

**Galt Joint Union Elementary School District  
Board of Education**  
*“Building a Bright Future for All Learners”*

Regular Board Meeting  
Wednesday, February 24, 2016  
**5:45 p.m. Closed Session**  
**7:00 p.m. Open Session**

Galt City Hall Chamber  
380 Civic Drive, Galt, CA 95632

# AGENDA

*Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.*

*Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.*

*Comments are limited to no more than 3 minutes or less pending Board President approval.*

- A. 5:45 p.m. – Closed Session: Galt City Hall Chambers Conference Room**
- B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**
  - 1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
    - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
  - 2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson
    - Employee Agency: (GEFA) Galt Elementary Faculty Association
    - Employee Agency: (CSEA) California School Employee Association
    - Non-Represented Employees
  - 3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
- C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session**
- D. Recognition And Communications**
  - 1. Galt Community of Character Coalition Presentation by Mary Martinez
  - 2. Sacramento County Office of Education: 2015-2016 First Period Interim Report
- E. Public Comments** for topics not on the agenda  
*Public comment should be limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time by indicating this on the speaker's request form.*
- F. Board Discussion**

1. Board/Community Facilities Engagement Sessions and General Obligation Bond

## **G. Reports**

### Superintendent

1. Bright Future for Galt Students Initiative: LCAP Continuous Improvement Efforts
  - Listening Circles
  - Teacher Talk & Input Sessions
2. Williams Uniform Complaint Report

### Curriculum Director

1. Mathematics Resources
2. California Language and Learning Innovation (CALLI) Collaboration

### Educational Services Director

1. Root Cause Analysis Update: Alternative to Expulsions
2. Reauthorization of Elementary and Secondary Education Act (ESEA) from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA)
3. Recent Legislation on Vaccines: SB277
4. Public Safety Training Institute: March 8, 2016

### Business Services Director

1. Food Services Update

## **H. Recommended Actions**

### **1. Routine Matters/New Business**

#### 131.714 Consent Calendar

MOTION

##### a. Approval of the Agenda

At a regular meeting, the Board may take action upon an item of business not appearing on the posted agenda if, first, the Board publicly identifies the item, and second, one or more of the following occurs:

- 1) The Board, by a majority vote of the full Board, decides that an emergency (as defined in Government Code section 54956.5) exists; or
- 2) Upon a decision by a two-thirds vote of the Board, or if less than two-thirds of the Board members are present, a unanimous vote of those present, the Board decides that there is a need to take immediate action and that the need for action came to the attention of the District after the agenda was posted; or
- 3) The item was posted on the agenda of a prior meeting of the Board occurring not more than five calendar days prior to the date of this meeting, and at the prior meeting, the item was continued to this meeting.

##### b. Minutes: January 13, 2016 Special Board Meeting

Minutes: January 20, 2016 Regular Board Meeting

Minutes: February 3, 2016 Board/Community Engagement Session

Minutes: February 17, 2016 Board/Community Engagement Session

##### c. Payment of Warrants –

Certificated/Classified Payrolls Dated: 2/12/16, 2/10/16, 1/29/16

Vendor Warrant Numbers: 16360995-16361062, 16361504, 16361849-16361899, 16363173-16363248, 16364187-16364223, 16364678-16364683, 16365310-16365349

##### d. Personnel

1. Resignations/Retirement
2. Leave of Absence Requests
3. New Hires

e. Donations

131.715	Consent Calendar (Continued) – Items Removed for Later Consideration	CC Items Removed
131.716	Board Consideration of Approval of Memorandum Of Understanding Between GJUESD and Galt Elementary Faculty Association (GEFA) Regarding One-Time Early Retirement Incentive Program for 2015-16 School Year	MOTION
131.717	Board Consideration of Approval of Resolution #10: Certificated Non-Management Employees Supplementary Retirement Plan	MOTION
131.718	Board Consideration of Resolution #9: Kindergarten through Community College Public Education Facilities Bond Act of 2016	MOTION
131.719	Board Consideration of Approval of GJUESD Injury and Illness Prevention Program Plan	MOTION
131.720	Board Consideration of Approval of Health Secretary Job Description	MOTION
131.721	Board Consideration to Vote for California School Boards Association (CSBA) Representative(s) for the 2016 Delegate Assembly, Sub region 6-B	MOTION
131.722	Board Consideration of Approval of 2015-16 Comprehensive Safety Plans for Greer Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary and McCaffrey Middle School	MOTION
131.723	Board Consideration of Approval of Out-Of-State Conference Attendance for Amanda Johnson to Attend the Council for Exceptional Children’s 2016 Convention & Exposition, April 13-16, 2016, St. Louis, Missouri	MOTION
131.724	Board Consideration of Approval of Out-Of-State Conference Attendance for Brandi Boyd to Attend the 2016 Young Child Expo, April 13-15, 2016, New York City, New York	MOTION
131.725	Board Consideration of Approval of Out-Of-State Conference Attendance for John Gordon to Attend the National School Boards Association (NSBA) 2016 Annual Education Conference, April 9-11, 2016, Boston, Massachusetts	
131.726	Board Consideration of Approval of BP/AR 1312.3 Uniform Complaint Procedures	MOTION

131.727 Board Consideration of Approval of Wilderness Inquiry Services Agreement for Outdoor Education

MOTION

**I. Closed Session: Galt City Hall Chambers Conference Room**

**J. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session**

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
  - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

**K. Adjourn Closed Session, Call Meeting to Order, Announce Action Taken in Closed Session**

**L. Pending Agenda Items**

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

**M. Public Comments** for topics not on the agenda

*Public comment should be limited to three minutes or less pending Board President approval.*

**N. Adjournment**

*The next regular meeting of the GJUESD Board of Education: March 16, 2016*

---

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent  
Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632  
(209) 744-4545

---





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> Closed Session
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX
<ol style="list-style-type: none"> <li>1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS,        Government Code §54956.8       <ul style="list-style-type: none"> <li>▪ Property: 148-0090-016, 032, 035, 038, 055 &amp; 059, Galt, CA</li> </ul> </li>   <li>2. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6        Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson       <ul style="list-style-type: none"> <li>▪ Employee Agency: (GEFA) Galt Elementary Faculty Association</li> <li>▪ Employee Agency: (CSEA) California School Employee Association</li> <li>▪ Non-Represented Employees</li> </ul> </li>   <li>3. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE,        Government Code §54957</li> </ol>	



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> <b>Recognition and Communication</b>
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Galt Community of Character Coalition Presentation by Mary Martinez
2. Sacramento County Office of Education: 2015-2016 First Period Interim Report



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> Board Discussion
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Board/Community Facilities Engagement Sessions and General Obligation Bond

On February 3, 2016 and February 17, 2016, community members provided input and ideas for board and staff to consider facilities funding decisions.

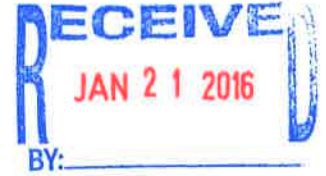
Through board meeting discussion, the superintendent and staff will receive direction for next steps that could include moving forward with a general obligation bond.

For a June bond election the deadline to adopt a resolution is March 11, 2016. For a November election the deadline is in August.

Fall 2015 survey results assessing “likely voters” for a bond measure indicate:

- June election: 58% support bond
- November election: 70% support bond

The board discussion will include review of a draft resolution required for a future general obligation bond.



David W. Gordon  
Superintendent

January 14, 2016

BOARD OF EDUCATION

Eleanor L. Brown, Ed.D.  
President

Thomaysa M. Glover  
Vice President

Harold Fong, M.S.W.

Greg Geeting

Jacquelyn Levy

Brian M. Rivas

John C. Scribner

Dr. Karen Schauer, Superintendent  
Galt Joint Union School District  
1018 C Street, Suite 210  
Galt, CA 95632

**SUBJECT: 2015-2016 First Period Interim Report**

Dear Superintendent Schauer:

After submission of the First Period Interim Report, the County Superintendent of Schools is required to review the report for adherence to the State-adopted Criteria and Standards pursuant to Education Code sections 42130-31 and 33127. The district filed a First Interim Report with a **positive** certification. Based on the multi-year projections and assumptions provided by the district, it appears the district will meet its 3% unrestricted reserve requirement for the current fiscal year and two subsequent fiscal years. We concur with the district's **positive** certification with the following comments:

- The multi-year projections submitted project that the unrestricted General Fund balance will decrease by \$994,341 in 2016-2017 and \$617,871 in 2017-2018.
- The district continues to project declining enrollment and is expecting a decrease of 17 ADA in 2015-2016 and 36 ADA in 2016-2017.

We continue our request that the district provide the following:

- We note that the certificated and classified bargaining units have not settled collective bargaining for the current year. Before the district's board of education takes any action on a proposed collective bargaining agreement, the district must meet the public disclosure requirements of Government Code Section 3547.5 and the California Code of Regulations Title V, Section 15449. **Please submit the public disclosure of the collective bargaining agreement to the county office for review at least ten (10) working days prior to the date the governing board will take action on the proposed**

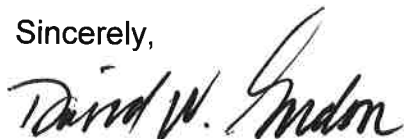
**bargaining agreements.** This form must also be available to the public at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreements. Also, as provided by the State Criteria and Standards, when labor contract negotiations are settled after the adoption of the district's budget, the district must analyze the budget to determine the effect of the settlement, and the governing board must certify to the validity of the analysis within 45 days of the final settlement. Within this 45-day period, the District Superintendent must also send the County Superintendent any revisions to the district's current budget necessary to fulfill the terms of the agreement.

- Notify us immediately, and provide for our review, any changes to the budget.
- Continue to closely monitor future enrollment trends and inform us of budget adjustments should enrollment trends fluctuate.

We would like to thank your staff for their cooperation during our review process.

If you have any questions or concerns regarding this review, please feel free to call Debra Wilkins at (916) 228-2294.

Sincerely,



David W. Gordon  
Sacramento County Superintendent of Schools

DWG/TS/dw

cc: John Gordon, Board President, GJUSD  
Tom Barentson, Business Services Director, GJUSD  
Tamara Sanchez, Assistant Superintendent, SCOE  
Debra Wilkins, Coordinator, SCOE



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> Board Discussion
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> XX

1. Board/Community Facilities Engagement Sessions and General Obligation Bond

On February 3, 2016 and February 17, 2016, community members provided input and ideas for board and staff to consider facilities funding decisions.

Through board meeting discussion, the superintendent and staff will receive direction for next steps that could include moving forward with a general obligation bond.

For a June bond election the deadline to adopt a resolution is March 11, 2016. For a November election the deadline is in August.

Fall 2015 survey results assessing "likely voters" for a bond measure indicate:

- June election: 58% support bond
- November election: 70% support bond

The board discussion will include review of a draft resolution required for a future general obligation bond.

RESOLUTION NO. \_\_\_\_\_

**RESOLUTION OF THE BOARD OF EDUCATION OF THE  
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
ORDERING A SCHOOL BOND ELECTION,  
ESTABLISHING SPECIFICATIONS OF THE ELECTION ORDER, AND  
REQUESTING CONSOLIDATION WITH OTHER ELECTIONS  
OCCURRING ON JUNE 7, 2016**

**WHEREAS**, the Galt Joint Union Elementary School District (the “District”) is a school district duly organized under the laws of the State of California;

**WHEREAS**, the Board of Education of the District (the “Board”) is authorized, upon a two-thirds vote of the Board, to pursue the authorization and issuance of bonds by a 55% vote of the electorate on the question of whether bonds of the District (the “Bonds”) shall be issued and sold for specified purposes, under Article XIII A Section 1 paragraph (b) of the California Constitution (“Article XIII A”) and under Education Code Section 15264 et seq. (the “Act”);

**WHEREAS**, under the Act, the election may be ordered at a primary or general election, a regularly scheduled local election, or a statewide special election;

**WHEREAS**, under Section 10403 et seq. of the California Elections Code, it is appropriate for the Board to request consolidation of the election with any and all other elections to be held on Tuesday, June 7, 2016, and to request the Sacramento County and the San Joaquin County Registrars of Voters (the “County Registrar”) to perform certain election services for the District; and

**WHEREAS**, the Board deems it necessary and advisable to call an election to submit to the electors of the District the question whether bonds of the District shall be issued and sold for the purpose of raising money for the acquisition and improvement of real property and the furnishing and equipping of school facilities of the District.

**NOW, THEREFORE**, be it resolved by the Board of Education of the Galt Joint Union Elementary School District, Sacramento and San Joaquin Counties, California, as follows:

**Section 1. Election Order.** The Board hereby orders an election and submits to the electors of the District the question of whether general obligation bonds of the District shall be issued and sold in the principal amount of \$19,100,000 for the purposes described in the ballot measure approved under Section 3 and attached hereto as Exhibit A (Full Text of the Measure) and Exhibit B (Abbreviated Ballot Measure), and paying costs incident thereto. This Resolution constitutes the order of the District to call such election and shall constitute the “specifications of the election order” pursuant to Education Code Section 5322.

**Section 2. Authority for the Election; Election Date.** Pursuant to Education Code Sections 5304, 5322 and 15264 et seq., and Article XVI, Section 18(b) of the California Constitution, an election shall be held solely within the boundaries of the District on June 7, 2016.

**Section 3. Purpose of Election; Ballot Measure.** The purpose of the election shall be for the voters in the District to vote on a measure, a full copy of which is attached hereto as Exhibit A and marked “Exhibit A – Ballot Measure – Full Text of Measure” (the “Full Text of the Measure”), containing the question of whether the District shall issue the bonds for the purposes stated therein, together with the accountability requirements of Article XIII A and the requirements of Section 15272 of the Act. The Full Text of the Measure, which commences with the heading “FULL TEXT OF MEASURE” and includes all of the text thereafter on Exhibit A, shall be printed in the voter information pamphlet provided to voters, with such measure designation as is assigned to the measure. As required by Elections Code Section 13247 and Education Code Section 5322, the abbreviated form of the measure to appear on the ballot is attached hereto as Exhibit B and is marked as “Exhibit B – Ballot Measure – Abbreviated Form” (the “Abbreviated Ballot Measure”). The Superintendent and the Director of Business Services/CBO, or their designee, are hereby authorized and directed to make any changes to the text of the measure (Full Text of the Measure and/or Abbreviated Ballot Measure) as required to conform to any requirements of Article XIII A, the Act, the Elections Code, the County Registrar, the respective Offices of the Sacramento County or San Joaquin County Counsel, or the District’s bond counsel.

**Section 4. Use of Bond Proceeds, Facilities Specifications and Audit Requirements.**

- a. Proceeds from the sale of the bonds may be used only for the purposes specified in Article XIII A, section 1(b)(3) of the California Constitution.
- b. The projects to be funded from the proceeds from the sale of the bonds (the “Projects”) are listed in Exhibit A. As required by Article XIII A, the Board hereby certifies that it has evaluated safety, class size reduction, and information technology needs in developing the list of Projects set forth in Exhibit A.
- c. The Board shall conduct an annual, independent performance audit to ensure that the bond funds have been expended only on the specific Projects listed in Exhibit A.
- d. The Board shall conduct an annual, independent financial audit of the proceeds from the sale of the Bonds until all of the proceeds have been expended for the Projects listed in Exhibit A.

**Section 5. Government Code Accountability Requirements.** Pursuant to Government Code sections 53410 and 53411, the District hereby finds or directs that:

- a. the purpose of the Bonds is to fund the Projects as set forth in the Full Text of the Measure;
- b. the bond proceeds shall only be used on the Projects authorized in the Full Text of the Measure;
- c. all proceeds of the Bonds shall be placed in a separate account; and



d. the Director of Business Services/CBO of the District shall issue an annual report to the Board containing the amount of funds collected and expended as well as the status of the Projects authorized in the Full Text of the Measure.

**Section 6. Citizens' Oversight Committee.** It is the intent of the Board that a citizens' oversight committee be appointed to ensure that the proceeds of the Bonds are spent only for the specific purposes and Projects identified in Exhibit A. The membership requirements and procedures for such committee shall be established by the Board in accordance with the requirements of law.

**Section 7. Vote Required.** Pursuant to Section 18(b) of Article XVI and Section 1 of Article XIII A of the California Constitution, the bond measure shall become effective only upon affirmative vote of fifty-five percent (55%) of those voters voting on the measure.

