDIATELY rearrange any class seating. •Identify and communicate with other affected schools •Announce the loss to the entire school, providing facts that will reduce rumors •Provide moment of silence •Do not issue a blanket invitation for grief counseling to the student body 	<ul style="list-style-type: none"> •Designate rooms to be used for grief counseling •Stop any disciplinary or special notifications that may inadvertently be sent to the deceased's family •Have teachers privately send distressed students for counseling •Make arrangements for counselors/ administrators to visit selected classes, as needed to speak directly/ personally to staff members/ students •Make arrangements for Crisis Management Teams services as needed •Principal/ building administrator to be visible on campus •Short faculty meeting at end of school day; review facts and role of faculty in coping further with loss 	<ul style="list-style-type: none"> •Anticipate absences on date of funeral •Make arrangements for Crisis Management Team services, as needed 	JGJ & JGJ-R

Death/Suicide of a Student/Staff Member

Sexual Battery

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •Assess the situation 		<ul style="list-style-type: none"> •Determine whether medical attention is necessary, if so, call 911 •Do not allow victim to wash, clean up, or use the restroom, if at all possible •Assign an administrator to protect the crime scene by not allowing others in the room or area where the alleged sexual battery occurred •Call School Detectives when police arrive, they take charge of the crime scene and investigation •Designate an administrator / staff member to contact deceased's family and offer support •Inform Executive Director •Notify the family of the victim 	<ul style="list-style-type: none"> •Isolate any family members who are on campus •Investigate the incident and obtain witness statements 	<ul style="list-style-type: none"> •Take appropriate disciplinary action as determined by APS <i>Disciplinary Guidelines</i> •Debrief staff, but maintain the privacy of the victim •Prepare statement for media 		Various policies in Section JC and JD of APS <i>Policy Manual</i>

Sexual Battery

Kidnapping/Childnapping

Note: Although generally an elementary school problem, childnapping has occurred in middle and high school. Typically, a non-custodial parent is denied access to the child by the court, or the custodial parent refuses to comply with a court order to allow access to the child. Any non-custodial adult who takes a child from the campus without the permission of the court-ordered parent/guardian may be guilty of a felony.

Release of Students: Establish procedures are to be followed in releasing students during the school day.

1. All persons not enrolled in or employed at a school entering a school campus must sign in at designated office.
2. All visitors on campus **must** wear visitor passes.
3. The name of the parent/legal guardian **must** be indicated on student's **Emergency Card**.
 - * Parents are responsible to provide current court orders
 - * Court orders should be kept on file by the school.
4. The parent/legal guardian should present photo identification.
5. The parent/legal guardian **must** sign out the student through the designated school office. Sign-out logs **must** be carefully maintained.
6. Checking out students during the last 30 minutes of the school day should be discouraged.
7. Elementary schools may consider implementing a security code system in which parents designate a secret code that identifies them as the parent/legal guardian.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
If a child is kidnapped/childnapped from school		<ul style="list-style-type: none"> • Call School Detectives • Contact the custodial parent • Obtain witness statements • Inform Executive Director 	<ul style="list-style-type: none"> • Assist the police in their investigation 	<ul style="list-style-type: none"> • Assist the police in their investigation 	<ul style="list-style-type: none"> • Early morning meeting with Safe School Team to update and revise plans, if needed • Meet with parents, if needed, to update them on incident • Summon counselors or others, as needed 	JBD & JBDA/JBDA-R

Kidnapping/Childnapping

Chemical Spill/Airplane Crash

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
Off-Campus Evaluation Required		<ul style="list-style-type: none"> •Notify all building occupants of the chemical spill over the public address system or by alternate means to initiate evacuation to specific assembly point(s) •Call 911 •Notify appropriate Executive Director and Maintenance Department •Establish management post at the off-site evaluation location •Identify location of classes in the holding area/ assembly point, to activate orderly location of students for parents wishing to pick up their children •Direct parents to the management post for pickup of students •Maintain contact with School Detectives and other police and fire department to stay informed about conditions at the school site. 		<ul style="list-style-type: none"> •Discourage all communication until clearance from law enforcement is received •Designate a place for parents who arrive on parents •Have an administrator on hand to answer questions •Debrief Safe School Team and other staff •Debrief central level staff •Complete a written report •Summon other central level staff, as needed •Meet with parents, if necessary •Monitor school building continually •Let police handle any question regarding crime, the investigation •Once incident is clear, return to normal operations 	<ul style="list-style-type: none"> •Meet with Safe School team to update and revise plans, if needed •Meet with parents, if needed, to update them on incident •If media person appears, meet them in designated areas •Monitor school building continually 	EBB-R & EBBD-R
Evacuation Cannot Be Made	Hazardous chemical spill occurs so close to building that best decision would be to stay inside for protection	<ul style="list-style-type: none"> •Call 911 Notify appropriate Executive Director and Maintenance Department •Require persons in outside areas to go inside building •Announce <i>Code Yellow</i> •Close all doors and windows in all buildings •Shut down all air-conditioning and ventilation units •Use the public address system for communicating instructions to staff and students 	<ul style="list-style-type: none"> •Follow established procedures in emergency management 			

Chemical Spill/Airplane Crash

Major Student Disruption

Note: In situations that may result in major disruption and/or demonstration, prevention is the school's goal. A video camera can be very effective in deterring disruptive acts. In disruptive situations, attempt to obtain footage of event(s).

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
When a major student disruption occurs		<ul style="list-style-type: none"> •Call School Detectives •Alert campus Resource Officers, Security Guards, and other administrators •Attempt to diffuse tension by: <ul style="list-style-type: none"> * Identifying key players/concerns * Isolating key players in a neutral area * Conferencing with players * Alerting parents/legal guardians •If situation cannot be diffused, separate and detail students, and solicit support of parents •Inform Executive Director •Call school detectives and/or 911, if situation call for latter-action •Clearly communicate to all students (via announcements or bull horn), in the presence of an adult witness, that students should either attend classes or move to a safe, designated area; inform students that they will be subject to suspension and arrested I they do not comply •DO NOT release students from classes •Announce <i>Code Yellow</i>, follow procedures •If student(s) persist, after second warning and reasonable period of time (not more than two or three minutes), notify student(s) of his/her suspension and give direction for his/her leaving the campus; if student(s) do not cease and desist, direct police to arrest the student(s) •If a disruption escalates further, announce <i>Code Red</i>, and follow procedures •Announce "<i>All Clear</i>" 	<ul style="list-style-type: none"> •Notify parents/legal guardians of involved students •Secure detailed written statement(s) from student(s) and any other witness, including involved staff members •Take appropriated disciplinary action as directed by APS <i>Discipline Guidelines</i> 	<ul style="list-style-type: none"> •Discourage all communication until clearance from law enforcement is received •Designate a place for parents who arrive on campus •Have an administrator on hand to answer questions •Debrief Safe School Team and other staff •Debrief central level staff •Complete a written report •Summon other central level staff, as needed •Meet with parents, if necessary •Let police handle any questions regarding crime and the investigation •Once incident is over, return to normal operations 	<ul style="list-style-type: none"> •Meet with Safe School team to update and revise plans, if needed • Meet with parents, if needed, to update them on incident • If media person appears, meet them in designated areas • Monitor school building continually 	JCD, JCDAD, JD, JDA, JDF, LBAJB