**Section 8. Delivery of this Resolution; County Registrar of Voters to Call and Conduct Election.** The Superintendent, or her designee, is hereby directed to send a copy of this Resolution, along with the Tax Rate Statement described in Section 10 below and attached hereto as Exhibit C to (1) the County Registrar, (2) the Superintendents of Schools of Sacramento County and San Joaquin County, and (3) the Clerks of the Boards of Supervisors of Sacramento County and San Joaquin. Pursuant to Education Code Section 5322, the Resolution shall be received by the County Registrar no later than 88 days prior to the election date (being March 11, 2016), unless otherwise permitted by law.

Pursuant to Section 5303 of the Education Code, the County Registrar is hereby requested to print the Full Text of the Measure in the ballot materials as it appears on Exhibit A hereto, to publish a notice of school bond election in a newspaper of general circulation within the District, and to take all steps to prepare for and hold the election within the boundaries of the District in accordance with law and these specifications.

**Section 9. Consolidation with Other Elections.** Pursuant to Sections 5342, 15121, and 15266 of the Education Code and Part 3 (commencing with Section 10400) of Division 10 of the Elections Code, the County Registrar and the Boards of Supervisors of Sacramento County and San Joaquin County (the "Board of Supervisors") are hereby requested to consolidate the election ordered hereby with any and all other elections to be held on June 7, 2016 within the District. Pursuant to Section 10403 of the Elections Code, the Board hereby acknowledges that the consolidated election will be held and conducted in the manner prescribed by Section 10418 of the Elections Code.

**Section 10. Services of County Registrar of Voters.** Pursuant to Section 5303 of the Education Code and Section 10002 of the Elections Code, the Board of Supervisors is requested to permit the County Registrar to render all services incident to the preparation for and holding of the election, for which services the District agrees to reimburse Sacramento County and San Joaquin County (the "County") in full from District funds upon presentation of a bill from the County, such services to include the publication of a formal notice of school bond election and the mailing of the sample ballot and tax rate statement (described in Section 9401 of the Elections Code) (the "Tax Rate Statement") pursuant to the terms of Section 5363 of the Education Code and the Elections Code. The Board hereby requests the County Registrar to

publish the Full Text of the Measure, the Abbreviated Ballot Measure, and the Tax Rate Statement attached hereto as Exhibit C in the ballot materials.

**Section 11. Canvass of Returns.** The Board of Supervisors is authorized to canvass the returns of the election pursuant to Section 10411 of the Elections Code.

**Section 12. Ballot Arguments; Tax Rate Statement.** Any and all members of this Board are hereby authorized to act as an author of any ballot argument prepared in connection with the election, including a rebuttal argument. The Board hereby approves the form of the Tax Rate Statement attached hereto as Exhibit C. The President of the Board, the Superintendent, the Director of Business Services/CBO, or any designee of the foregoing, are hereby authorized to execute the attached Tax Rate Statement or other document and to perform all acts necessary to place the bond measure on the ballot.

**Section 13. State Matching Funds.** Certain of the Projects may require state matching funds for completion. Approval of the District's bond measure does not guarantee that the proposed Projects will be funded beyond the local revenues generated by this bond measure. The District's proposal for the Projects may assume receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure.

**Section 14. Encumbrance of Bond Funds.** For the purpose of making bond funds unavailable as rent within the meaning of Education Code section 17032, the Board hereby encumbers all funds to be generated by the sale of the Bonds in order to pay for the acquisition and construction of the Projects authorized by the ballot measure.

**Section 15. Official Intent to Reimburse Expenditures.** The District intends to undertake the acquisition, construction, renovation, furnishing, and equipping of the Projects as described in the Full Text of the Measure. The District intends to use the proceeds of its Bonds described in this Resolution to finance the Projects. The District may pay certain capital expenditures (the "Reimbursement Expenditures") in connection with the Projects prior to the issuance of the Bonds. The District reasonably expects that Bonds in the amount not expected to exceed \$19,100,000 will be issued by it for the purpose of financing the Projects on a long-term basis and that certain of the proceeds of such debt obligations may be used to reimburse the District for the Reimbursement Expenditures.

The Board hereby declares the District's official intent to use a portion of the proceeds of the Bonds to reimburse the District for the Reimbursement Expenditures. The foregoing statement is a declaration of official intent that is made under and only for the purpose of establishing compliance with the requirements of Treasury Regulations section 1.150-2.

**Section 16. General Authorization with Respect to the Bond Measure.** The members of the Board, the Superintendent, the Director of Business Services/CBO, and the other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things and to execute, deliver, and perform any and all agreements and documents that they deem necessary or advisable in order to effectuate the purposes of this Resolution, including, without limitation, to prepare and submit for inclusion in the voter information pamphlet a Tax Rate Statement and an argument in favor of passage of the ballot proposition.

All actions heretofore taken by the officers and agents of the District that are in conformity with the purposes and intent of this Resolution are hereby ratified, confirmed, and approved in all respect.

**Section 17. Effective Date.** This Resolution shall take effect immediately upon its adoption.

**PASSED AND ADOPTED** by the following vote of the members of the Board of Education of the Galt Joint Union Elementary School District, of Sacramento and San Joaquin Counties, State of California, this 24th day of February 2016:

AYES	_____
NOES	_____
ABSENT	_____
ABSTAIN	_____

**BOARD OF EDUCATION OF  
THE GALT JOINT UNION ELEMENTARY  
SCHOOL DISTRICT**

\_\_\_\_\_  
Kevin Papineau  
President of the Board of Education

**ATTEST:**

\_\_\_\_\_  
Karen Schauer, Ed.D.  
Secretary of the Board of Education

**EXHIBIT A**

**BALLOT MEASURE  
FULL TEXT OF MEASURE**

“To improve the quality of education; modernize and upgrade classrooms and school facilities; construct permanent classrooms to replace old portables; replace leaky roofs; upgrade or replace outdated electrical, heating/air conditioning and plumbing systems; make health and safety improvements, and improve students’ access to modern technology; shall Galt Joint Union Elementary School District issue \$19,100,000 of bonds at legal interest rates, with independent citizens’ oversight and audits, NO money for administrative salaries, and all funds benefitting local schools?”

Upon the passage of Measure \_\_\_\_\_, as set forth above, the Galt Joint Union Elementary School District (the “District”) shall be authorized to issue bonds in the aggregate amount of \$19,100,000 (the “Bonds”), bearing interest at rates not exceeding the statutory limit, for the purpose of funding the school facilities projects listed below under the heading “School Facilities Projects to Be Funded with Proceeds of Bonds” (the “Bond Projects”).

**Proposition 39 Bond Accountability Measures**

At its February 24, 2016 meeting, the Board of Education (the “Board”) certified that it evaluated safety, class size reduction, and information technology needs in developing the list of the Bond Projects set forth below. The proceeds of the Bonds shall be used only for the Bond Projects identified in the list below, and not for any other purpose (i.e., teacher and administrative salaries and other school operating expenses).

The proceeds of the Bonds will be held in a separate account. The Board is bound to conduct financial and performance audits annually to account for the Bond funds and to assure that funds have only been expended on the specific projects authorized.

The Board will appoint a citizens’ oversight committee (the “Citizens’ Oversight Committee”) having a minimum of seven members and including at least one member active in a business organization representing the business community located within the District, one member active in a senior citizens’ organization, one member active in a bona fide taxpayers’ organization, one member who is the parent or guardian of a child enrolled in the District, and one member who is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization.

**School Facilities Projects to Be Funded with Proceeds of Bonds**

- Improve campus security by installing security cameras and systems, exterior lighting, fencing systems, and other safety equipment and measures
- Replace or repair of leaky roofs
- Patch and paint inside and outside of classrooms and support facilities

- Repair and replace aging classrooms and school facilities
- Upgrade and replace outdated heating, ventilation, and air-conditioning (HVAC) system
- Repair and upgrade the District's electrical lighting systems, including replacing outdated lighting with LED lighting and other energy efficient systems and equipment
- Upgrade and replace plumbing systems, including installing modern fixtures that can save water and installing running water in classrooms
- Install energy-efficient controls, such as on demand
- Upgrade, replace and modernize food service facilities
- Construct, reconstruct, replace, and reconfigure classrooms and school facilities, including Bright Future Learning Centers, to provide 21<sup>st</sup> Century learning flexibility
- Improve student access to computers, modern technology, other 21<sup>st</sup> Century learning environments
- Acquire, construct, renovate and improve science labs to accommodate the demands of a 21<sup>st</sup> Century education
- Replace outdated and aging portable classrooms with permanent facilities
- Repair and improve parking areas to make safe and to provide an adequate number of spaces

Each of the Bond Projects described in the list above include all costs incidental but directly related to the specific projects described above. Such costs include, but are not limited to, demolition of existing structures, rental or construction of storage facilities and other space on an interim basis for materials and other equipment and furnishings displaced during construction, interim classrooms and facilities for students, administrators, and school functions but only to the extent such facilities are deemed necessary by the Board as a result of unforeseen conditions, addressing unforeseen conditions revealed by construction/modernization and other necessary improvements required to comply with existing building codes, including the Field Act, access requirements of the Americans with Disabilities Act, costs of the election, bond issuance costs and project administration during the duration of such projects, including administration by District personnel.

For any of the Bond Projects described above with respect to construction at an existing District site, the District is authorized to identify an alternate site and/or acquire land for such purpose and construct the approved project at such site if the District has determined that the existing site does not satisfy any requirements of the Division of State Architect or other State laws, codes and regulations applicable to public school sites.

The order in which the Bond Projects are listed above does not suggest an order of priority. Project priorities will be determined by the District Board. The District is unable to anticipate all unforeseen circumstances which may prevent some of the projects listed above from being undertaken or completed.

The cost of all the Bond Projects set forth in the list above may exceed the amount of bonds authorized by Measure \_\_\_\_\_. Approval of the District's Measure \_\_\_\_\_ does not guarantee that the proposed school facilities projects in the District that are the subject of bonds under Measure \_\_\_\_\_ will be funded beyond the local revenues generated by Measure \_\_\_\_\_. The District's proposal for the school facilities projects may assume receipt of matching state funds, which could be subject to appropriation by the Legislature or approval of a statewide bond measure. The allocation of bond proceeds may also be affected by the final costs of each project.

The final cost of each project will be determined as plans are finalized, construction bids are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed.

**EXHIBIT B**

**BALLOT MEASURE  
ABBREVIATED FORM\***

---

---

“To improve the quality of education; modernize and upgrade classrooms and school facilities; construct permanent classrooms to replace old portables; replace leaky roofs; upgrade or replace outdated electrical, heating/air conditioning and plumbing systems; make health and safety improvements, and improve students’ access to modern technology; shall Galt Joint Union Elementary School District issue \$19,100,000 of bonds at legal interest rates, with independent citizens’ oversight and audits, NO money for administrative salaries, and all funds benefitting local schools?”

Bonds—Yes

Bonds—No

---

---

*\*As required pursuant to Education Code Section 5322 and Elections Code Section 13247.*

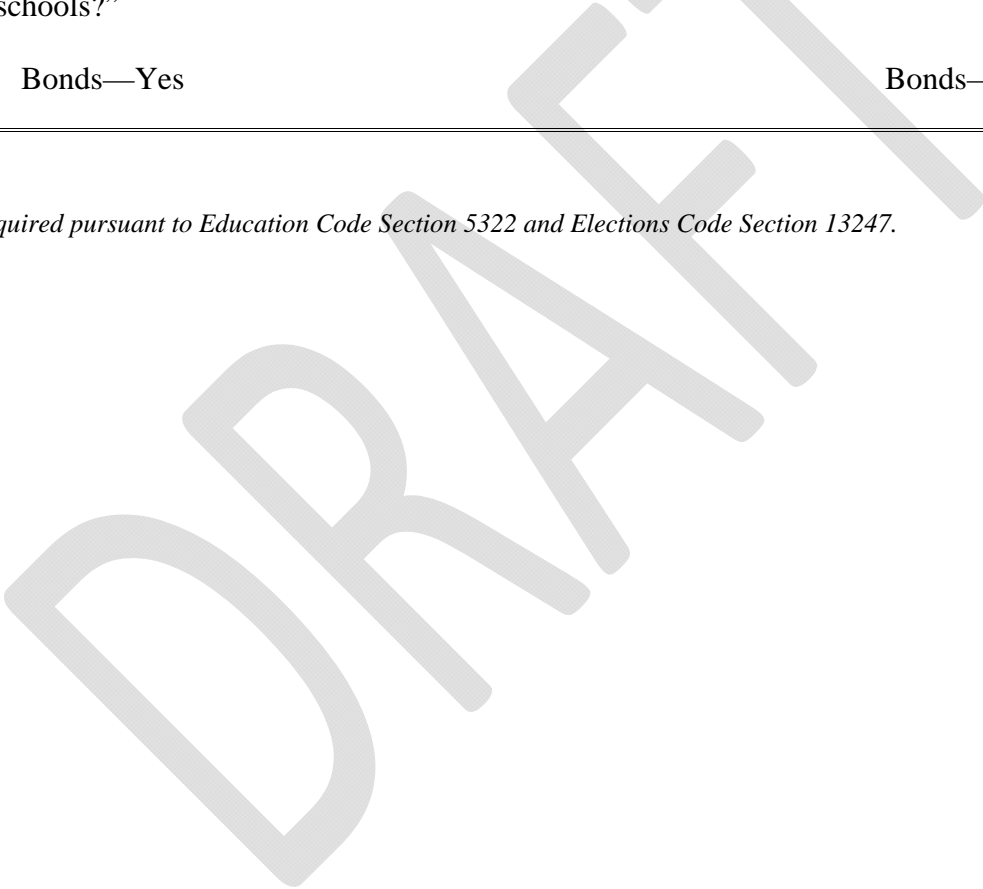




EXHIBIT C

TAX RATE STATEMENT  
GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

An election will be held in the Galt Joint Union Elementary School District (the "District") on June 7, 2016, to authorize the sale of up to \$\_\_\_\_\_ in bonds of the District to continue improving the quality of education in local schools of the District. Specifically, bond proceeds shall be utilized for the purposes of acquisition, construction, renovation, furnishing, and equipping of school facilities, support facilities, and equipment.

If the bonds are authorized and sold, debt service thereon will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400-9404 of the Elections Code of the State of California. It is anticipated that the District will sell the bonds in two separate series.

1. The best estimate of the tax rate which would be required to be levied to fund this bond issue during the first fiscal year after the sale of the first series of bonds, based on estimated assessed valuations available at the time of filing of this statement, is \_\_\_\_\_¢ per \$100 (\$\_\_\_\_\_ per \$100,000) of assessed valuation in fiscal year 20\_\_-20\_\_.

2. The best estimate of the tax rate which would be required to be levied to fund this bond issue during the first fiscal year after the sale of the last series of bonds, based on estimated assessed valuations available at the time of filing of this statement, is \_\_\_\_\_¢ per \$100 (\$\_\_\_\_\_ per \$100,000) of assessed valuation in fiscal year 20\_\_-20\_\_.

3. The best estimate of the highest tax rate which would be required to be levied to fund this bond issue, based on estimated assessed valuations available at the time of filing of this statement, is \_\_\_\_\_¢ per \$100 (\$\_\_\_\_\_ per \$100,000) of assessed valuation in fiscal year 20\_\_-20\_\_.

4. The best estimate of the average tax rate which would be required to be levied to fund this bond issue during the life of the bonds, based on estimated assessed valuations available at the time of filing of this statement, is \_\_\_\_\_¢ per \$100 (\$\_\_\_\_\_ per \$100,000) of assessed valuation

5. The best estimate of total debt service, including principal and interest, which would be required to be repaid if all the bonds are issued and sold is \$\_\_\_\_\_. This estimate is based on assumptions regarding future interest rates and the term, timing, structure, and amount of each bond issue.

Voters should note that the estimated tax rates are based on the ASSESSED VALUE of taxable property on the County's official tax rolls, not on the property's market value. Property owners should consult their own property tax bills to determine their property's assessed value and any applicable tax exemptions.



Attention of all voters is directed to the fact that the foregoing information is based upon the District's projections and estimates only, which are not binding upon the District. The actual tax rates and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds.

The dates of sale and the amount of bonds sold at any given time will be determined by the District based on the need for construction funds and other factors, including the legal limitations on bonds approved by a 55% vote. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

Dated: February 24, 2016

---

Karen Schauer, Ed.D.,  
Superintendent  
Galt Joint Union Elementary School District

**CERTIFICATION**

I, Karen Schauer, Secretary of the Board of Education of the Galt Joint Union Elementary School District, Sacramento and San Joaquin Counties, California, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly approved and adopted by the Board of Education of the District at a meeting held on February 24, 2016, of which meeting all the members of the Board of Education had due notice and at which a majority thereof were present, and that at the meeting the resolution was adopted by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

An agenda for the meeting was provided in advance of the meeting, as required by law, to all members of the Board of Education and to all media outlets that have requested notification. Further the agenda was posted in advance of the meeting, as required by law, at the District at 1018 C Street, Suite 210, Galt, California 95632, a location freely accessible to members of the public, and a brief description of the resolution appeared on the agenda.