Major Student Disruption

Hostage

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
Asses situation		<ul style="list-style-type: none"> •Call School Detectives •Emergency Team Reports •Announce <i>Code Red</i>, and follow procedures •When police arrive, be prepared to extent possible: <ul style="list-style-type: none"> * the number of hostage-takers * a description of hostage-takers * the types of weapons hostage-takers possess * the number and names of hostages * the demands and instructions hostage-takers have given * a description of area under siege •Cooperate with and assist police who, upon arrival, become "in charge" •Inform Executive Director 	<ul style="list-style-type: none"> •Wait for law enforcement personnel •Provide law enforcement with as much information as possible; name, description, action and location, etc. •Do not attempt to disarm •Once situation is under control, have witnesses and victims available for law enforcement personnel •Return to normal when appropriate •Use appropriate code(s) 	<ul style="list-style-type: none"> •Debrief Safe School Team and other staff •Debrief central level staff •Return to normal when approved (<i>Code Green</i>) •Summon other central level staff, as needed •Meet with parents, if necessary •Monitor school building continually •Complete a written report 	<ul style="list-style-type: none"> •Make arrangements for Crisis Management Team Services, as needed 	JGJ & JGJ-R

Hostage

Weather – Tornadoes

Definition: A destructive or potentially destructive weather condition as defined by the National Weather Service, usually announced, time permitting, by NWS in two phases – WATCH and WARNING

Preparation: Evaluate physical plant and develop plans for secure areas for student/employee population

1. Utilize lower floors and interior areas.
2. Do not use gyms and other areas with wide roof spans
3. Develop a special alarm system for tornado warnings.
4. Educate staff and students on appropriate posture to assume in shelter area in actual tornado warning.
5. Keep first aid supplies current and convenient

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
Tornado Watch	Conditions are right for formation of tornadoes	<ul style="list-style-type: none"> • Inform student/employee population that Tornado WATCH is in effect • Move students and faculty from portable classrooms and outside locations to permanent facilities • Prepare for shelter areas as defined in plan • Monitor weather advisories • Make plans to evacuate large areas with wide, open roof spans • Keep doors unlocked • Close windows and outside doors <ul style="list-style-type: none"> • Monitor progress of storm • Sound alarm and move students and staff to shelter area as defined in plan • Close windows and outside doors <ul style="list-style-type: none"> • Stop at close available building, which can be used as a shelter • Advise students to seek cover and place themselves in protected position, covering head and face • If no suitable shelter is available, have students disembark and lie flat in lowest area available • Keep students in shelter until storm/threat of storm is past 	<ul style="list-style-type: none"> • Continue to monitor weather advisories or until WATCH is cancelled <ul style="list-style-type: none"> • Continue to monitor storm • Return to normal activity once storm/threat of storm is past If damage or injuries, take appropriate steps to secure any needed help, and notify Executive Director • Notify Transportation Dispatch of actions taken as soon as feasible 	<ul style="list-style-type: none"> • Debrief Safe School Team and other staff • Debrief central level staff • Return to normal when approved (<i>Code Green</i>) • Summon other central level staff, as needed • Meet with parents, if necessary • Monitor school building continually • Complete a written report 	<ul style="list-style-type: none"> • Meet with Safe School team to update and revise plans, if needed • Meet with parents, if needed, to update them on incident • If media person appears, meet them in designated areas • Monitor school building continually 	EBB-R & EBBD-R

Weather – Tornadoes

Weather – Thunderstorms and/or Lightening

Protective Action

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
School Grounds School Buildings Swimming Areas Athletic Events In Transit Field Trips or Hiking	Storm approaching	<ul style="list-style-type: none"> •Get out of open areas and into an enclosed building as quickly as possible •Do not seek shelter under isolated trees or close to metal fences, playground equipment, or shelters in exposed locations •Get indoors; stay indoors •Stay away from open doors and windows, metal objects, electrical appliances •Keep telephone use to a minimum •Do not handle flammable liquids in open containers •Leave water and go to closest shelter <ul style="list-style-type: none"> •Seek shelter in buildings •Avoid open fields and high objects in the area where there is no shelter •Keep twice as far from isolated trees or objects as they are tall •Get into a crouching position if open areas cannot be avoided •Avoid open spaces, metal fences, sheds, or unenclosed shelters •Do not use metal objects such as fishing rods or golf clubs •Remove metal-cleated shoes <ul style="list-style-type: none"> •Stay inside of vehicle, DO NOT TOUCH exposed metal parts •Do not park vehicles under electric lines or trees •Persons using scooters, motorcycles, bicycles, and other open vehicles should seek protected shelter <ul style="list-style-type: none"> •Move from high ground and avoid lone trees and small sheds •Stay away from metal fences •Seek shelter in thick timber, ravine, ditch, or in an enclosed vehicle or building 	<ul style="list-style-type: none"> •Based on facts, decide if school should be evacuated immediately, thus guaranteeing safety of students, staff, or kept in regular session. •Activate and brief Safe School Team; use all available resources, if needed •Brief all personnel in initial call •Determine plan for day •Declare appropriate code •If determined that this is a Level II incident, follow Level II instructions. 	<ul style="list-style-type: none"> •Declare <i>Code Green</i> when appropriate •Principal, police and appropriate central level staffs hold joint press conference, if needed, giving specific details •Give Superintendent update •Principal meet with Safe School Team for update and evaluate •Hold staff meeting giving details and answering questions •Summon counselors, social workers or other needed staff •Meet with parents, if necessary 	<ul style="list-style-type: none"> •Early morning meeting with Safe School Team to update and revise plans, if needed • Meet with parents, if needed, to update them on incident • Summon counselors or others as needed 	EBB-R & EBBD-R

Weather – Thunderstorms and/or Lightening

Lights Out

Definition: When the generator becomes dysfunctional and all power is lost

Establish Facts of Situation	Establish Level of the Incident	Plan of Action/Actions to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> •School •Campus •School Building 	<ul style="list-style-type: none"> •Principal must establish the level of incident on information from building engineer •Teachers are to secure their doors and stay in place (<i>Code Red</i>) •Teachers are not to release students from class 	<ul style="list-style-type: none"> •If imminent danger exists, dial 911 or School Detectives •Activate and brief Safe School Team, in necessary •Safe School Team or designee will monitor building and/or campus to make sure all students and school personnel are in a safe and secure area •Make sure every classroom has light 	<ul style="list-style-type: none"> •Continue to monitor area until power is restored •If any student disruption occurs, take appropriate disciplinary action, as directed by APS disciplinary guidelines •Once power and order are restored, return to normal operations. 	<ul style="list-style-type: none"> •Keep flashlights in every classroom until notified •Complete written reports, if necessary •Continue to monitor area 	<ul style="list-style-type: none"> •Maintain normal operations 	<ul style="list-style-type: none"> •In accordance with APS Policy

Lights Out

Evacuation Plan and Procedures

Evacuation of School Buildings

In a number of situations, it may be necessary to evacuate a school building. These situations may include fire and bomb threats. The sounding of a fire alarm should signal this evacuation. The following steps **must** be followed:

1. Maps should be posted in all classrooms indicating primary and secondary egress routes and holding areas/assembly points.
2. Teachers should bring their class record books with them when evacuating their classroom/building.
3. Teachers should ensure that all students are out of the classroom and adjoining restrooms.
4. Teachers should turn off lights/fans and close door prior to following their students out of the classroom building.
5. Instruct the first student in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
6. Classes should proceed to the predesignated holding area/assembly point. Once there, teachers should make note of students who are not present and maintain order.
7. Teachers should remain with their classes until an "all clear" signal is sounded or an administrator gives other instructions.

Evacuation of Campus

Situations may arise which require an off-campus evacuation to ensure the safety of students and staff. These situations include a chemical spill, airplane crash, explosive device located on campus, or major fire. Pre-planning procedures for the emergency evacuation of campus shall consist of the following minimum requirements when evacuation is required.

- Identify at least four assembly points (North, South, East, West) a minimum of one quarter of a mile away from the school location in the event it becomes necessary to evacuate a school campus.
- Establish the desired evacuation routes to the four holding areas/assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled. Who will assist? See Emergency Plan.
- Maintain a copy of the evacuation plan readily available in the school administration office.
- Orient staff, faculty, and students on their specific duties, requirements, and responsibilities should an off-campus evacuation be necessary.
- Provide for the use of the public address system as the primary means of notifying building occupants, when possible (Reference *Code Yellow, Code Green and Code Red* Procedures). Determine an alternate means of announcing an evacuation in the event of public address system failure.

EVACUATION SITES:		<i>School:</i> _____	
North: _____		South: _____	
East: _____		West: _____	

When an Off-Campus Evacuation is Called

Teachers should:

1. Bring class record books when evacuating their classroom/building.
2. Ensure that all students are out of the classroom and adjoining restrooms.
3. Turn off lights/fans and close door prior to following their students out of the classroom.
4. Instruct the first student in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
5. Proceed to the pre-designated holding area/assembly point. Once there, make note of students who are not present and maintain order
6. Remain with their classes until an "all clear" signal is sounded or an administrator gives other instructions.

School/Based Administrator should:

1. Notify the appropriate *Executive Director and law enforcement.*
2. Establish and assign a management post at the off-site evacuation point.
3. Gather lists of students not accounted for from staff members.
4. Identify the location of classes in holding area/assembly point to facilitate the orderly location of students for parents wishing to pick up their children.
5. Direct parents to the management post for pickup of students.
6. Maintain contact with police/fire departments to stay informed about conditions at the school site.

QUICK REFERENCE GUIDE

QUICK REFERENCE PLAN
Crisis Response Plan
McCracken County Schools

School Nurse or Designee:

First...

- Administer first aid as needed.
- Prepare to meet emergency units.
- Provide assistance to medical units assuring that student information is available.
- Refer media questions to Superintendent or designee. All students information is confidential, including names and cannot be shared with media.

Cooks and Cafeteria Staff:

First...

- Report to previously assigned entrance or exit.
- Direct media and parents to assigned area.
- Staff may be assigned where needed by principal or designee.
- Refer media questions to Superintendent. All student information is confidential, including names and can not be shared with the media.

Follow-Up...

- Provide food for Crisis Response Team and staff members who will be working all day or evening without a break.
- Check with principal or designee about change in meal schedules.

Custodians/Maintenance:

First...

- Secure buildings and grounds.
- Monitor parking lot.
- Direct traffic.
- Remove material from any student's locker as requested by principal.
- Refer media questions to Superintendent or designee. All student information is confidential including names and cannot be shared with the media.
- Other duties which may be required and appropriate.

Follow-Up...

- Provide escort for all unidentified persons to office, media, or parent area.
- Admit NO ONE through exterior doors that are locked from outside.
- Maintain a clean campus.
- Monitor parking lot.
- Do not allow graffiti.

Superintendent/Designee:

First...

- Assumes role of spokesperson or designates spokesperson.
- Initiates and monitors District Crisis Communication Plan.
- Informs Board of Education members of Crisis situation and status.
- Initiate and monitor all emergency action as required and appropriate.

Central Office Staff:

First...

- Notify Superintendent or designee.
- Crisis Communication Plan is implemented.
- Monitor need for staff and student records.
- Call State/National Emergency Assistance if needed.
- Maintain log of all crisis related telephone calls/visitors at the Central Office.
- Refer media questions to Superintendent or designee. All student information is confidential including names and cannot be shared with the media.
- Transportation needs should be determined and appropriate action taken by Director of Transportation.
- Special Education Director should monitor care of special needs students.
- Other duties as required and appropriate.

Counselor/Designee:

First...

- Obtain records of any injured.
- Send copy of emergency card with emergency unit KEEP ORIGINAL.
- Make needed records available to principal or designee.
- Verify names of siblings, including cousins, and schools attending.
- Refer media questions to Superintendent or designee. All student information is confidential, including names and cannot be shared with the media.
- Provide counseling assistance as required and appropriate.

Follow-Up...

- Work with Central Office in obtaining outside counseling services as needed and appropriate.
- Monitor students' involvement in funeral arrangements.
- Provide large and small groups and individual areas to talk with counselors.
- Cancel appointments and meetings not of an emergency nature.
- Provide hot-line or 24-hour help phone numbers.
- Maintain a list of students counseled.
- Check the emotional needs of support staff.
- Provide recommendations for dealing with a loss in the classroom.
- Identify any students who may be at risk at the end of the day and assign counselors/teachers to phone parents.
- Make follow-up calls to parents or students in distress.

Secretary:

First...

- Make calls to appropriate parties as instructed by principal or designee.
- Keep Phone Log. (All Calls)
- Check Visitor Sign-in and verify who is in building.
- Compile/verify attendance data received from message runners.
- Issue badges as needed for identification.
- Refer media questions to Superintendent. All student information is confidential including names and cannot be shared with the media.

Teacher-On and Off Duty/Substitute Teacher On Duty:

First...

- Secure safety of students assigned to you.
- Check hallways and direct students to nearest classroom.

- Close door/keep order.
- Take attendance to give to message runner.
- Refer media questions to Superintendent or designee. All student information is confidential, including names and cannot be shared with the media.
- Other duties as required and appropriate.

Teachers/Assistants without students:

- Check rest rooms, gym, commons areas, cafeteria, dressing rooms – any areas where students might be in transit or unsupervised.
- Take students to the nearest secure room.
- Record attendance to be given to Crisis Team message runner.