I have carefully compared the foregoing resolution with the original minutes of the meeting on file and of record in my office, and the foregoing is a full, true, and correct copy of the original resolution adopted at the meeting and entered in the minutes.

Dated: February 24, 2016

---

Karen Schauer,  
Secretary of the Board of Education  
Galt Joint Union Elementary School District



## GJUESD Board of Trustees Community Engagement Sessions to Consider Facilities Improvement

### THE PUBLIC IS INVITED TO ATTEND TWO COMMUNITY ENGAGEMENT SESSIONS WITH OUR BOARD OF TRUSTEES TO CONSIDER A POTENTIAL GENERAL OBLIGATION BOND

Date	Time	Location
Wednesday, February 3 <sup>rd</sup>	6:00-8:00 p.m.	Valley Oaks Elementary School Multi-purpose Room 21 C Street
Wednesday, February 17 <sup>th</sup>	6:00-8:00 p.m.	River Oaks Elementary School Multi-purpose Room 905 Vintage Oak Avenue

**Childcare will be available at both sessions**

*In June 2015, GJUESD completed a comprehensive Facilities Master Plan. The average age of our schools is 28 years. This ten-year plan identified a range of facilities improvement needs for our school buildings from strengthening safety and security systems to modernization of classrooms.*

*The meeting will 1) provide information on facilities needs and costs information and 2) explore General Obligation Bond considerations. Participants will provide input and ideas for our board and staff to consider in making these important facilities funding decisions.*

*Thank you for your consideration in assisting us with this important work to preserve and improve our school facilities as neighborhood treasures for Galt's children and community.*

**Attendance confirmation is appreciated by calling:  
209-744-4545 EXT. 315**

---



# Galt Joint Union Elementary School District's *Neighborhood Treasures*



## **Facilities Master Plan Overview**

February 3, 2016

---





# District Overview

Over 100 years of educating Galt's children

Galt Joint Union ESD

Galt Joint Union Elementary School District encompasses approximately 27 square miles and serves nearly 3,700 students from the City of Galt and surrounding areas, including a portion of San Joaquin County.

- The District operates a preschool, five elementary schools, and a middle school with original construction dates ranging from 1955 to 2005.
- The average age of our schools is nearly 28 years old. Fairsite Preschool was built in 1955.
- District accomplishments:
  - 1) National recognition as *Race To The Top* District
  - 2) State selection as California *NGSS Science Early Implementation* District
  - 3) 100% children with Personalized Learning Plans
  - 4) Wireless access with 3,457 Chromebooks
  - 5) Bright Future Learning Centers/Libraries open year round and after school

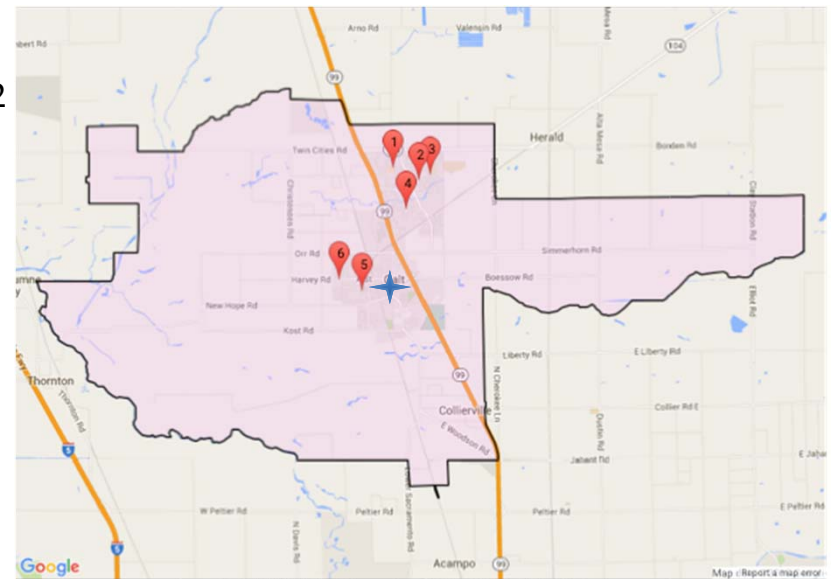
# School Facilities Construction History



Galt Joint Union ESD

➤ The District operates a preschool, five elementary schools, and a middle school:

1. Lake Canyon Elementary School: Constructed 2005
2. Robert McCaffrey Middle School: Constructed 2003
3. Marengo Ranch Elementary School : Constructed 1997
4. River Oaks Elementary School: Constructed 1993
5. Vernon E. Greer Elementary School: Constructed 1992
6. Valley Oaks Elementary School: Constructed 1966
7. Fairsite Preschool: Constructed 1955 ✨



Galt Joint Union Elementary School District in California

➤ Aging schools result in a range of facility needs . . .



# Facility Master Plan

## Guiding Principles

Galt Joint Union ESD



- *F uhdwqj #i bqrydwyh#dfbwhv#kdw#ldjg#Wlk#lqg#vxssru#kh#JUHVD#Eutjkw#xwuh# Ohduqbj# lvlrq#lqg#yvlrq1*



- *Exlqbj #i xsrq#sdw#xfhv#r#hqdjh#JUHVD#wxghqw#vdi#sdhqw#lqg#Erp p xql# lq# wh#nqyvlrqbj#urfhv1*



- *Surp rwqj #i dndughu#rfxvhg#surjdp v#lqg#dfbwhv#Wlk#txl#r#rssruqlwhv#rud# J JUHVD#wxghqw#r#hdfk#kh#l#x#srwhqwd*



- *Dyharsbj #i d#xvdlqded#solq#kdw#v#lfk#hyded#lqg#led#r#j#urW#lqg#lqdsW#Wlk#kh# J JUHVD#Erp p xql/1*



- *Frp p xqlfdwqj #i bhqwidled#qhhgv#lqg#vkdubj#vkrw#lqg#lqg#hup #jrdorWlk#JUHVD# vdnhkr@huv#lqg#Erp p xql#r#surp rwh#xwuh#lqyhvp hqwl*



- *Hqkdqf#lqj #i rxu#h#l#kerukrrgv#e|#fuhdwqj#Ohduqbj#Fhqw#h#q#rxu#vfkrror1*

- *Wkh#x#dfbwh#P dvhu#solq#fdq#eh#rxqg#q#kh#Dlvwif#whev#h#r#l#hfw#l#w# kwsv#/#jxhvg@fdlvfkrrorrs#frp /fp v#sdjh\_yhw?g={ } s#l#y#ys#475577469958;*

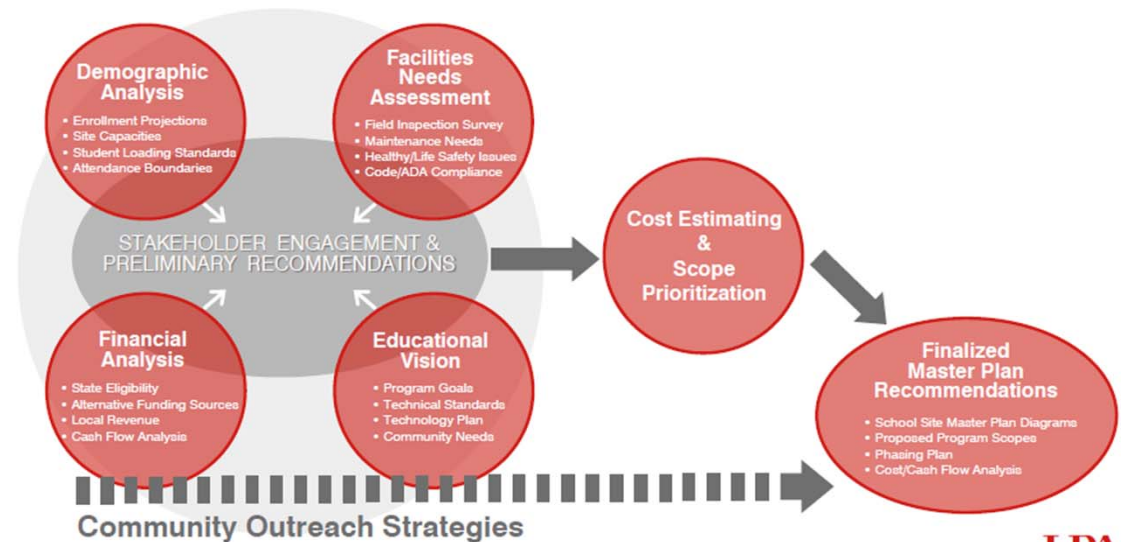
# Facilities Master Plan



## Process

Galt Joint Union ESD

- A Comprehensive Process
  - Initiated December 10, 2014
  - Accepted June 24, 2015
  - Adopted January 20, 2016
- Over 100 Citizens and Stakeholders Involved
  - 5 Executive Steering Committee Meetings
  - 5 Facilities Master Plan Committee Meetings
  - 9 Focus Groups Meetings
  - 1 Town Hall Meeting
  - 7 School Site Committee Meetings



LPA



# Facilities Master Plan



## Projects and Costs

Galt Joint Union ESD

Scope Category	School Site							Total Cost
	Greer Elementary	Lake Canyon Elementary	Marengo Ranch Elementary	River Oaks Elementary	Valley Oaks Elementary	McCaffrey Middle	Fairsite Preschool	
1. Modernize & Reconfigure: Kindergarten & Classrooms	1,451,000	--	1,172,000	1,990,000	2,500,000	492,000	1,039,000	8,644,000
2. Existing Building Systems & Toilets	854,000	267,000	833,000	2,339,000	1,873,000	622,000	724,000	7,512,000
3. Site Utilities	229,000	--	--	--	--	--	--	229,000
4a. New Construction - Kindergarten	--	1,459,000	299,000	1,459,000	--	--	--	3,217,000
4b. New Construction - Classrooms	13,466,000	2,649,000	13,027,000	8,108,000	9,253,000	6,239,000	--	52,742,000
4c. New Construction - Preschool Program	--	--	--	--	--	--	7,806,000	7,806,000
5. Science & Elective Programs	--	--	--	--	--	3,036,000	--	3,036,000
6. Performing Arts Improvements	850,000	--	218,000	850,000	850,000	--	--	2,768,000
7. Multipurpose Building & Food Service Improvements	1,131,000	787,000	835,000	948,000	1,132,000	617,000	726,000	6,176,000
8. Physical Education Improvements	773,000	773,000	787,000	773,000	773,000	1,017,000	--	4,896,000
9. Administration & Staff Support	303,000	43,000	580,000	1,342,000	2,673,000	795,000	438,000	6,174,000
10a. BFLC (includes Creativity Center, Innovation Center & Parent Center)	980,000	2,035,000	898,000	3,173,000	3,814,000	1,092,000	932,000	12,924,000
10b. Student Collaboration & Student Support Spaces	2,814,000	689,000	2,723,000	1,838,000	2,701,000	5,168,000	144,000	16,077,000
11. Safety & Security	1,242,000	1,091,000	505,000	1,301,000	1,256,000	1,076,000	1,693,000	8,164,000
12. Outdoor Learning Courts & Quads	162,000	132,000	620,000	231,000	601,000	454,000	144,000	2,344,000
13. Exterior Play Spaces, Playfields & Hardcourts	1,019,000	86,000	384,000	892,000	1,314,000	1,664,000	1,004,000	6,363,000
14. 21 <sup>st</sup> Century Learning Classroom Flexibility	310,000	340,000	370,000	360,000	390,000	460,000	150,000	2,380,000
15. Technology Infrastructure	591,000	667,000	474,000	702,000	715,000	1,169,000	419,000	4,737,000
<b>Total Project Cost (2015\$)</b>	<b>\$26,175,000</b>	<b>\$11,018,000</b>	<b>\$23,725,000</b>	<b>\$26,306,000</b>	<b>\$29,845,000</b>	<b>\$23,901,000</b>	<b>\$15,219,000</b>	<b>\$156,189,000</b>

---



# Galt Joint Union Elementary School District's *Neighborhood Treasures*



## **Impactful Projects List**

February 3, 2016



# Prioritizing District Needs



Where to Start

Galt Joint Union ESD

- Learning Focused Programs and Facilities that are
  - Achievable Now
  - Sustainable for the Future
- Parameters are
  - Needed Now to Sustain Achievement and Growth
  - Strategically Makes Sense
  - Will Improve the Learning Environment

# Prioritizing District Needs



What's Next?

Galt Joint Union ESD

- Facility Master's Plan Identifies a Vision for the Next 10-15 years
  
- What Can We Accomplish Over the Next 3 Years?
  - Physical Learning Environment
  - Safety and Security
  - Support 21st Learning Styles and Resulting Achievement



# Project Scope Categories

Based on District Goals and Stakeholder Input

Galt Joint Union ESD

1. Modernize and Reconfigure Classrooms
2. Existing Building Systems & Toilets
3. Site Utilities (Gas, Water, Electric Service)
4. New Construction and/or Replacement of Portables (Pre K-8)
5. Education Program Upgrades (Science, Electives)
6. Performing Arts Improvements
7. Multipurpose Rooms & Food Service
8. Physical Education Improvements
9. Administration & Staff Support
10. Bright Future Learning Centers (BFLC)
11. Safety and Security
12. Outdoor Learning & Quads
13. Exterior Play Spaces, Playfields, & Hardcourts
14. 21<sup>st</sup> Century Learning Classroom Opportunities
15. Technology Infrastructure

# Prioritizing District Needs



What Can We Do Now?

Galt Joint Union ESD

- Follow our Facilities Master Plan
  - Prioritize Scopes According to What Can Make the Most Impact for our Students and Needs to be Done Now
    - School Safety & Security
    - Modernize Schools
    - Update Existing Building Systems
    - Support 21st Century Learning Styles and Resulting Achievement

# Prioritizing District Needs



## School Safety & Security

Galt Joint Union ESD

➤ Security Cameras/Systems	\$ 702,000
➤ Exterior Lighting to ensure student safety	\$ 100,000
➤ Fencing Systems	\$1,700,000
➤ Other Safety Equipment/Measures	<u>\$ 800,000</u>
➤ Total:	\$3,302,000

# Prioritizing District Needs



Modernize Schools

Galt Joint Union ESD

➤ Replacement or Repair of Roofs	\$ 4,948,000
➤ Patch and Paint Inside & Out	\$ 1,416,000
➤ Other Repair & Replacement	<u>\$ 1,000,000</u>
➤ Total:	\$ 7,364,000



# Prioritizing District Needs



## Update Existing Building Systems

Galt Joint Union ESD

➤ HVAC System Upgrades	\$ 2,878,000
➤ Lighting/Electrical	\$ 1,068,000
➤ Plumbing Systems	\$ 1,673,000
➤ Energy-efficient Controls	\$ 1,893,000
➤ Food Service Upgrades	<u>\$ 2,546,000</u>
➤ Total	\$ 10,058,000

# Prioritizing District Needs



Support 21st Century Learning Environments & Resulting Achievement

Galt Joint Union ESD

➤ 21st Century Learning Flexibility	\$ 2,760,000
➤ Additional Upgrades	<u>\$ 4,000,000</u>
➤ Total	\$ 6,760,000

# Prioritizing District Needs



What Can We Do Now?