Teachers/Assistants still available will report to Control Center to be assigned to:

- serve as message runners.
- secure all building entrances and exits.
- direct media and parents to assigned areas.
- other duties as required and appropriate.

Follow-Up:

- Identify students who were close friends, club and activity groups, teammates, and church friends.
- Identify students in distress and talk with them or have them escorted by another student to a group or individual counseling activity.
- Shorten and structure assignments. Postpone and reschedule tests if necessary.
- Provide an opportunity for students to discuss the loss.
- Acknowledge emotions through discussion and involvement in constructive activities in the classroom.
- Discuss funeral arrangements to prepare students who will be attending.

Principal:

First...

DO NOT USE INTERCOM IN THE CASE OF A BOMB THREAT

- Activate Emergency Plan by announcing this or a similar statement: "Teachers and staff, please initiate security procedures. Please avoid the _____ area."
- The intercom should only be used for the initial emergency announcement.
- Call 911
- Initiate security procedures/crisis team members should assume assigned roles.
- Assure first aid needs are being met.
- Verify crisis information.
- Contact Central Office.
- Designate media and parent areas.
- Contact affected families personally and offer support.
- Keep staff informed through use of assigned runners.
- Refer media questions to Superintendent. All student information is confidential, including names and can not be shared with the media.
- Inform staff when situation is "Clear" and immediate crisis is controlled.
- Other duties as required and appropriate.

Follow-Up:

- If needed, instruct custodian to clear locker of student(s) belongings.
- Keep staff updated on circumstances and events as new information becomes available.
- Identify staff members who are in need of mental health support services. Utilize any employee assistance programs.
- Emphasize the need for all staff to use prepared statements to control rumors.

- Be highly visible to show presence, support and control of situation.
- Work with District Crisis Communications to prepare a letter to go home with all students at the end of the day. A similar letter should be sent to parents of other impacted schools.
- Make announcements about activities and meetings including after school practices and events.
- Make arrangements for excused absences for students wishing to attend funeral.
- Make arrangements for rescheduling standardized testing programs or other canceled activities.
- If tragedy does not occur at school hold staff meeting before school begins the following day.
- Provide substitutes for any teachers who feel that they cannot go directly to class.
- Provide statement to be read in first classes.
- Debrief staff at the end of the day.

Emergency Action Plan:

10 STEPS IN THE FIRST 10 MINUTES

- Step 1 – Activate the Emergency Action Plan security the safety of students. “Teachers and staff, please initiate security procedures. Please avoid the ____ area.”
- Step 2 – Call 911.
- Step 3 – Secure students in nearest classroom and/or evacuate the building.
- Step 4 – Assist in any first aid needs while preparing the meet emergency units.
- Step 5 – Verify information.
- Step 6 – Notify Superintendent and Central Office.
- Step 7 – Designate a control area.
- Step 8 – Begin a log of all phone calls made and received and a timed sequence of events.
- Step 9 – Runners deliver any additional instructions from control center to classrooms and also collect status information.
- Step 10 – Parents and Media directed to designated area with crisis team members assisting.

Crisis Communications Plan:

(The District Crisis Communication Director or designee is responsible for implementing the Communications Plan.)

- Maintain a log of all media contacts.
- Act as liaison between the community, media, and school.
- Monitor parent and media areas.
- Set limits for media locations.
- Keep media away from students.
- Provide handouts for all media including demographic information.
- Limit the spokesperson for the situation to one individual which should be the Superintendent or his designee.
- Emphasize action being taken by principal, staff, crisis team, and others in assisting students.
- Issue reports and press releases for immediate release. Update as new information becomes available. Number all subsequent releases.
- Facts – no speculation and no cover-ups. What happened? When? Where? How and why did it happen? (DO NOT SPECULATE; if you don’t know say so.) Who was involved?
- Provide names only after next of kin have been notified of death or injury, and only according to the district’s other policy on releasing confidential information. Also provide information regarding extent and nature of injuries, property damage (NO dollar amounts), continuing damage, and insurance coverage.
- Think Pictures... Photographers and others should NOT be allowed at the scene if there is still danger in the area. If confidentiality prevents photographing the scene or people, arrange for other photographs. If possible, photographers should be allowed when the immediate danger has passed.

- Employees should be informed of the details as soon as possible. If tragedy does not occur at school, make every effort to notify all staff before returning to school.
- Work with principal to schedule a staff meeting before school.
- Update faculty and students with printed messages throughout the day if new and pertinent information becomes available.
- Arrange interviews which are approved by Superintendent and/or parents.
- Do not give "exclusives" to media.
- Focus on Adverse Effects: lawsuits, lost public confidence, impaired student and employee morale, lasting effects upon students.
- Develop written statement for secretaries/staff who must respond to inquiries.
- Work with principal/designee to develop a letter to be sent home signed by the principal at the end of the day. (Also send to other impacted schools.)
- Provide information for debriefing of staff.
- Provide a meeting for concerned parents and students if safety is perceived as a real issue.
- Where appropriate express gratitude to those who assisted.

Bus Drivers & Trained Personnel:

Bus Drivers...

- Supervise the care of students if disaster occurs while students are on bus.
- Transfer students to new location when directed.
- Utilize bus radios as an emergency communication system.

Trained Personnel...

Individuals in the building who have Emergency Medical Skills. Write their names, skill and location down on a piece of paper upon reading this manual.

BOMB THREAT TELEPHONE CHECKLIST

Questions To Ask:

- When is the bomb going to explode?
- Where is it right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- What is your address?
- What is your name?

Sex of caller _____ Race _____ Age _____

Caller's Voice:

- | | |
|-----------|------------------|
| -Calm | -Nasal |
| -Angry | -Stutter |
| -Excited | -Lisp |
| -Slow | -Raspy |
| -Rapid | -Deep |
| -Soft | -Ragged |
| -Loud | -Clearing Throat |
| -Laughter | -Deep Breathing |
| -Crying | -Cracking Voice |
| -Normal | -Disguised |
| -Distinct | -Accent |

-Slurred
-Whispered

-Familiar

Background Sounds:

-Street
-Voices
-PA System
-Motor
-Office

-Factory
-Animal
-Long Distance
-Booth

Threat Language:

-Educated
-Foul
-Irrational

-Incoherent
-Taped
-Being Read

Exact working of the threat:

REPORT INFORMATION IMMEDIATELY TO PRINCIPAL OR DESIGNEE.

**SCREENING GUIDELINES FOR
EMPLOYEES AND VOLUNTEERS**

**GUIDELINES
FOR THE SELECTION AND SCREENING
OF
CHILDREN AND YOUTH-SERVING PROFESSIONALS
AND VOLUNTEERS**

POLICY STATEMENT:

Children and youth have been the victims of physical, psychological and/or sexual abuse by professionals or volunteers employed to assist, educate, serve, monitor or care for them. Those who victimize children or youth frequently do so on repeated occasions and seek employment or volunteer for activities that will place them in contact with potential victims. As an agency serving children and youth, it is the policy of this agency to use reasonable efforts to screen employees and volunteers in order to avoid circumstances where children or youth would be endangered.