Galt Joint Union ESD

➤ Safety & Security	\$ 3,302,000
➤ Modernize Schools	\$ 7,364,000
➤ Existing Building Systems	\$ 10,058,000
➤ 21st Century Learning Environments	<u>\$ 6,760,000</u>
➤ Total 1st Phase Facilities Master Plan	\$ 27,484,000

# Prioritizing District Needs



## Funding Sources

Galt Joint Union ESD

### ➤ Current Funding Sources

- California Clean Energy Jobs Act (Proposition 39) Awards: \$ 500,000
- Developer Fees: \$ 600,000
- Deferred Maintenance

### ➤ Potential Funding Sources

- Local G.O. Bond \$17,000,000
- State Bond
- Other Financing Vehicles

---



# Galt Joint Union Elementary School District's *Neighborhood Treasures*



## **Budget Overview**

February 3, 2016



# Budget Overview

## Introduction to School Funding

## Galt Joint Union ESD

- School districts are required to organize their finances into funds
  - Similar to having different bank accounts
- General Fund  $\approx$  \$38.9 million budget
  - For day-to-day expenses, such as:



- **Teachers and Staff**



- **Transportation**



- **Instructional Materials**



- **Maintenance**



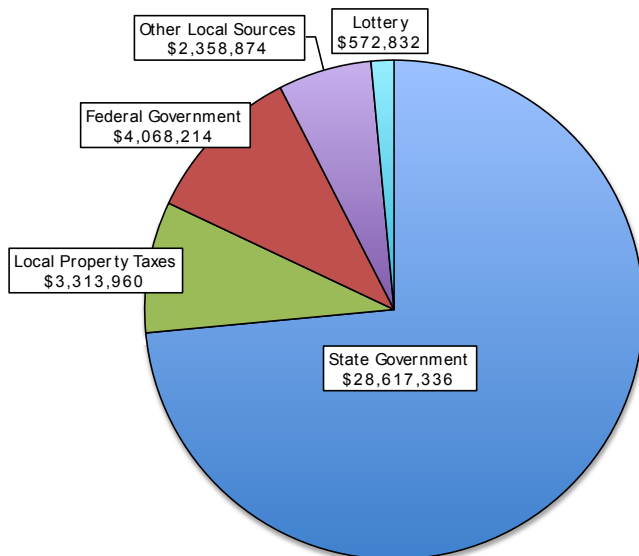
# Budget Overview



## Sources and Uses of General Fund

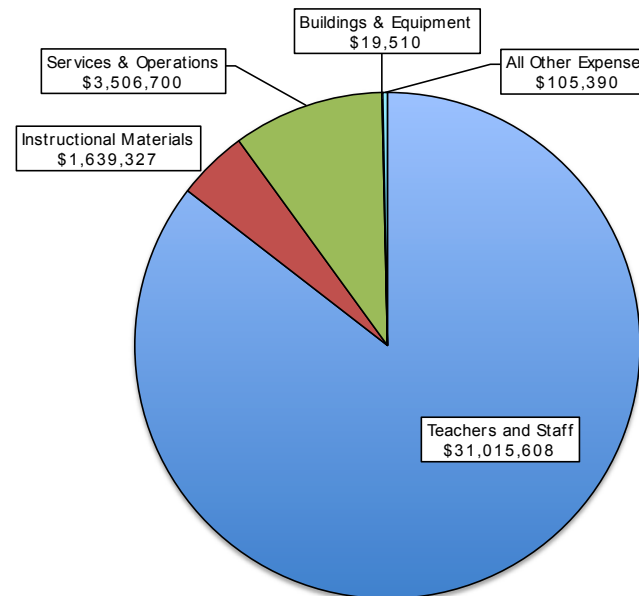
Galt Joint Union ESD

State is the Largest Source of General Fund Revenue at 74%



Notes: based on FY 2015-16 Adopted Budget. Represents total General Fund including restricted and unrestricted funds. Local property taxes refers to the 1% general property tax shared by all local governments.

Over 85% of General Fund Spending Goes Toward District Teachers and Staff



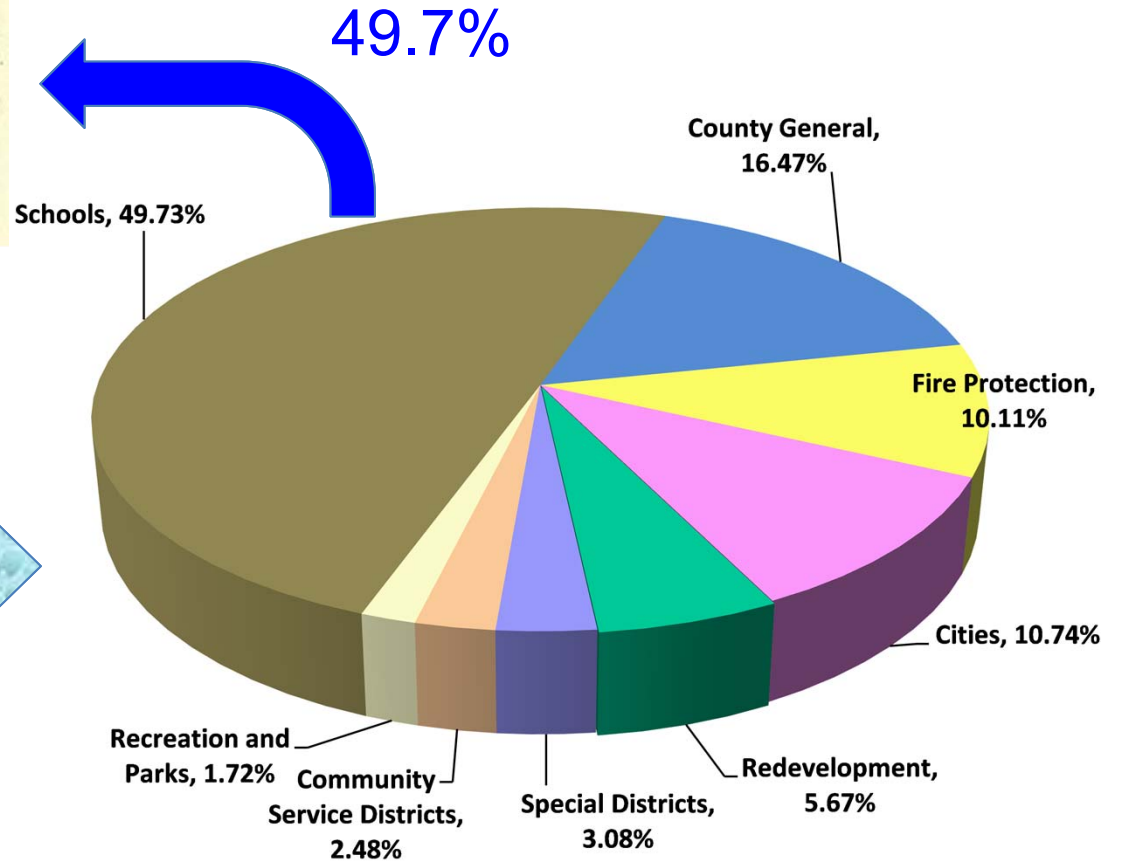
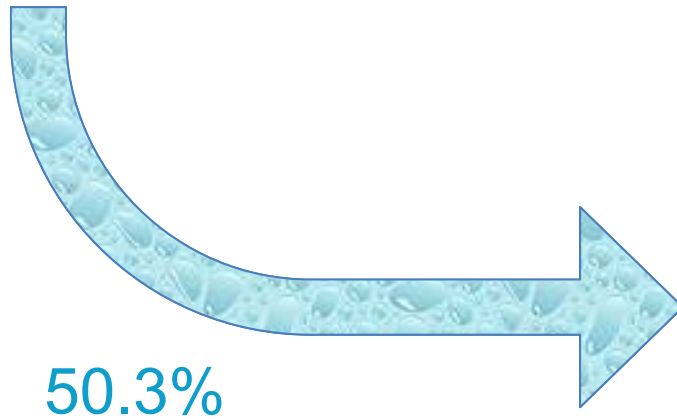
Notes: based on FY 2015-16 Adopted Budget. Represents total General Fund including restricted and unrestricted funds. Teachers and staff includes both salaries and benefits.

# Budget Overview



## Allocation of Local Property Taxes

Galt Joint Union ESD



Source:  
<http://www.finance.sacounty.net/AuditorController/Pages/TaxGeneral.aspx>



# Budget Overview



Funds for Facilities

Galt Joint Union ESD

- Primary Funds Currently Available for Facilities Improvement:
  - Capital Facilities Fund
    - Building permit fees from developers
  - Deferred Maintenance
    - Transfer from General Fund
  - California Clean Energy Jobs Act (Proposition 39) Awards

# Budget Overview



- The growth in education funding has been fueled by three major factors, all of which could change during 2016-17:
  - Temporary Taxes to Fund Education (Proposition 30)
    - Sales tax to expire Dec 2016
    - Personal income tax to expire Dec 2018
  - Growth in the economy
  - Repayment of the Maintenance Factor (funding owed to school districts)
- At full implementation, each district will receive only cost-of-living adjustment (COLA) increases to its LCFF funding each year
  - COLAs over the next few years are estimated to be in the 2% to 3% range
  - If those COLA projections come to pass, most districts would again be making significant budget reductions
- We need to prepare for a slowdown while at the same time advocate for higher funding to continue to move toward at least the national average (estimated state education funding ranking still around 40<sup>th</sup> in the US)

# Budget Overview



- \$2.8 billion for Local Control Funding Formula (LCFF) gap closure
- \$1.6 billion for an Early Education Block Grant (not new funding)
- \$1.2 billion for discretionary one-time uses
- \$365.4 million for the K-12 portion of Proposition 39 (2012) – Clean Energy Jobs Act
- \$22.9 million for categorical programs' COLA (0.47%)
- **NO FUNDING FOR SCHOOL FACILITIES**
  - School Facilities Bond Measure on November ballot, not supported by Governor Brown.

---



# Galt Joint Union Elementary School District's *Neighborhood Treasures*



## Potential for a Bond Measure

February 3, 2016



# Funding for Facilities



What Do We Need

Galt Joint Union ESD

- Full Implementation of Facilities Master Plan
  - \$156 Million
- Shorter Term Priorities
  - \$26.5 Million

# Funding for Facilities



What Do We Have Now?

Galt Joint Union ESD

- California Clean Energy Jobs Act (Proposition 39)
  - \$1,000,000
  - Limited in Use
- Developer Fees
  - \$600,000

# Funding for Facilities



## What Can We Do?

Galt Joint Union ESD

- About \$25,000,000 Needed Over Next 3-5 Years
- Potential Sources
  - State Bond
    - Opposed by Governor
    - Requires Local Funds to Match
  - Grants/Donations
    - Takes Time
    - Often Limited Use
  - Other Financial Vehicles
  - Local G.O. Bond

# Potential for a Bond Measure



Local G.O. Bond

Galt Joint Union ESD

- Approximately \$17,300,000 Potential Over Next 3-5 Years
  - Based on Conservative Estimates
  - Required for Any State Bond Matching



---



# Galt Joint Union Elementary School District's *Neighborhood Treasures*



## **Table Discussions**

February 3, 2016



# Table Discussions



## Questions to Consider

Galt Joint Union ESD

- How should facilities priorities be determined?
  - Basic Infrastructure
  - Repairs & Upgrades
  - Learning Environment
  - Other?
  
- Should all schools have:
  - Equal Facilities-All classrooms & Campuses are the same
  - Equitable Facilities-All Classrooms & Campuses meet adequate minimum standards to educate students
  - Something Else?

# Additional Information and Next Steps



## GJUESD Contact Information

Galt Joint Union ESD

**Karen Schauer, Ed.D., GJUESD Superintendent**

e-mail: [kschauer@galt.k12.ca.us](mailto:kschauer@galt.k12.ca.us)

phone: 209 744 4545 Ext. 310

**Tom Barentson, Director of Business Services**

e-mail: [tbarentson@galt.k12.ca.us](mailto:tbarentson@galt.k12.ca.us)

phone number: 209 744 4545 Ext. 315

**GJUESD Website:** [www.galt.k12.ca.us](http://www.galt.k12.ca.us)

**Community Internet Access: Marion O. Lawrence**

Library address: 1000 Caroline Avenue

phone number: 209-745-2066

**Next Meeting Date and Location**

Wednesday, February 17, 2016

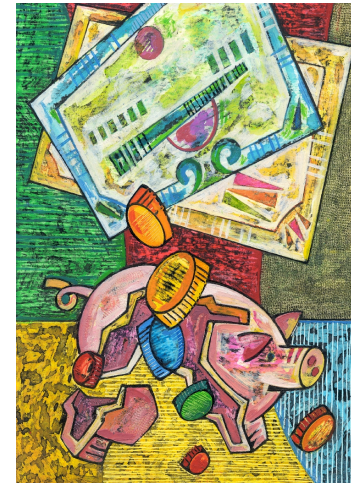
River Oaks Elementary School

Address: 905 Vintage Oak Avenue

*Thank you for your time, input and support for our schools as neighborhood treasures!*

# Galt Joint Union Elementary School District

## Bond Measure and Tax-Base Demographics



Presented by Lori Raineri  
February 17, 2016

# Tonight's Agenda

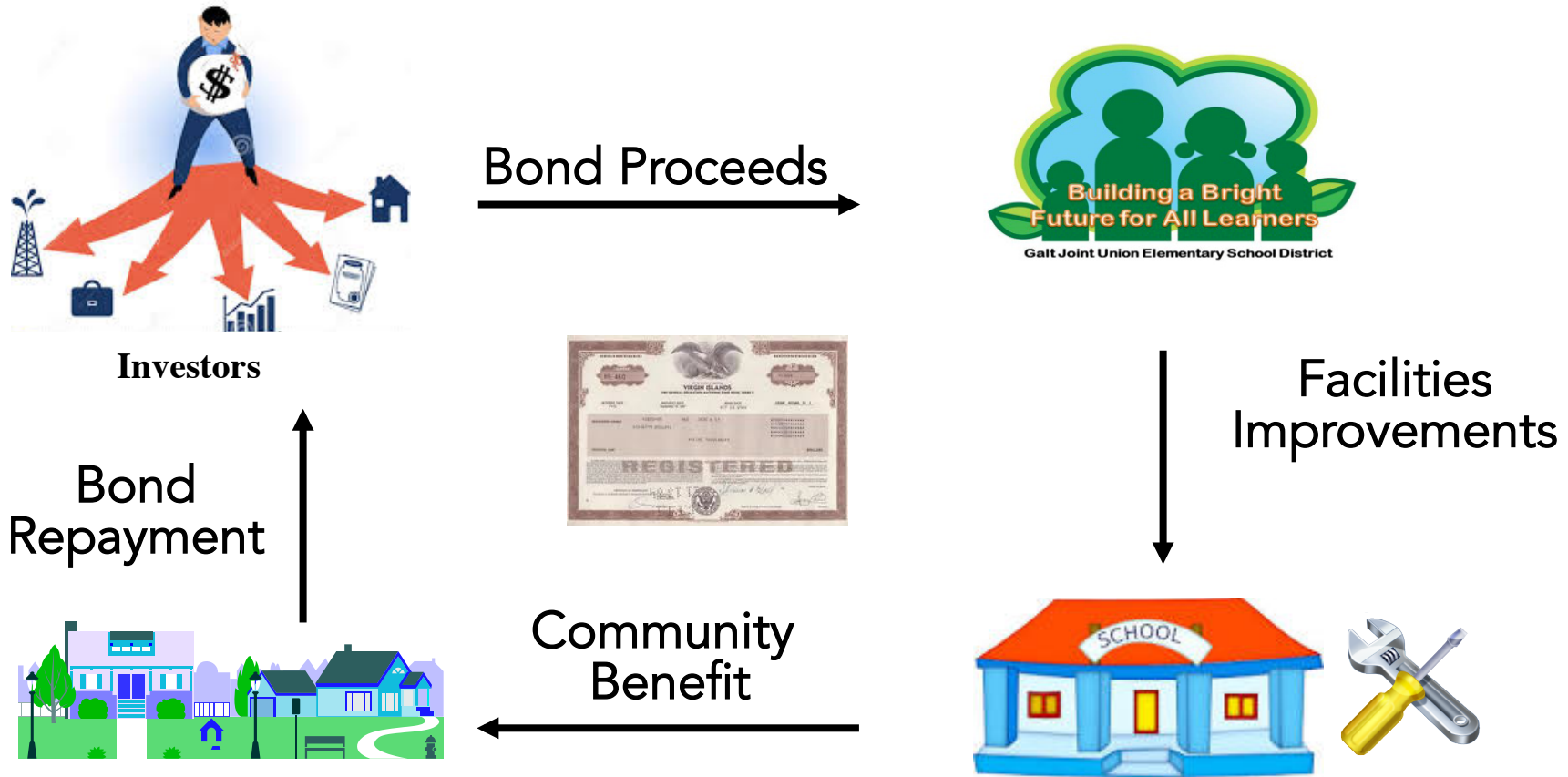
- ◆ Bond Basics
  - ▶ How a Bond Measure Works
  - ▶ Accountability and Oversight
- ◆ Tax-Base Demographics



# General Obligation (G.O.) Bonds

- ◆ Authorized in CA Constitution (1879)
  - ▶ In 1978, Proposition 13 superseded authority
  - ▶ In 1986, restored at 2/3 voter approval level
  - ▶ In 2000, 55% voter approval measures allowed with additional accountability requirements
    - Maximum projected tax levy and specified citizens' oversight
- ◆ "Full Faith and Credit Bond" - Unlimited taxing authority
- ◆ "Ad Valorem" taxation
- ◆ Bonding capacity limited to 1.25% of AV for union districts (2.50% of AV for unified districts)
- ◆ County is responsible for ongoing administration
- ◆ No political discretion
- ◆ General obligation bonds are the most common local funding source for school facilities.