SCREENING GUIDELINES:

In General:

All prospective employees and volunteers who would have contact with children or youth will be screened to determine from reasonably available background information whether they pose a material risk of harm to such children or youth because of past conduct that indicates a potential for physical, psychological and/or sexual abuse to children or youth. Applicants, as a requirement for consideration, must cooperate fully with an investigation and provide fingerprints, information or consents as may be necessary to conduct the investigation.

Conduct of Background Search:

Background searches are to be undertaken by individuals designated by the agency's chief administrative officer. Based on preliminary results of the background investigation, persons/volunteers may be offered temporary/probationary status. Before a person is offered employment or allowed to volunteer, the findings from the background search will be reviewed. Fees associated with a background investigation will be paid according to established agency guidelines and procedures unless otherwise stipulated.

If information from a background search is obtained that reflects or may reflect on a person's fitness for service as an employee or volunteer and the person is otherwise qualified for such service, the prospective employee or volunteer will be advised of the information and provided an opportunity to review, obtain correction of and respond to the information obtained. The source of information will not, however, be provided where given to the agency with the understanding that the source would be confidential.

Information obtained by the agency should not be further disclosed and is for purposes of the agency only. When the information obtained is no longer required for agency purposes, it is to be processed according to agency policy.

Minimum Screening Requirements:

Background checks of employees and volunteers shall be made as required by applicable statute or regulation. These statutes and regulations include:

[Reference applicable statutes or regulations.]

Background Searches

Background searches may include investigations as may appear appropriate in the circumstances. Examples include:

- Applicant references.
- Federal, state or local law enforcement officials.
- State or local license or certificate registration agencies.
- Motor vehicle or driver's license records.
- Interviews or inquiries of former employers, colleagues, community members, or others having knowledge of applicant.
- Health records.
- Newspapers.
- Criminal court records.
- Civil court records.

SELECTION GUIDELINES:

In General:

No background information obtained from employee and volunteer screening is an automatic bar to employment or volunteer work unless otherwise provided by statute or regulation. Instead, information obtained will be considered in view of all relevant circumstances and a determination made whether the employment of or volunteering by the person would be manifestly inconsistent with the safe and efficient operation of the agency recognizing the need to protect children and youth from physical, psychological and/or sexual abuse.

Required Disqualification:

No employee or volunteer will be employed or utilized who is disqualified from so serving by any applicable statute or regulation. These statutes and regulations include:

[Reference applicable statutes or regulations.]

Additional Considerations:

A candidate may be disqualified from a position based on background information obtained from employee and volunteer screening although not barred by applicable statute or regulation. Other conduct, matters or things may warrant disqualification in

order to reasonably protect children and youth from physical, psychological and/or sexual abuse. Applicant's failure to provide information requested will result in automatic disqualification of the applicant.

Where information is considered relevant to a position, the circumstances of the conduct, matter or thing will be evaluated to determine fitness. The circumstances considered may include, but are not necessarily limited to:

- The time, nature, and number of matters disclosed;
- The facts surrounding each such matter;
- The relationship of the matter to the employment or service to be provided by the applicant;
- The length of time between the matters disclosed and the application;
- The applicant's employment or volunteer history before and after the matter;
- The applicant's efforts and success at rehabilitation as well as the likelihood or unlikelihood that such matter may occur again; and
- The likelihood or unlikelihood that the matter would prevent the applicant from performing the position in an acceptable, appropriate manner consistent with the safety and welfare of children and youth served by the agency.

No Entitlement:

The failure of a background investigation to disclose information justifying disqualification of an applicant does not entitle the applicant to employment. Positions are filled on the basis of all qualifications and relevant employment considerations.

SUBSEQUENT INFORMATION:

Should any information be obtained reflecting on the fitness of an employee or volunteer to serve after selection or commencing service, such information will be considered by the agency. This information will be evaluated in a manner similar to its consideration in the selection process. Where appropriate, the services of the employee or volunteer may be suspended or terminated, or other appropriate action may be taken. Providing false, misleading or incomplete information by an employee or volunteer warrants termination.

EFFECT OF GUIDELINES:

The agency does not assume by these guidelines any obligation or duty to screen applicants or undertake background searches beyond that which would be required by law without these guidelines. No person shall rely on the use of background searches or any particular level of searches by virtue of these guidelines.

[Insert agency name/logo]

APPLICANT DISCLOSURE AFFIDAVIT

Our agency screens prospective employees and volunteers to evaluate whether an applicant poses a risk of harm to the children and youth it serves. Information obtained is not an automatic bar to employment or volunteer work, but is considered in view of all relevant circumstances. This disclosure is required to be completed by applicants for positions in order to be considered. Any falsification, misrepresentation or incompleteness in this disclosure is alone grounds for disqualification or termination.

APPLICANT: _____

Please print complete name

The undersigned applicant affirms that **I HAVE NOT** at **ANY TIME** (whether as an adult or juvenile):

Yes **No** *(Initial if answer is yes or no and provide brief explanation for a "yes" answer below.)*

- ____ ____ • Been convicted of;
- ____ ____ • Pleaded guilty to (whether or not resulting in a conviction);
- ____ ____ • Pleaded nolo contendere or no contest to;
- ____ ____ • Admitted;
- ____ ____ • Have had any judgment or order rendered against me (whether by default or otherwise);
- ____ ____ • Entered into any settlement of an action or claim of;
- ____ ____ • Had any license, certificate or employment suspended, revoked, terminated or adversely affected because of;
- ____ ____ • Been diagnosed as having or treated for any mental or emotional condition arising from; or,
- ____ ____ • Resigned under threat of termination of employment or volunteer work for;

any conduct, matter or thing (irrespective of the formal name thereof) constituting or involving (whether under criminal or civil law of any jurisdiction):

Yes **No** *(Initial if answer is yes or no and provide brief explanation for a "yes" answer below.)*

- ____ ____ • Any felony;
- ____ ____ • Rape or other sexual assault;
- ____ ____ • Drug/Alcohol-related offenses;

Yes No (Initial if answer is yes or no and provide a brief explanation for a yes answer below.)

- ___ ___ • Abuse of a minor or child, whether physical or sexual;
- ___ ___ • Incest;
- ___ ___ • Kidnapping, false imprisonment or abduction;
- ___ ___ • Sexual harassment;
- ___ ___ • Sexual exploitation of a minor;
- ___ ___ • Sexual conduct with a minor;
- ___ ___ • Annoying/molesting a child;
- ___ ___ • Lewdness and indecent exposure;
- ___ ___ • Lewd and lascivious behavior;
- ___ ___ • Obscene literature;
- ___ ___ • Assault, battery or other offense involving a minor;
- ___ ___ • Endangerment of a child;
- ___ ___ • Any misdemeanor or other offense classification involving a minor or to which a minor was a witness;
- ___ ___ • Unfitness as a parent or custodian;
- ___ ___ • Removing children from a state or concealing children in violation of a law or court order;
- ___ ___ • Restrictions or limitations on contact or visitation with children or minors; or,
- ___ ___ • Similar or related conduct, matters or things,

EXCEPT THE FOLLOWING:

(If you answered "yes" to any of the above please explain, if none, write "none".)