# A G.O. Bond is a Loan



- ◆ A bond is a loan. Just like a home mortgage, a bond allows the taxpayers to buy and receive the benefit of the facilities now, and pay for them over time.

# District's Experience with Bond Measures

## ◆ 1999's Measure B – not approved by voters

### ▶ Received 64.9% of vote, but required 66.7%

- To enable the Galt Elementary School District to acquire and construct a new middle school and a new elementary school on sites already owned by the District, and to acquire and construct other necessary student facilities, shall the District be authorized to issue bonds in the amount of not to exceed \$7 million with an interest rate not to exceed the maximum set by law?

## ◆ 2001's Measure W\* - approved by voters

### ▶ Received 71.1% of vote, required 66.7%

- Shall Galt Joint Union Elementary School District relieve overcrowding, improve education and increase student safety throughout the district by constructing an elementary and middle school on district owned land, by issuing \$9.24 million of bonds at interest rates within the legal limit, with citizen oversight, annual audits of expenditures and performance and no proceeds used for teacher or administrator salaries or other school operating expenses?

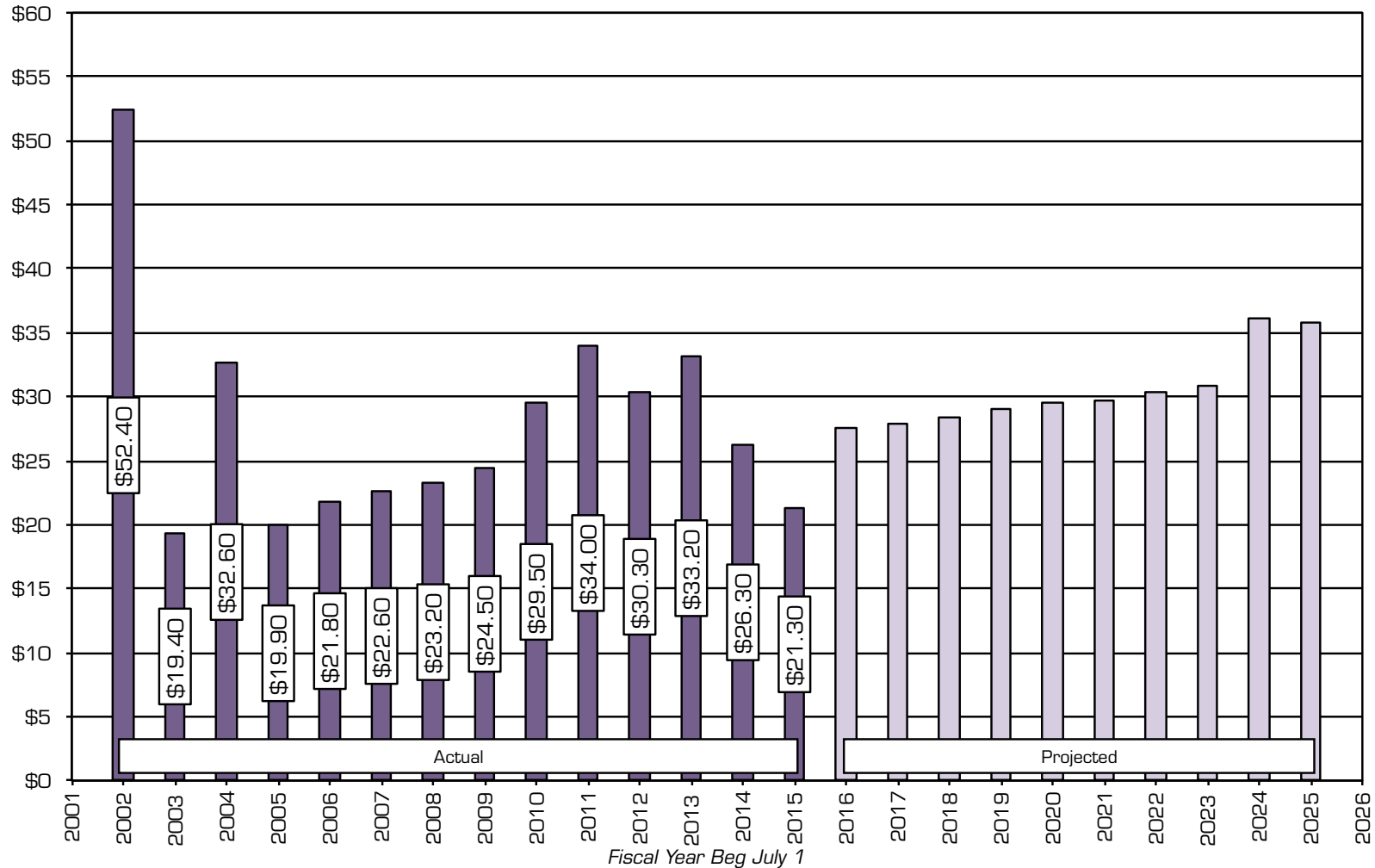
\* Bonds currently outstanding = \$6,653,684



# Tax Levies for Measure W

Tax Levy per  
\$100,000 of AV

## Tax Levies Mostly Under \$30



Actual tax levies provided by Sacramento Co. Financing Department. Tax levies projected based on actual AV through 2015-16, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

# 2/3 vs. 55% Voter Approval G.O. Bonds

Subject	55% Voter Approval	Two-Thirds Voter Approval
Board Approval Required To Place Measure on Ballot	Two-thirds	Majority
Allowable Election Dates	Primary or general election, regularly scheduled local election, or statewide special election	1) Any established election date pursuant to Section 1000 or 1500 of the Elections Code or 2) any Tuesday that is not the day before or the day after a State holiday, or within 45 days of a statewide election
Maximum Projected Tax Rates/Levies	For unified district, \$60 per \$100,000 of assessed value; for union district, \$30 per \$100,000 of assessed value	No projected maximum tax rate
Bonding Capacity (i.e. Maximum Bonds Outstanding)	2.5% of assessed value for unified districts and 1.25% of assessed value for union districts	2.5% of assessed value for unified districts and 1.25% of assessed value for union districts
Audits	Independent financial and performance audits must be conducted annually	None specifically required
Oversight Committee	If election is successful, Board must establish independent citizens oversight committee within 60 days of Board adoption of resolution declaring election results	None specifically required
Allowable Expenditures	Construction, reconstruction, rehabilitation, or replacement of school facilities, including furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities	Acquisition or improvement of real property
Facilities List	State Constitution requires a list of the specified school facilities project(s) to be funded	No requirement for a specific facilities list

# Pro Forma Bond Financial Plan

## Key Legal Constraints

◆ Bonding Capacity: limit on amount of outstanding bonds  
(this is for all bond measures combined)

- ▶ 1.25% of total assessed value for union districts
  - Education Code 15268 ✓
- ▶ 2.50% of total assessed value for unified districts
  - Education Code 15270(a)

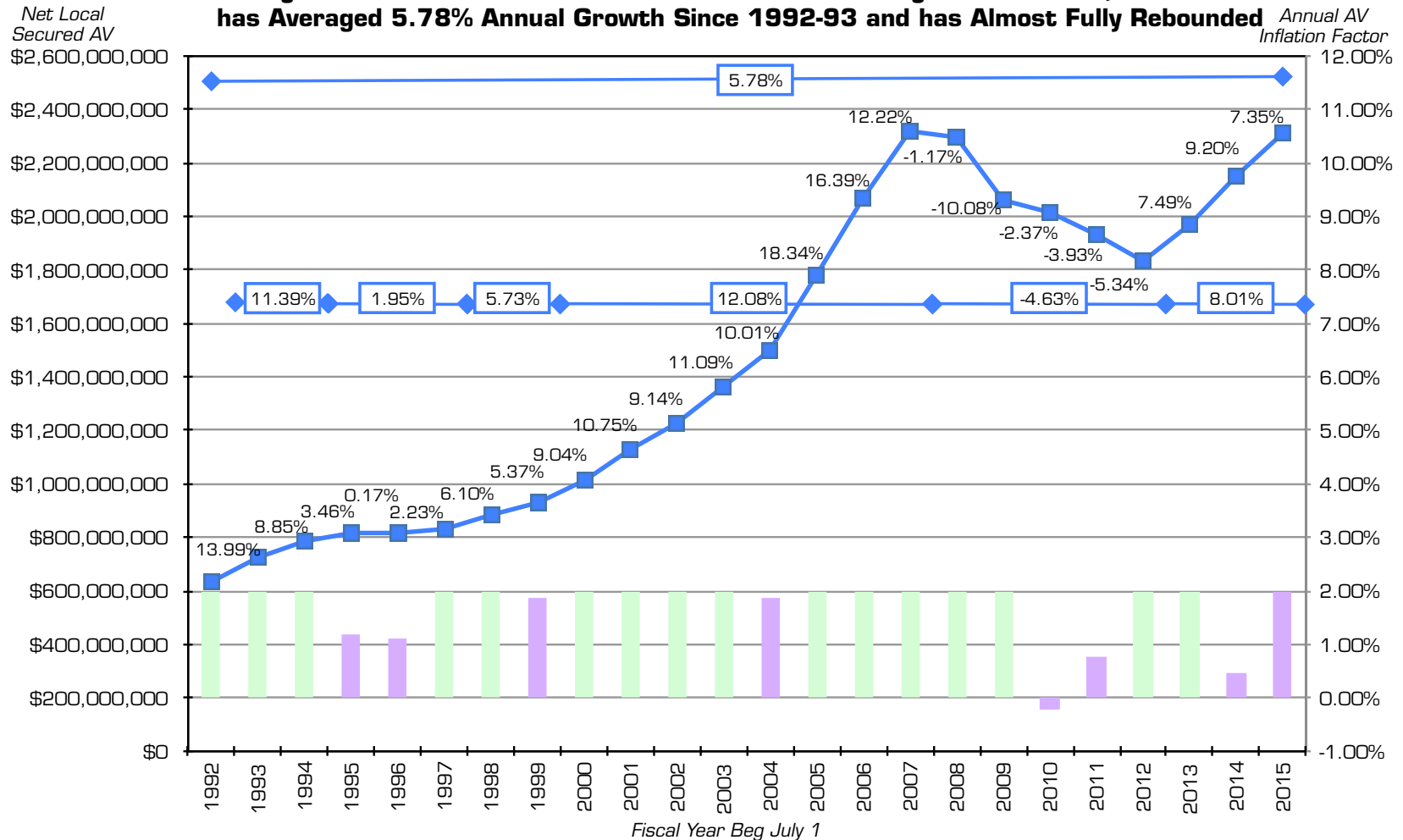


◆ Taxing Capacity: limit on maximum projected tax levies  
(this is for 55% voter approval bond measures only)

- ▶ \$30 per \$100,000 of assessed value for union districts
  - Education Code 15268 ✓
- ▶ \$60 per \$100,000 of assessed value for unified districts
  - Education Code 15270(a)

# Tax Base – Historical Rate of Change

**Although the District's Assessed Valuation Declined During the Recession, the Tax Base has Averaged 5.78% Annual Growth Since 1992-93 and has Almost Fully Rebounded**



District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

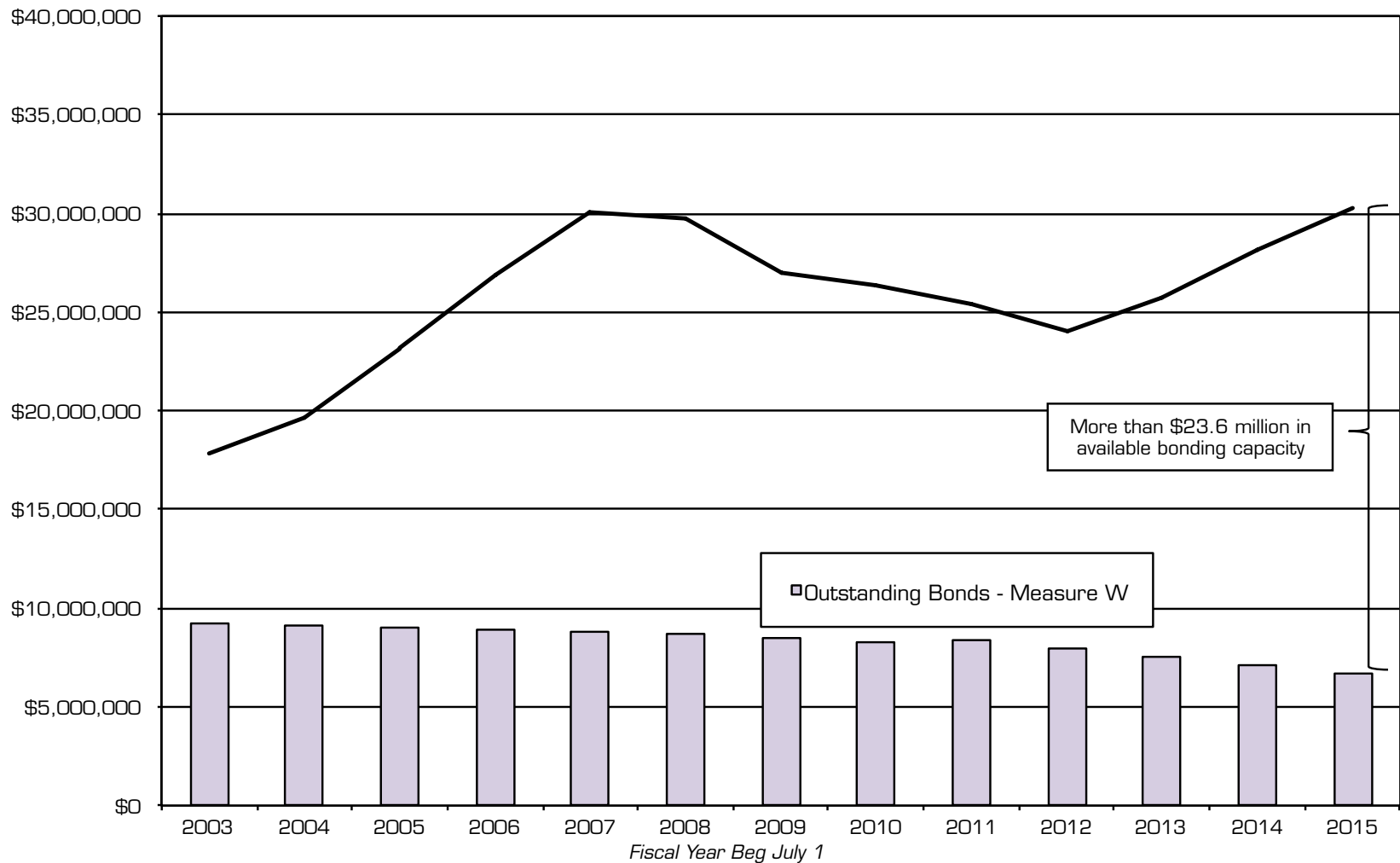
# Reasons Assessed Value Can Change

- ◆ Pursuant to Proposition 13 (and embodied in Article 13A of the California Constitution), a school district's property tax base can change for four reasons:
  - ▶ Properties are sold (and reassessed at the sale price).
  - ▶ Properties are improved (and reassessed with the value of the improvement).
  - ▶ A year passes (each property's assessed value increases by the lesser of 2% or the change in the California Consumer Price Index).
  - ▶ Market value of one or more properties declines below assessed value - assessed value can be adjusted downward to the market value. If market value subsequently increases, assessed value can "catch up" to pre-decline AV plus allowable adjustments (e.g. 2% annual increase).

# Bonding Capacity Depends on Tax Base

Bonding Capacity/  
Outstanding Bonds

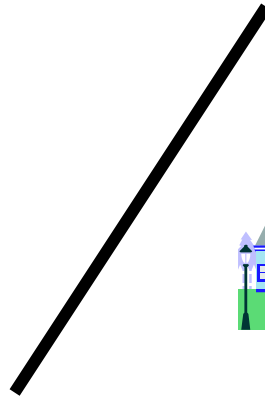
**\$23.6 Million in Available Bonding Capacity**



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

# G.O. Bond Tax Rates

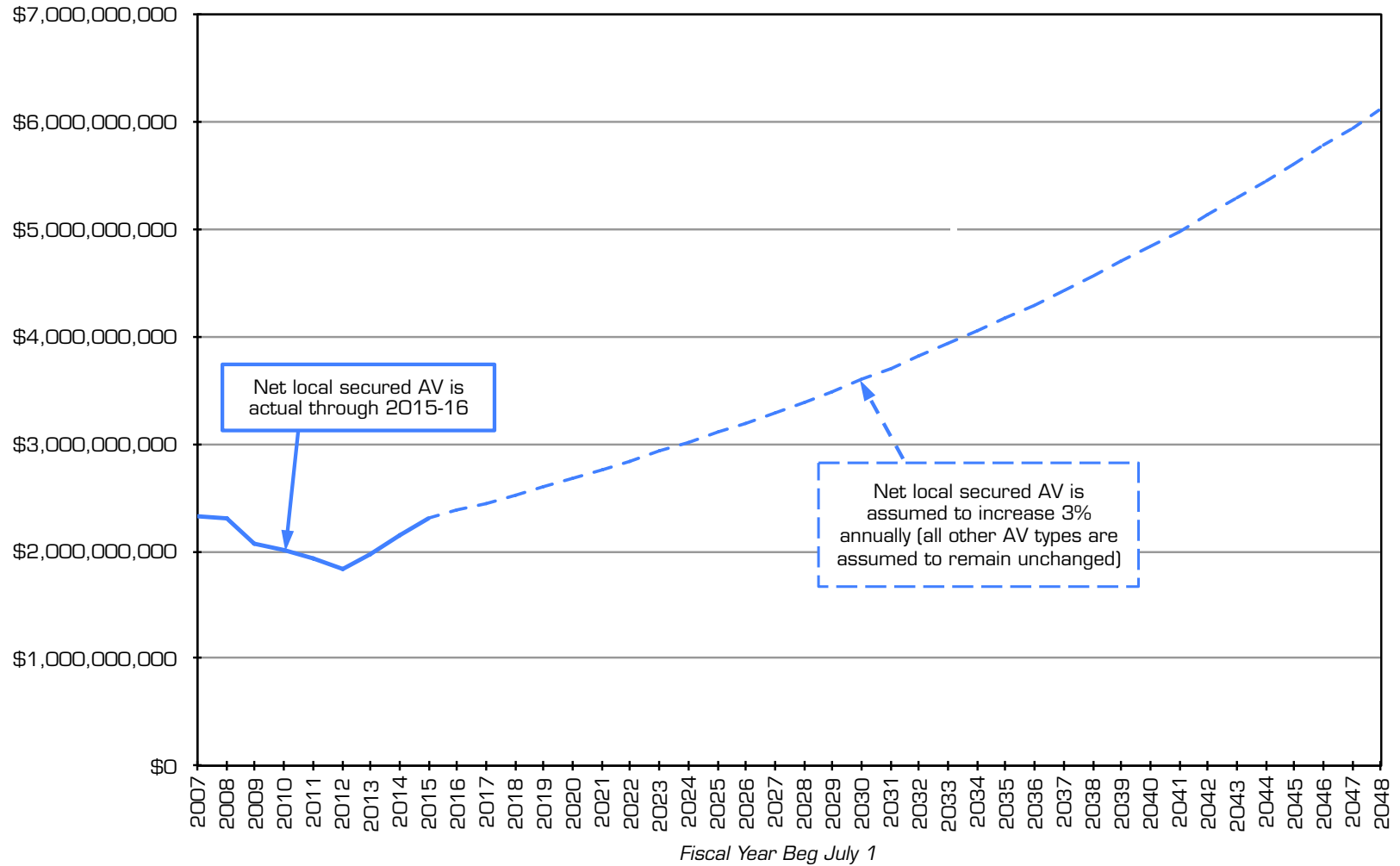
- ◆ Bond tax rate  $\approx$  debt service  $\div$  assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



# Currently Assumed Future Assessed Value

Net Local Secured Assessed Value

## Constant, Moderate Net Local Secured AV Growth is Assumed

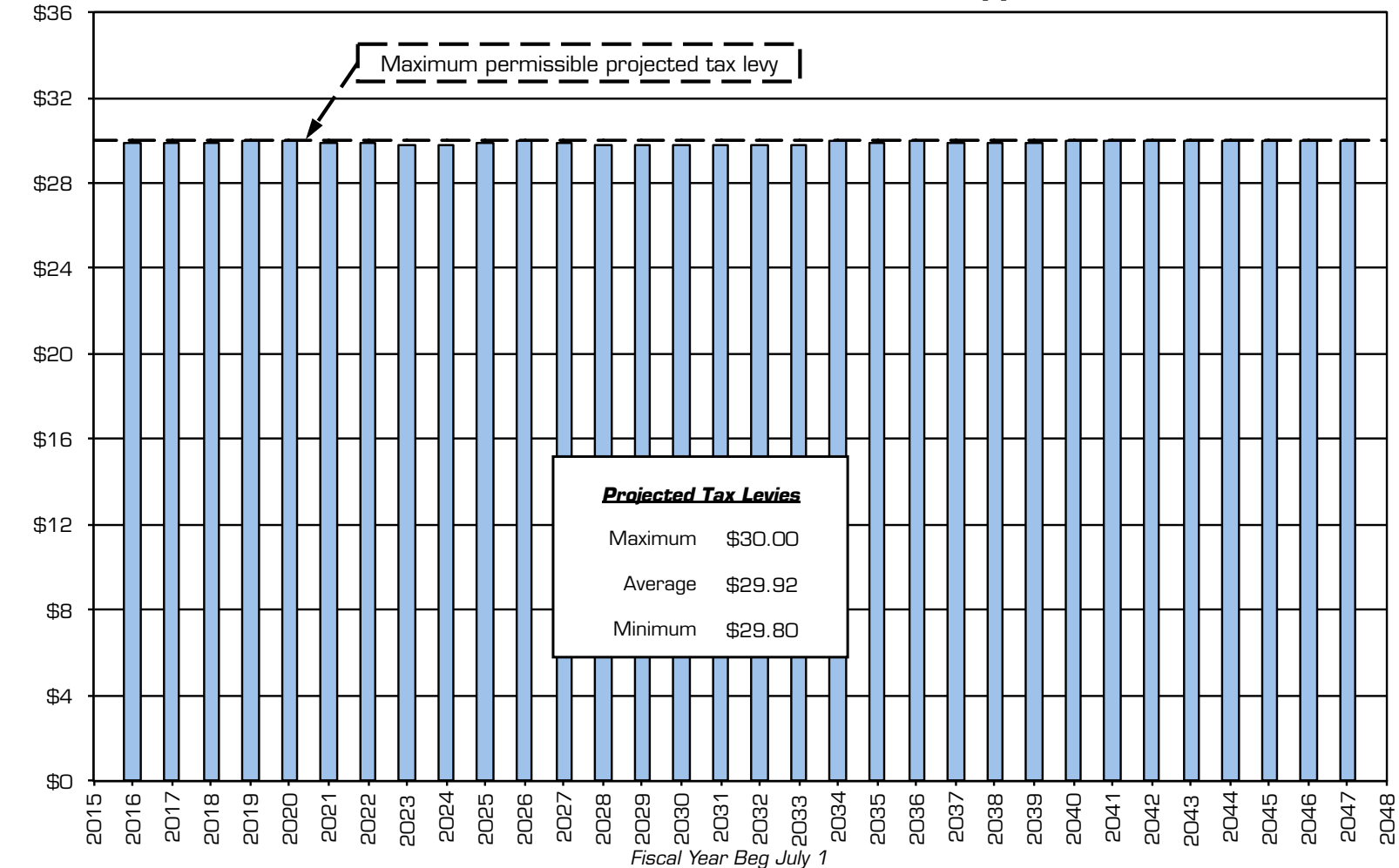


Historic data provided by Sacramento and San Joaquin Counties. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Since 1992-93, net local secured has annually comprised 93% - 97% of the District's total AV. As individually the other components are relatively small and tend to be subject to less predictable volatility, the AV focuses on net local secured.



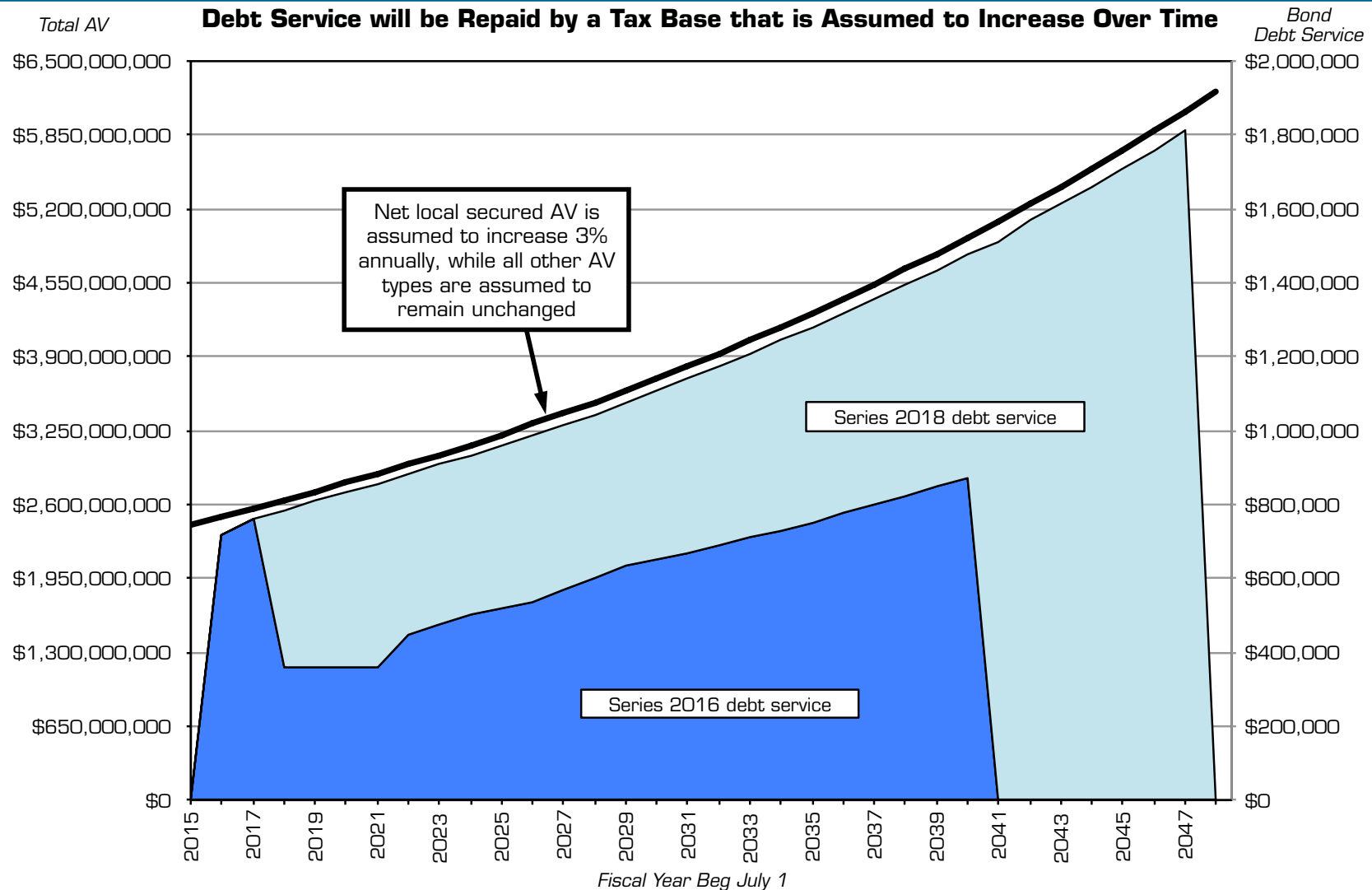
# Potential New Measure Limited by \$30

Tax Levies are Projected at the Maximum Allowable Projection of \$30 per \$100,000 of Assessed Value for a 55% Voter Approval Bond Measure



Tax levies projected based on assumed debt service, actual 2015-16 AV, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.

# Stable Tax Rate → Payments Grow w/Proj. AV

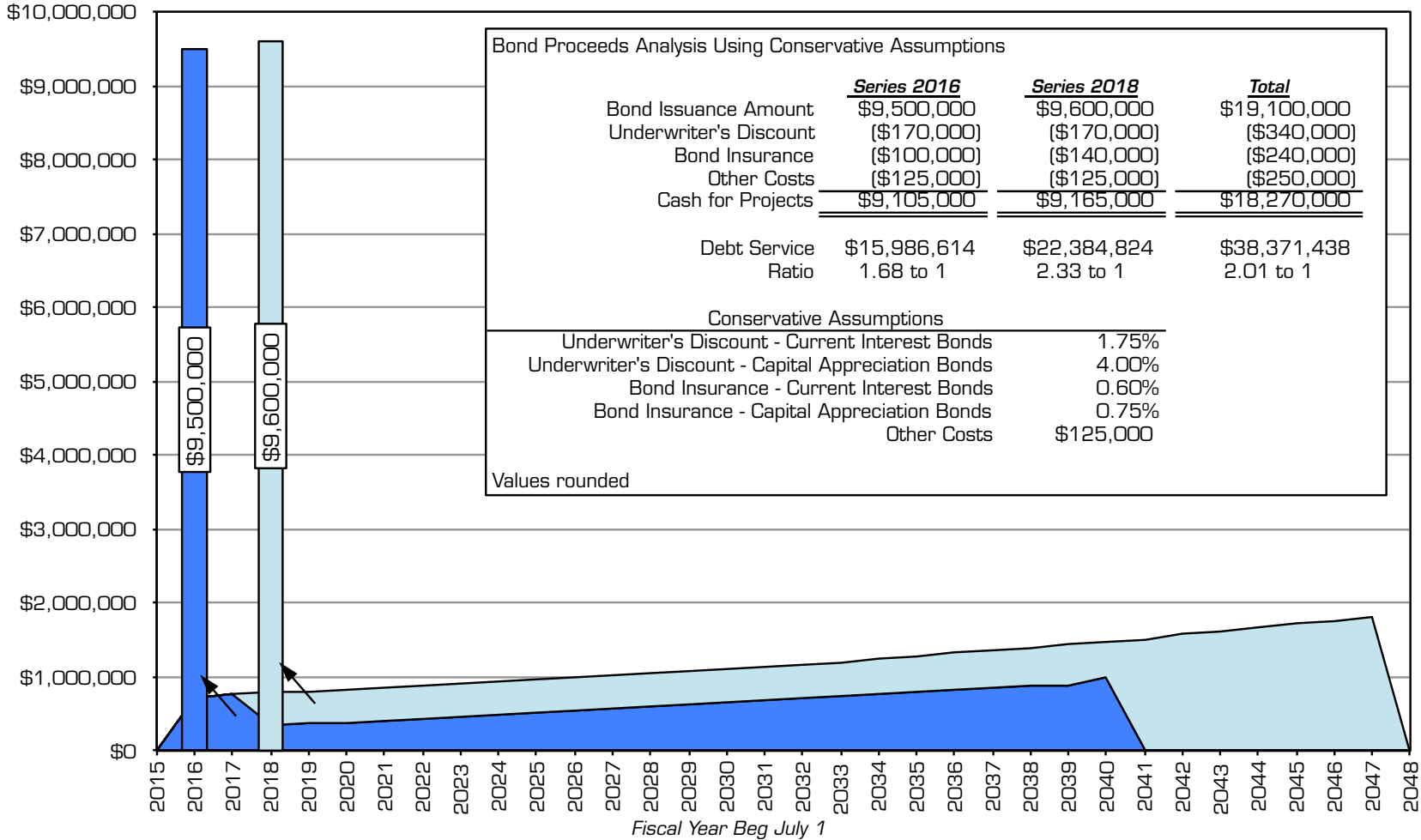


Debt service based on MMD "AAA" rates as of October 21, 2015, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +100bp (2016) & +150bp (2018), and +180bp for callable capital appreciation bonds.