<u>Description</u>	<u>Dates</u>

The above statements are true and complete to the best of my knowledge.

Date: _____
Applicant's signature

[Insert agency name/logo]

**AUTHORIZATION
TO RELEASE INFORMATION**

REGARDING:

Applicant's name: _____

Applicant's current address: _____

Applicant's social security number: _____

Agency: _____

Authorization expiration date: _____

I, the undersigned, authorize and consent to any person, firm, organization, or corporation provided a copy (including photocopy or facsimile copy) of this **Authorization to Release Information** by the above-stated agency to release and disclose to such agency any and all information or records requested regarding me including, but not necessarily limited to, my employment records, volunteer experience, military records, criminal information records (if any), and background. I have authorized this information to be released, either in writing or via telephone, in connection with my application for employment or to be a volunteer at the agency.

Any person, firm, organization, or corporation providing information or records in accordance with this Authorization is released from any and all claims or liability for compliance. Such information will be held in strict confidence.

This authorization expires on the date stated above.

Witness to Signature:

[Insert agency name/logo]

REQUEST FOR INFORMATION

TO:

APPLICANT:

Our agency [insert name], is requesting information from you regarding the above-mentioned applicant who is seeking a position. The agency serves children and youth and, accordingly, undertakes background investigations to determine whether the individual poses a risk of harm to those who would be served.

We are interested in receiving from you any information or records that would reflect on the applicant's fitness to work with children and youth. Although any information you wish to provide is welcomed, we are especially interested in any conduct, matter or things that involves established or a reasonable basis for suspecting physical, psychological or sexual misconduct with respect to children or youth.

You may receive a separate written or telephone request from our agency for an employment reference regarding the applicant. Please respond to each request independently.

With this request is an authorization executed by the applicant. This releases you from any liability for your reply, either in writing or via telephone.

Thank you for your assistance.

Very truly yours,

Failure to provide information requested may result in automatic disqualification of the applicant.

VISITOR SCREENING PROCEDURES

Visitor Control Procedures

The Principal, or head of the facility, has the overall responsibility and authority to regulate admission of visitors and oversee their conduct while in the school or on school property. The principal also has authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the needs of the school, its safety, and the right of the public to visit the school.

Circular #4 has been eliminated. Please do not reference this circular in your plan.

In order to establish a uniform visitor control standard, the following procedures should be implemented in all Department of Education facilities. These procedures will ensure minimum standards to control visitors at school buildings. The School Safety Committee may establish additional procedures beyond those highlighted below.

1. The NYPD School Safety Division will assign a School Safety Agent (S.S.A.) to the main entrance. When a school's S.S.A. has not been assigned there, the Principal shall designate an appropriate alternative person to be stationed at the school's main entrance. This person will follow the same visitor control procedures that the S.S.A. must perform. The main entrance must be covered by a S.S.A. or other appropriate staff person from the time the Custodian opens the building until the end of the school day.
2. A visitor entering the building will be required to provide at least one (1) item of valid photo identification (e.g. Driver's License). The S.S.A. or the staff member on duty at the main entrance will record the date, time, name and destination of the visitor in the Log Book. All visitors are required to sign their name next to the entry made by the S.S.A. or staff person on duty. Log books must be maintained at the site for a period of three years. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. The signs should also inform visitors that failing to follow these guidelines may result in their removal from the building. **Signs in the school pertaining to visitor access must be posted in all covered languages as defined in Chancellor's Regulation A-663.**
3. Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers. If a parent or visitor does not speak English the school shall take the following steps. The SSA or staff member should try to determine the language the individual is speaking. The S.S.A. or staff member should then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the S.S.A. or staff member on duty should escort the individual to the main office. A school representative will then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via the phone.
4. The visitor shall then be given a pass to the general office. At the general office visitors will be issued a second pass should they be going to other areas in the facility. Before issuing that second pass, the general office staff must confirm with the appropriate party that the visitor is expected.
5. The S.S.A. or staff person at the main entrance will record the time of departure in the Visitor's Log parallel to the initial entry for that visitor and collect all passes issued.
6. The S.S.A. or staff person should make a periodic check of the Log Book to ensure that no one remains in the building for an unauthorized period of time. In such instance, it should be verified if the visitor(s) is still in the building. If
This site has not implemented any additional visitor logging procedures.
7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building. For example, visitors may be issued color-coded passes specify to floors in the building, or visitors may be escorted by staff or students to their destination.

The other schools/programs/academies do not have any special visitor log procedures.

Section 9 Procedures & Assignments

9.3

8. Visitors who violate procedures regarding visits to schools, whose conduct jeopardizes the safety of students and staff, or interferes with programs in the school or endangers property are subject to immediate removal from the school by order of the Principal and possible arrest.

9. It is incumbent upon staff to be aware of visitors that do not have an appropriate pass for a designated area or have no visitor's pass at all. Where feasible, staff should approach such persons and request that they return to the Main Office. Staff should then notify the Principal and the NYPD/SSA of the situation.

**SAMPLES OF JOINT POWER
AGREEMENTS**

SAMPLE
MEMORANDUM OF UNDERSTANDING (MOU)

Superintendent
Jamestown City School District
200 East Fourth Street
Jamestown, NY 14701

Dear _____:

The City of Jamestown Police Department looks forward to collaborating with the Jamestown City School District in delivering the Appalachian Region Commission Area Development grant program to city high school students. The following is our Memorandum of Understanding with the Jamestown City School District.

School Resource Officers will conduct counseling sessions and workshops geared towards making students aware of the effects and career implications of a felony conviction. Activities will be implemented that will help students acknowledge, analyze, and cope with frustrations, stress and anxiety.

School Resource Officers, with the project counselor, will meet students on an individual and group basis to discuss concerns pertaining to violent crime and its consequences. Issues such as assault, date rape, domestic violence, weapons charges and controlled substance abuse/sale will be dealt with in a thorough and comprehensive manner so that students may come to recognize and understand the personal significance of these crimes.

Through the proposed program, the City of Jamestown Police Department will provide two School Resource Officers in the schools to help dissuade students from carrying, selling, and using weapons and/or illegal substances on school grounds. Officers will increase safety in the schools and will substantially decrease incidences of violence.

The Jamestown City School District will administer the overall program and will receive and disburse all grant funds per a pre-arranged schedule.

When signed and dated, this letter will serve as our Memorandum of Understanding.

Sincerely,

Chief of Police
City of Jamestown Police Department

Superintendent
Jamestown City School District

SAMPLE MOU
Jamestown Police Department
School Resource Officer

Definition:

The role of the School Resource Officer is to promote rapport with students, which results in strong relationships among the school, police department and the community. The School Resource Officer will work in a preventative manner with the students as well as provide intervention strategies for troubled youth and their parents. This officer should provide additional resources to the school in relation to his or her knowledge of the law and specialized training.