# Potential of \$18,270,000 For Projects

**It is Preliminarily Estimated the District Can Issue a Total of \$19.1 Million Over 2 Years Under a 55% Voter Approval Bond Measure**

GO Bonds To Be Issued

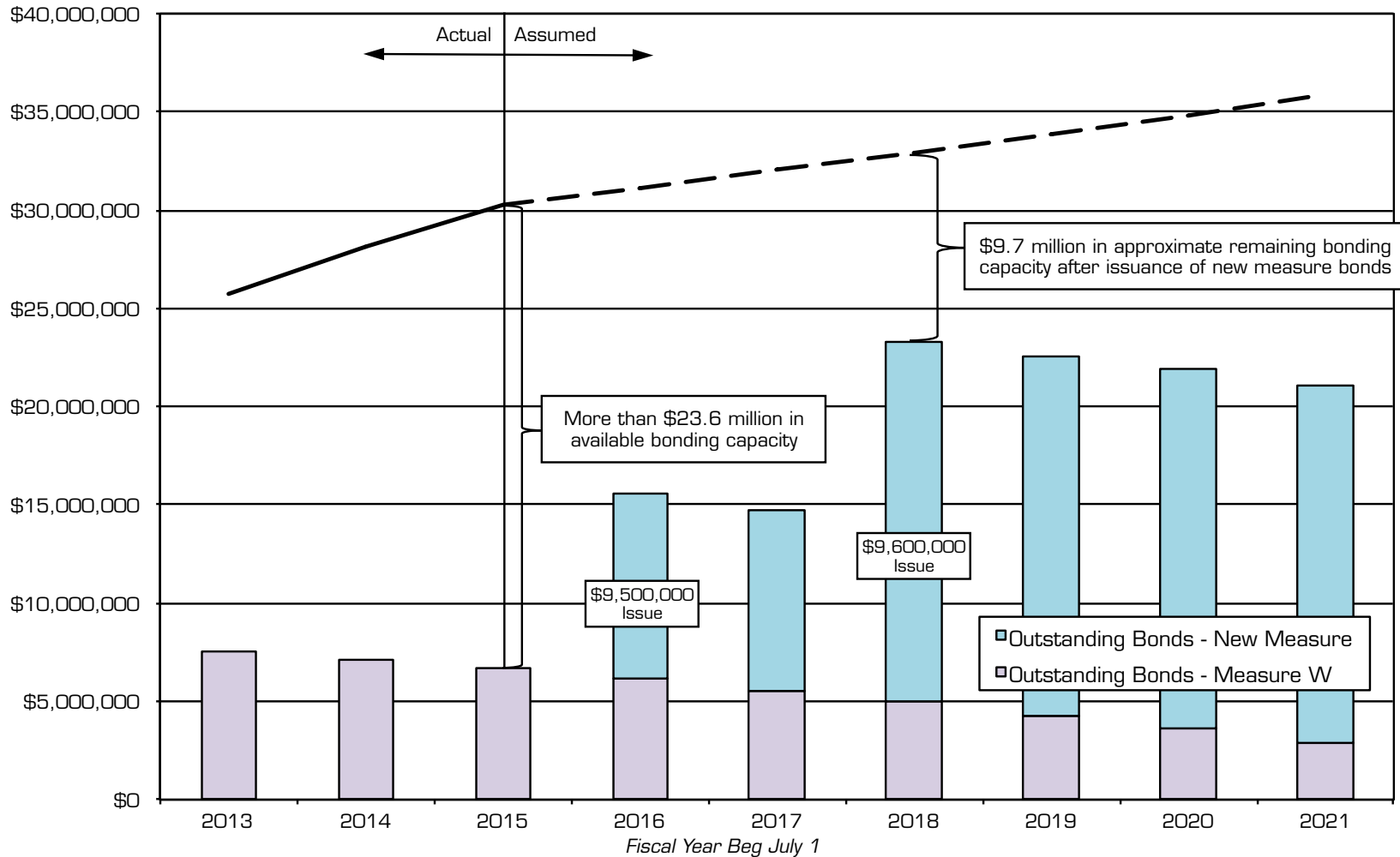


Debt service based on MMD "AAA" rates as of February 8, 2016, adjusted +85bp for assumed "A+" rating, plus timing adjustments for potential rate increasing prior to bond issuance of +75bp (2016) & +125bp (2018), and +180bp for callable capital appreciation bonds. Net local secured AV is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

# Bonding Capacity Sufficient

Bonding Capacity/  
Outstanding Bonds

## Bonding Capacity is Not a Hindrance for \$19.1 Million Bond Measure Issued over Two Series



Unified district's bonding capacity is 1.25% of total AV. 2015-16 AV is actual; net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged. Values rounded.

# Oversight

## ◆ What is the purpose of a citizens' oversight committee?

*"The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues"*

*-Education Code Section 15278 (b)*

## ◆ What are the goals of the oversight committee?

- ▶ Ensure bond funds are spent only on the proper purposes.
- ▶ Ensure no funds are used for teacher or administrative salaries or other school operating expenses.

*-Education Code Section 15278 (b)(1)&(2)*



# Accountability

- ◆ Annual independent performance and financial audits conducted to ensure bond proceeds are only spent on the school projects listed in the Bond Project List
  - ▶ Reports are made public and provided to the Citizens' Oversight Committee

*-Education Code Section 15286*

- ◆ Any taxpayer can file for "an action to obtain an order restraining and preventing any expenditure of funds" if the District veers from the Bond Project List

*-Education Code Section 15284 (a)*

- ◆ Law enforcement agencies are permitted and strongly encouraged to vigorously pursue any violations

*-Education Code Section 15288*



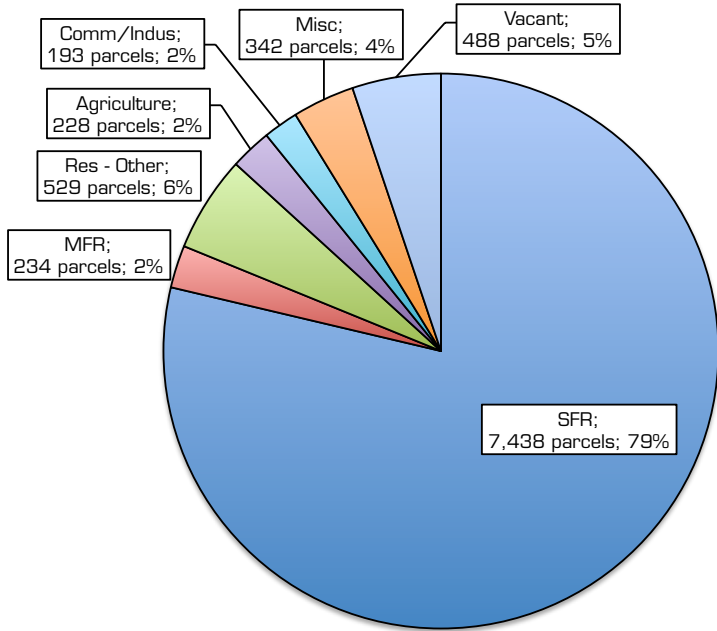
# Ad Valorem Taxes $\approx$ \$1.08 Per \$100 of Assessed Value

---

- ◆ Sample Tax Bill at approximately the median single family residential assessed value (\$198,220)
- ◆ Ad Valorem Taxes = \$1.0754 per \$100 of Assessed Value
  - ▶ In this case, a total of \$2131.66 + direct levies totaling \$341.36 for a grand total of \$2,473.02

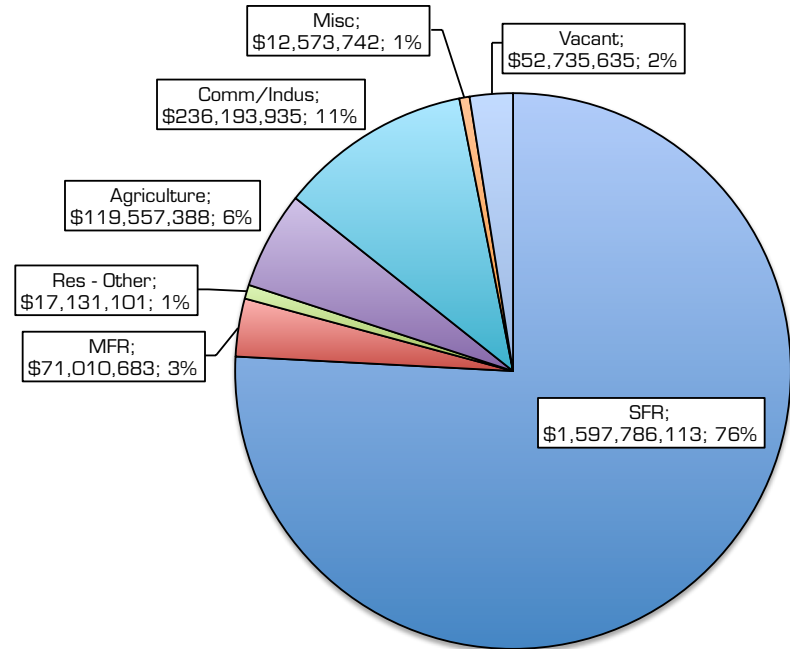
# Distribution is Consistent

## 79% of District Parcels are SFR



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

## 76% of AV in District is SFR

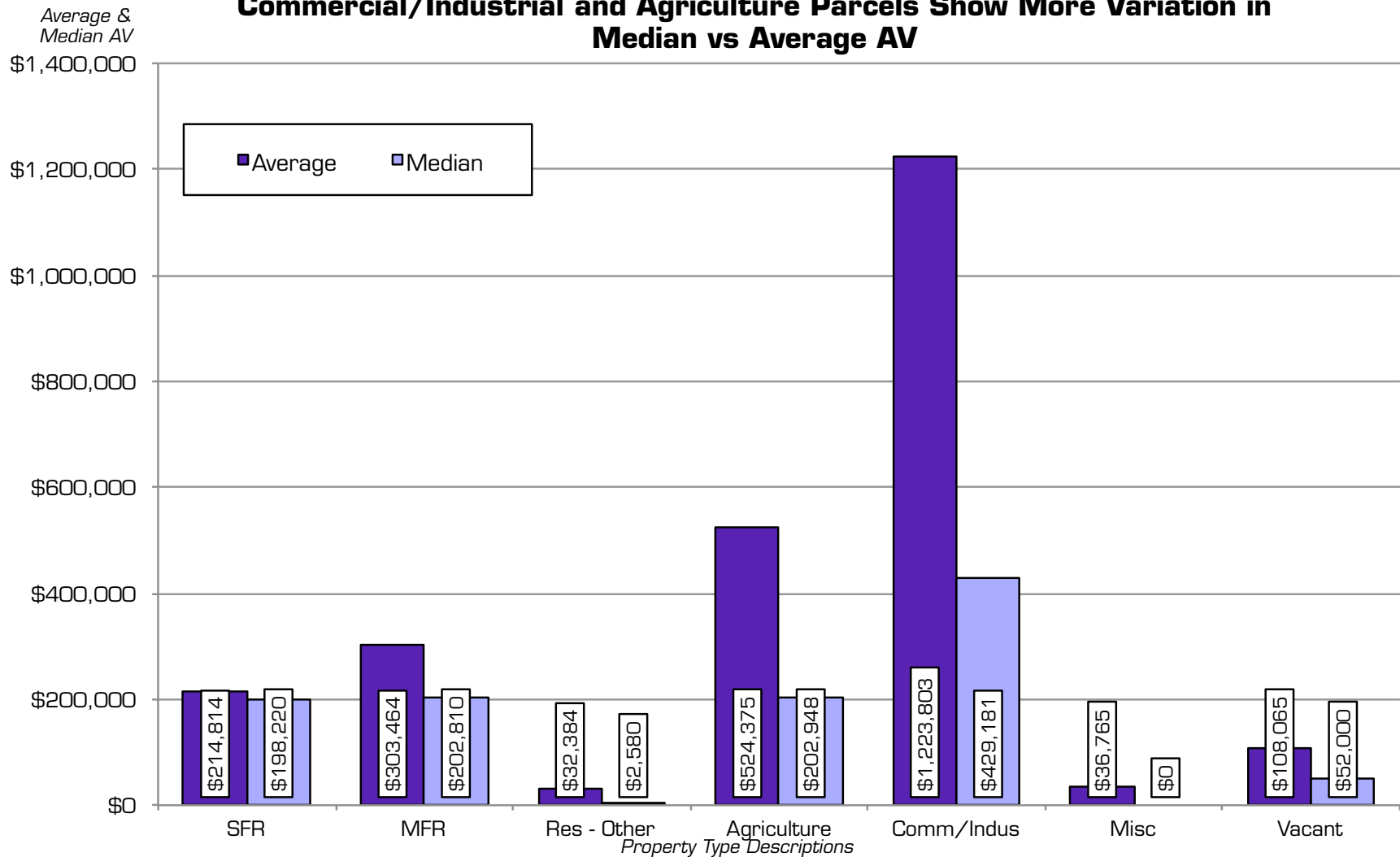


Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.



# SFR Median and Average AV Both ≈ \$200K

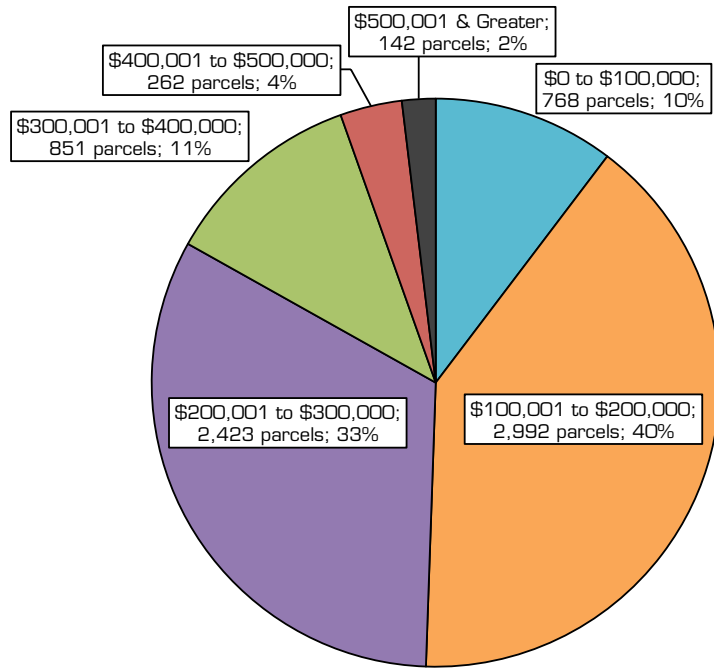
**Commercial/Industrial and Agriculture Parcels Show More Variation in Median vs Average AV**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

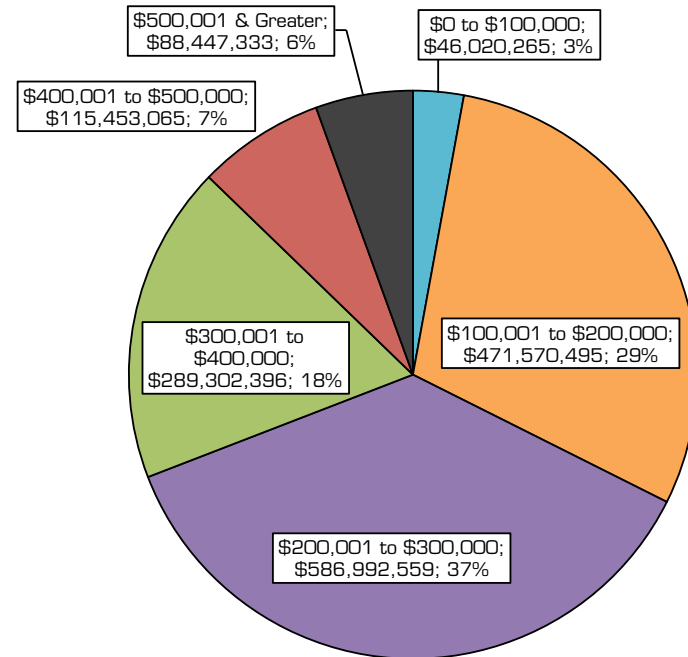
# Property Taxes Are Progressive

**83% of SFR Parcels have an AV of \$300,000 or Less**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

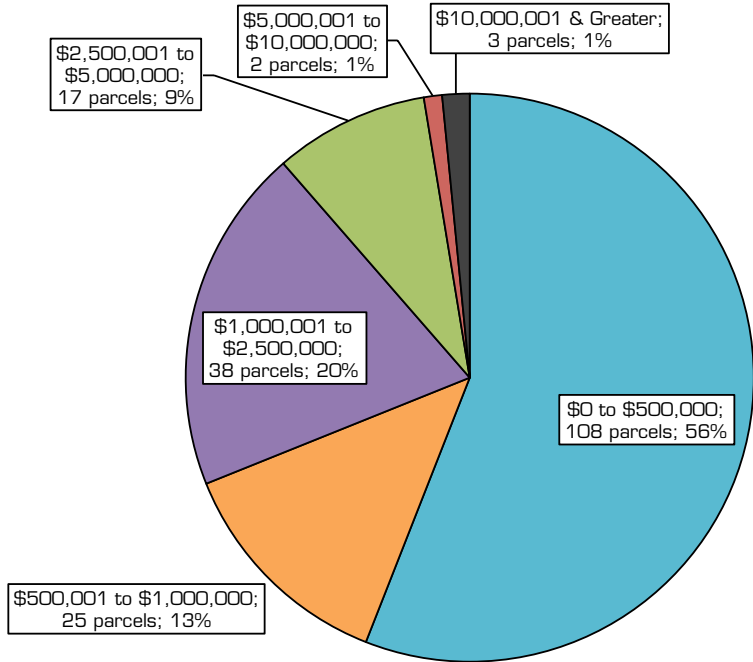
**31% of SFR AV is from Parcels with an AV of \$300,000 or More**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