Duty Statement:

1. Performs police duties as assigned by the police department during the periods when school is in session while attempting to ensure that such activities do not dramatically interfere with the student curriculum schedule.
2. Works with and remains under the general direction of the staff at the school to which the officer is assigned, establishing and operating such programs and activities in the school as may be consistent with the intent of the School Resource Officer Program.
3. Performs duties and assignments in the school as a member of the school's guidance team during the course of the regular school year.
4. Attends specific extra-curricular activities of the school, including but not limited to athletic events and school-sponsored dances.
5. During regular school day, conducts activities of the school, including but not limited to athletic events and school-sponsored dances.
6. Conducts follow-up investigations on cases as assigned through the Investigative Division.
7. Promotes working relationships with school counselors and other police and school officials.
8. Promotes rapport between police officers and students in the school.
9. Meets periodically with the building and district administration to discuss and evaluate the school resource officer activities.
10. Makes presentations to students, parents, and staff members on law, law enforcement topics, safety, and good citizenship.
11. Refers troubled students to proper professional help within the guidance department.
12. Works with parents/guardians of runaway students as much as possible within the school environment.
13. Counsel students who are established juvenile offenders.
14. Assists school officials in the enforcement of the truancy law.
15. Represents the school, along with the Assistant Principal, in any criminal, misdemeanor, or traffic court action involving students.
16. Provides assistance in conducting routine searches of students or lockers when appropriate, or when requested by the Principal or Assistant Principal.
17. Works beyond regular scheduled hours when required to successfully complete an assignment or case.
18. Files appropriate case reports according to established police department directives.
19. Protects school, staff, and students from violations of the law.
20. Checks unauthorized personnel in and around the school.
21. Assists the administration with crowd and vehicle control and coordinates help if necessary.
22. Performs such other duties as required by State law, City ordinance or department rule as assigned by a superior officer.

23. Performs specialized assignments as assigned by the Chief of Police.
24. Performs the duties and responsibilities of a Police Officer as described in the Duty Statement for Police Officer.
25. During extended school breaks and during the summer months when school is not in session assumes assigned position in the Community Services Unit or Juvenile Bureau.
26. Performs other duties as assigned by the Assistant Principal, Principal, or superior officer.

**SAMPLE MOU
SCHOOL RESOURCE OFFICER PROGRAM PARTNERSHIP AGREEMENT**

This partnership agreement is entered into this 26th day of July 1999, between the City of Jamestown, hereinafter referred to as the "District." For and in consideration of the mutual promises, terms, and conditions set forth herein, the parties agree as follows:

1. **PURPOSE OF AGREEMENT.**
The purpose of this agreement is for the city to assign one uniformed police officer to Jamestown High School, Washington Middle School, Jefferson Middle School and Persell Middle School for the School Resource Officer program. The School Resource Officer, hereinafter referred to as "SRO," will work with the school principal to provide alcohol and drug education, maintain a peaceful campus environment, and take appropriate action regarding on-campus or school-related criminal activity.
2. **TERM.**
 - 2.1 This Agreement shall be effective on July 26, 1999 and shall continue until one party gives the other party thirty (30) days written notice of intent to terminate.
 - 2.2 City shall provide a SRO to each school on all days that school is in session. District shall provide the City a school calendar on or before June 1st of each year.
 - 2.3 District may request, and City shall provide, a SRO for fall orientation.
 - 2.4 District may request, and City shall provide, one SRO for summer school program, which shall not exceed 35 summer school days.
 - 2.5 During days that school is not in session, a SRO is subject to other assignments as determined by the City.
3. **RELATIONSHIP OF PARTIES**
 - 3.1 City shall have the status of an independent contractor for the purposes of this Agreement. The SRO assigned to the District is an employee of the City and shall be subject to departmental control, supervision, policies, procedures, and General Orders.
 - 3.2 The SRO will be subject to current procedures in effect for City police officers including attendance at all mandated training. This training takes place throughout the year and will necessitate the absence of the SRO.
4. **SCHOOL RESOURCE OFFICER SELECTION, TRANSFER AND REMOVAL.**

Selection:

 - 4.1 The District and the City will participate in the selection of SROs. The District and the City will each appoint two members to a screening panel whose sole function will be to interview and recommend applicants for the position of School Resource Officer. All appointments will be made by the Chief of Police.
 - 4.2 SRO applicants must be a certified police officer with a minimum of 2 years service or experience. Among addition criteria for consideration by the panel are job knowledge, experience, training, education, appearance, attitude, and communication skill and bearing.

Transfer:

 - 4.3 An SRO may transfer to another school when a vacancy occurs provided:
 1. The principals of each school agree with the transfer;

2. SRO supervisor, the Unit Commander of the Police Department's Community Services Unit, agrees with the transfer; and
3. Approval by the Chief of Police.

Removal:

- 4.4 In the event the principal of the school to which the SRO is assigned feels that the particular SRO is not effectively performing her/his duties and responsibilities, the principal shall recommend to the District Superintendent that the SRO be removed from the program.
- 4.5 The Chief of Police may dismiss or reassign a SRO based on Department Rules, Regulations, and/or General Orders and when it is in the best interest of the City.
- 4.6 In the event of a resignation, dismissal or reassignment of a SRO, or in the case of long-term absences by an SRO, the Chief shall provide a temporary replacement for the SRO within thirty (30) school days of receiving notice of such absence, dismissal, resignation or reassignment. As soon as possible, the Selection Panel shall convene and recommend a permanent replacement for the SRO position.

5. SCHOOL RESOURCE OFFICER RESPONSIBILITIES

- 5.1 Work in concert with the school principal, meeting with the principal on a weekly basis.
- 5.2 Provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, violence prevention, and safety issues in the school community.
- 5.3 Act as a communication liaison with law enforcement agencies and provide basic information concerning students on the campus served by the officer.
- 5.4 Present programs to parents on issues related to tobacco, alcohol and other drugs, violence prevention, and safety.
- 5.5 Provide informational in-services for staff on issues related to alcohol and other drugs and the law, violence, gangs, safety and security.
- 5.6 Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school and/or students.
- 5.7 Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practicable, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of law. Whenever practicable, the SRO shall advise the principal before requesting additional police assistance on campus.
- 5.8 Refer students and/or their families to the appropriate agencies for assistance when need is determined.
- 5.9 The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
- 5.10 The SRO can perform other duties as may be mutually agreed upon in writing

by the City and the District.

Provided further that nothing required herein is intended to or will constitute a relationship of duty for the assigned police officer or the City beyond the general duties that exist for law enforcement officer within the state.

6. COSTS

- 6.1 The District agrees to reimburse City a portion of the matching grant award requirement.
- 6.2 The City will be responsible for SRO overtime expenses related to or resulting from law enforcement, such as criminal investigations, responses to gang fights, assaults, arson, district disciplinary hearings, counseling sessions or court appearances resulting from the actions of the SRO at the school.
- 6.3 The City shall be responsible for the SRO's compensation, including all holidays, vacation days, or sick leave days.
- 6.4 The City agrees to pay all other costs including training and equipment.

7. TIME AND PLACE OF PERFORMANCE

- 7.1 City will assure that the SRO will be on the campus of her/his assigned school each day that school is in session during the regular school year 1/2 hour prior to the start of classes until 1/2 hour after classes are dismissed. The SRO's activities will be restricted to the assigned campus except for:
 - 7.1.a Follow-up home visits when needed as a result of school-related student problems.
 - 7.1.b School-related off-campus activities when officer participation is requested by the principal and approved by City.
 - 7.1.c Responses to off-campus, but school-related criminal activity.
 - 7.1.d Responses to emergency law enforcement or court appearances.
- 7.2 Regular working hours may be adjusted on a situational basis with the consent of the SRO's supervisor. These adjustments should be approved prior to their being required and should be to cover scheduled school-related activity requiring the presence of a law enforcement officer.

8. DISTRICT RESPONSIBILITIES

- 8.1 The District will provide the SRO with access to an office and such equipment as is necessary at her/his assigned school. This equipment shall include a telephone, filing space capable of being secured, and access to a computer and/or secretary assistance.

Signed on the day and year first above written.

CITY OF JAMESTOWN SCHOOL DISTRICT

JAMESTOWN POLICE DEPARTMENT

Superintendent

Chief of Police

**SAMPLE MOU
Agreement Between
City of Griffin
and the
Griffin/Spalding County School System**

This agreement is entered into this 9th day of August, 1994, between the City of Griffin (hereinafter referred to as the City) and the Griffin Spalding County School System (hereinafter referred to as the School System) for the purpose of providing a school resource officer(s) from the City to the School System and for other purposes.

It is mutually agreed that the City will provide sworn P.O.S.T. certified police officer(s) to the School System to perform the duties of a school resource officer at such school(s) as the superintendent may designate. Said police officer(s) will be jointly responsible to the principal of the assigned school and to the chief of police. The officer(s) assigned may be immediately reassigned upon the request of either the principal or the chief of police. The officer(s) may be required to perform such duties at the assigned school as the principal may designate that are consistent with the job description of a school resource officer. Conflict in this area will be resolved by the chief of police and the principal, or if resolution is not possible, by the city manager and the superintendent.

It is further agreed that the designated officer(s) will remain employee(s) of the City with all rights, benefits and privileges thereto. The costs of the salary and benefits of the designated officer(s) will be shared equally between the City and the School System. The City will bill the School System on a quarterly basis for salary and benefit costs less any cost offset by grant(s). Any overtime costs necessary for the performance of duty at the request of the School System will be reimbursed to the City by the School System. The overtime costs will also be billed on a quarterly basis. Any training costs necessitated by this agreement will be borne by the School System and/or the City as agreed by the city manager and the superintendent on a case by case basis.

This agreement may be canceled by thirty (30) days' written notice of either party.

(for the City)

(for the School System)

**SAMPLE MOU
School Resource Officer
Qualifications and Duties
Griffin/Spaulding County School System**

Qualifications: Be a P.O.S.T. certified officer with at least two years' experience as a patrolman with the Griffin Police Department and have demonstrated ability to work with young people. Possess at least an Associate of Arts or Science degree from an accredited college. A Bachelor of Arts or Science degree is preferred. Among the criteria for consideration are job knowledge, experience, appearance, attitude and bearing.

Duties: The School Resource Officer (SRO) Program has been accepted by the Griffin/Spaulding County Board of Education and the city of Griffin. The chief of police and the principal of the assigned school will jointly select the officer(s) for this assignment. Once placed into a school, the officer will be involved in a variety of functions and duties which will include, but not be limited to, the following:

1. As an extension of the principal's office for administrative control and assignment;
2. As a visible, active law enforcement figure on campus dealing specifically with law enforcement matters originating on the assigned campus;
3. As a classroom source for law education using approved materials;
4. As a resource for students which will enable them to be associated with a law enforcement figure in the students' environment;
5. As a resource for teachers, parents and students for conferences on an individual basis dealing with individual problems or questions, particularly in the area of substance control;
6. In appearances before PTA and other groups associated with the assigned campus and as a speaker on a variety of requested topics, particularly drug and alcohol abuse;
7. As a documentor of activities of all SRO's on and off campus and as a compiler of a monthly statistical report to be provided to the police department and to the principal of the assigned school;
8. The SRO is not a school disciplinarian. Disciplining students is a school responsibility, and only when the principal and the SRO believe an incident is a criminal law violation would the principal request police involvement and ask that the SRO take action;
 - A. The SRO will work all cases originating on campus and off campus within the city limits at school-sponsored events. Basic information on cases that are worked off-campus by the police department or other agencies involving students on a campus served by an SRO will be provided to the SRO, but the SRO will not normally be actively involved in the investigation;
 - B. The SRO will coordinate his/her actions with the principal's office for law enforcement cases of an immediate nature;
 - C. All local law enforcement and state agencies conducting formal police interviews, interrogations, and arrests should contact the campus SRO when seeking to conduct their business on campus. The SRO will advise on school policy concerning such actions;

- 9. The SRO will be familiar with all community agencies, such as mental health clinics, drug treatment centers, etc., that offer assistance to dependency- and delinquency-prone youths and their families. Referrals will be made when necessary;
- 10. The SRO and the principal will develop plans and strategies to prevent and/or minimize dangerous situations which might result in student unrest;
- 11. The SRO will coordinate all of his/her activities with the principal and staff members concerned and will seek permission, guidance, and advice, prior to enacting any programs within the school;
- 12. The SRO is first and foremost a law enforcement officer. This fact must be constantly reinforced;
- 13. The SRO may be asked to provide communitywide crime prevention presentations that include, but are not limited to:
 - A. Drugs and the law — Adult and Juvenile;
 - B. Alcohol and the law — Adult and Juvenile;
 - C. Sexual assault prevention;
 - D. Safety programs — Adult and Juvenile;
 - E. Assistance in other crime prevention programs as assigned;
- 14. The SRO is a law enforcement officer working as an extension of the principal's office; therefore, the SRO will be attired in the same manner as anyone on the education staff. The SRO gains visibility to students by classroom presentations, conferences and other activities. When dealing with secondary school students, plain-clothes officers have historically been found to have positive effects for all involved. However, the decision for the SRO to shift to plain-clothes will be made jointly by the principal and the chief of police;
- 15. SRO's will wear their department issue duty weapons as follows:
 - A. Uniform — in accordance with the Police Operations Manual;
 - B. Plain-clothes — weapon and ASP will be worn concealed.

(Name)
Chief of Police

(Name)
Principal, Griffin High School

I have read and understand the duties listed above.

(Name of SRO)

(Signature of SRO)