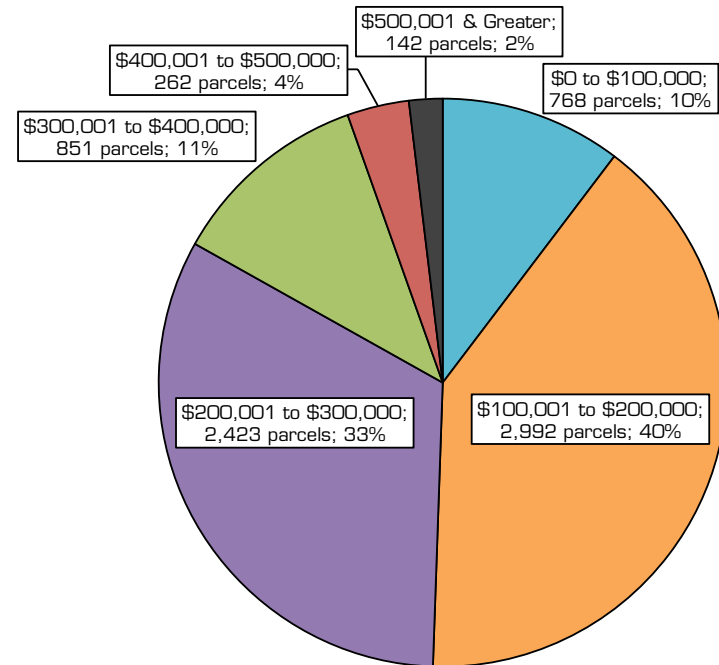
# Noblesse Oblige

## 69% of Commercial/Industrial Parcels Have an AV of \$1,000,000 or Less



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

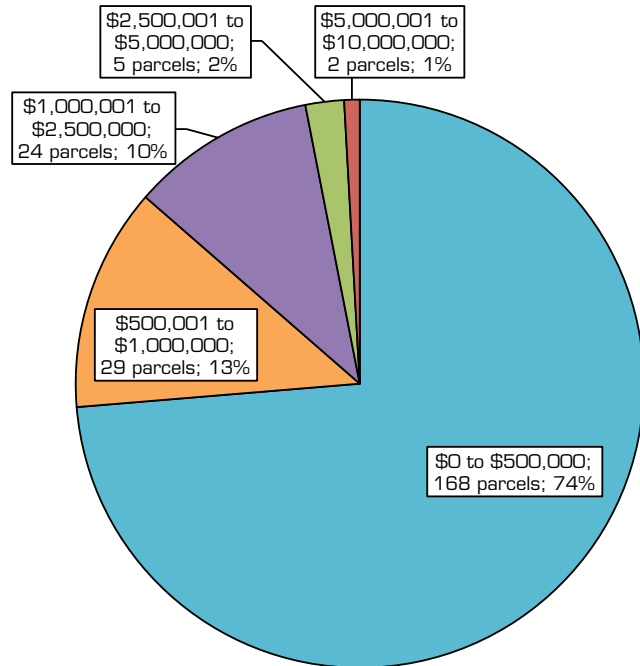
## 83% of SFR Parcels have an AV of \$300,000 or Less



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

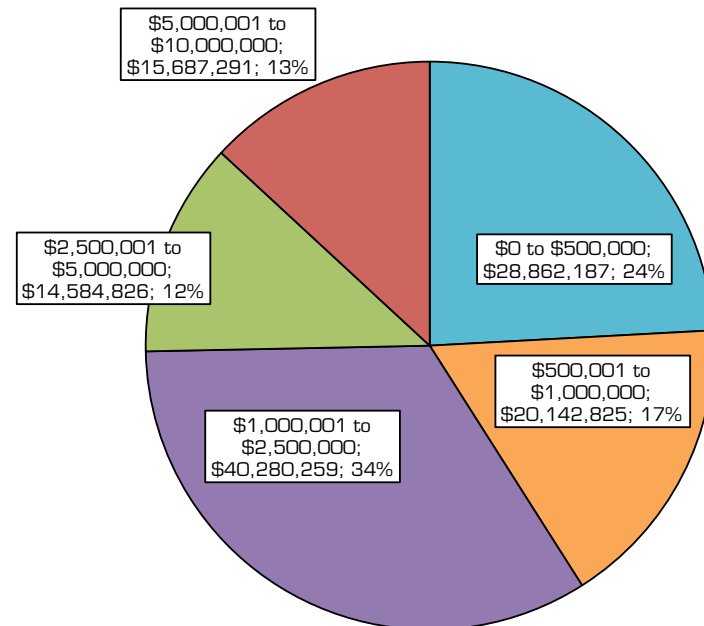
“Land is the only thing in the world worth workin' for, worth fightin' for, worth dyin' for, because it's the only thing that lasts.” \*

**87% of Agricultural Parcels Have an AV of \$1,000,000 or Less**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

**59% of Agricultural AV is from Parcels with an AV of \$1,000,000 or More**

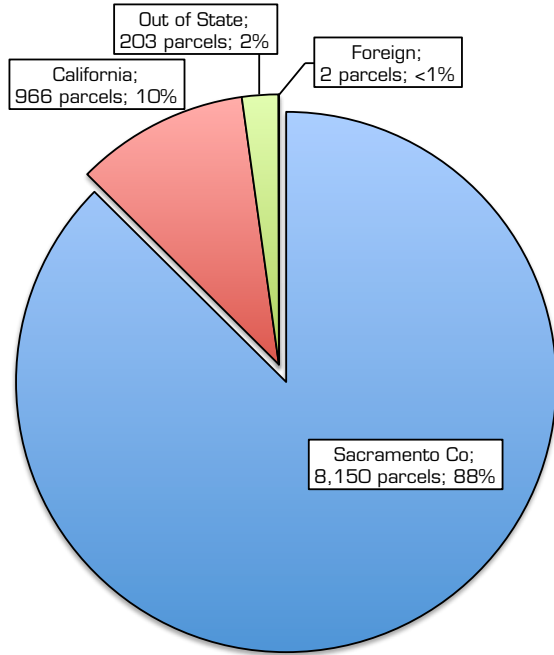


Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

\* From *Gone with the Wind*

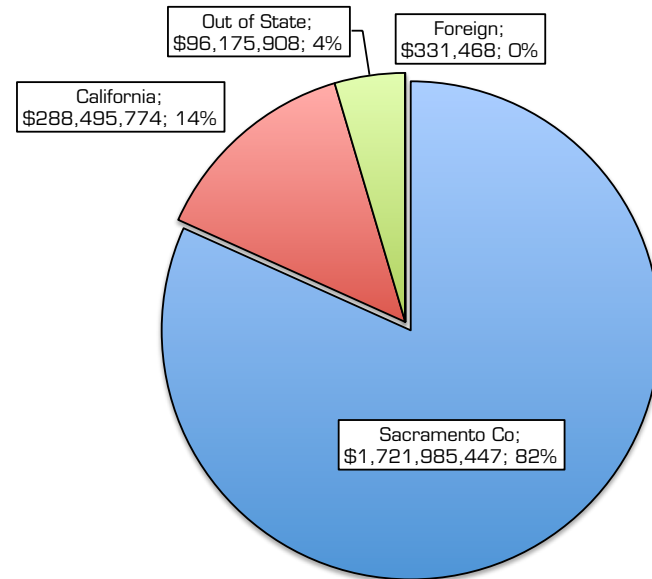
# Local Ownership is the Norm

**88% of Tax Bills are Sent Within Sacramento Co**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Chart excludes 131 Exempt parcels. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

**82% of District's AV Owned Inside County**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

# Top 20 Taxpayers Are Mostly "Foreign"

**For Top 20 Taxpayers (by Billing Address), Only 21% of AV is Owned Within Sacramento County**



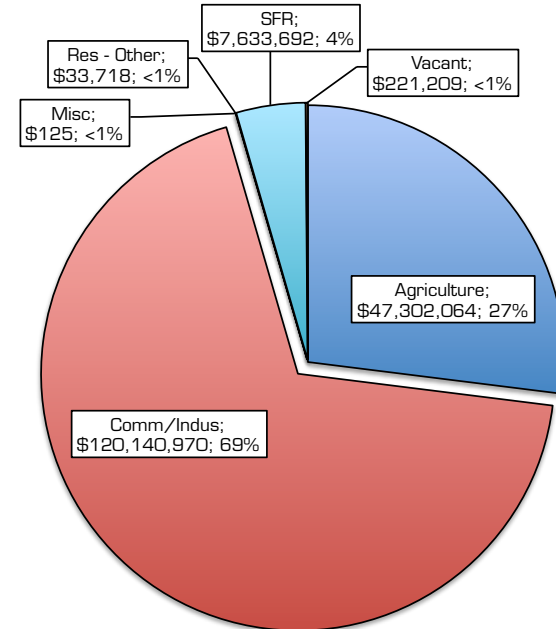
Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

Top 20 Taxpayers

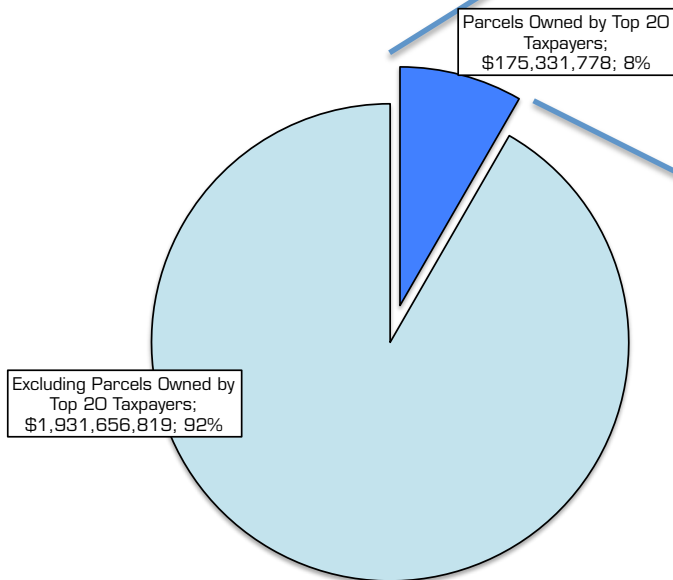
<u>Mailing Address</u>	<u>Net Value</u>	<u>% of District's AV</u>	<u># of Parcels</u>	<u>Owner/Mailing Location</u>	<u>Owners</u>
775 PRAIRIE CTR DR 200 EDEN PRAIRIE, MN 55344	\$31,874,726	1.5%	2	Out of State	Cardinal Glass
2392 MORSE AV IRVINE, CA 92614	\$20,231,300	1.0%	6	California	Liberty Ranch LLC
1792 TRIBUTE RD 270 SACRAMENTO, CA 95815	\$17,380,951	0.8%	7	Sacramento Co	Guttridge/Taylor LLC
PO BOX 8050 BENTONVILLE, AR 72712	\$14,100,000	0.7%	1	Out of State	Wal Mart Stores Inc
10898 INSPIRATION CIR DUBLIN, CA 94568	\$10,250,671	0.5%	4	California	Chiu Family Revocable Trust, Jenkins Stephen L/Tiana C
5490 BEAR CREEK RD LODI, CA 95240	\$8,328,561	0.4%	4	California	Kautz Row Crop Farms, Kurt A/Sandra R Kautz Revocable Fmly Tr
538 SAN RAMON VLY BL 126 DANVILLE, CA 94526	\$8,196,879	0.4%	3	California	85 Enterprise Real Estate LLC
600 YOSEMITE BL MODESTO, CA 95354	\$7,383,231	0.4%	3	California	Gallo Vineyards Inc
175 ENTERPRISE CT STE A GALT, CA 95632	\$6,009,746	0.3%	1	Sacramento Co	DKCR Props Inc
901 MAIN ST STE 4700 DALLAS, TX 75202	\$5,789,588	0.3%	34	Out of State	Invitation Homes
PO BOX 1660 ELK GROVE, CA 95759	\$5,598,951	0.3%	2	Sacramento Co	Beldt Amer Self Storage Llc, Beldt Family Trust
PO BOX 4278 MODESTO, CA 95352	\$4,962,235	0.2%	1	California	Save Mart
PO BOX 3165 HARRISBURG, PA 17105	\$4,821,685	0.2%	1	Out of State	Ichord Paul S/Julia L (Rite Aid)
11583 VALENSIN RD GALT, CA 95632	\$4,796,109	0.2%	5	Sacramento Co	Beer Kenneth E, Beer Kenneth E/Lori Kay, Fishery Inc
14620 ARMINTA ST VAN NUYS, CA 91402	\$4,605,170	0.2%	4	California	Miel Properties Llc, Michael Melideo Revocable Trust
7201 HAMILTON BL ALLENTOWN, PA 18195	\$4,528,180	0.2%	1	Out of State	Air Products/Chemicals Inc
2644 DOUGLAS FIR DR LODI, CA 95242	\$4,452,187	0.2%	3	California	S/P Vineyards LLC
827 BLACK DIAMOND WY A LODI, CA 95240	\$4,128,130	0.2%	2	California	Beldt Family Trust/Beldt Enterprises Inc
1120 MAYBROWN AV MENLO PARK, CA 94025	\$4,000,000	0.2%	1	California	LRP Properties LLC
9414 KOST RD GALT, CA 95632	\$3,893,478	0.2%	6	Sacramento Co	Joe A Cotta Vineyards Inc, Cotta Joe A, Cotta Joe A/Sherry
	<u>\$175,331,778</u>	<u>8.3%</u>	<u>91</u>		

# Most of the Top 20 Taxpayers are Commercial/Industrial

**Commercial/Industrial Accounts for 69% of the AV for the Top 20 Taxpayers (by Billing Address)**



**Top 20 Taxpayers (by Billing Address) Comprise 8% of Total District AV**



Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Mobile Homes included in Res - Other; Institutional, Public & Utilities, and Recreation included in Misc. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

Note: 2015-16 assessment roll as provided by Sacramento County Assessor's office. Approximately 90% of District is within Sacramento County. San Joaquin County not included. Percentages rounded.

# 1<sup>st</sup> Round - Questions to Consider



- ◆ How do we prioritize our facilities expenditures given that we won't be able to address all facilities needs even with a local bond measure?
- ◆ Are there projects which should specifically be funded with a local bond measure?
  - ▶ If so, what are the reasons?
- ◆ What are the reasons to consider a school bond measure?
  - ▶ What would happen if there's no local bond funding for school facilities?



# 2<sup>nd</sup> Round - Questions to Consider



- ◆ Is there any information that your table group knows that voters don't know?
- ◆ What would be the importance of raising public awareness and understanding about the District's facility needs?

# Additional Information and Next Steps

---

- ◆ Karen Schauer, Ed.D., GJUESD Superintendent
  - ▶ E-mail: [kschauer@galt.k12.ca.us](mailto:kschauer@galt.k12.ca.us)
  - ▶ Phone: 209-744-4545 Ext 310
- ◆ Tom Barentson, Director of Business Services
  - ▶ E-mail: [tbarentson@galt.k12.ca.us](mailto:tbarentson@galt.k12.ca.us)
  - ▶ Phone: 209-744-4545 Ext 315
- ◆ GJUESD Website: [www.galt.k12.ca.us](http://www.galt.k12.ca.us)
- ◆ Community Internet Access: Marion O. Lawrence Library
  - ▶ Address: 1000 Caroline Avenue
  - ▶ Phone: 209-745-2066
- ◆ Next Board Meeting Date and Location
  - ▶ Wednesday, February 24<sup>th</sup>, 2016 @ 7:00 p.m.
  - ▶ Galt City Hall Chambers

# For Reference

---

- ◆ A.V. Assumptions - Historical Tests
- ◆ Projected Combined Tax Levies

# A.V. Assumptions – Historical Tests

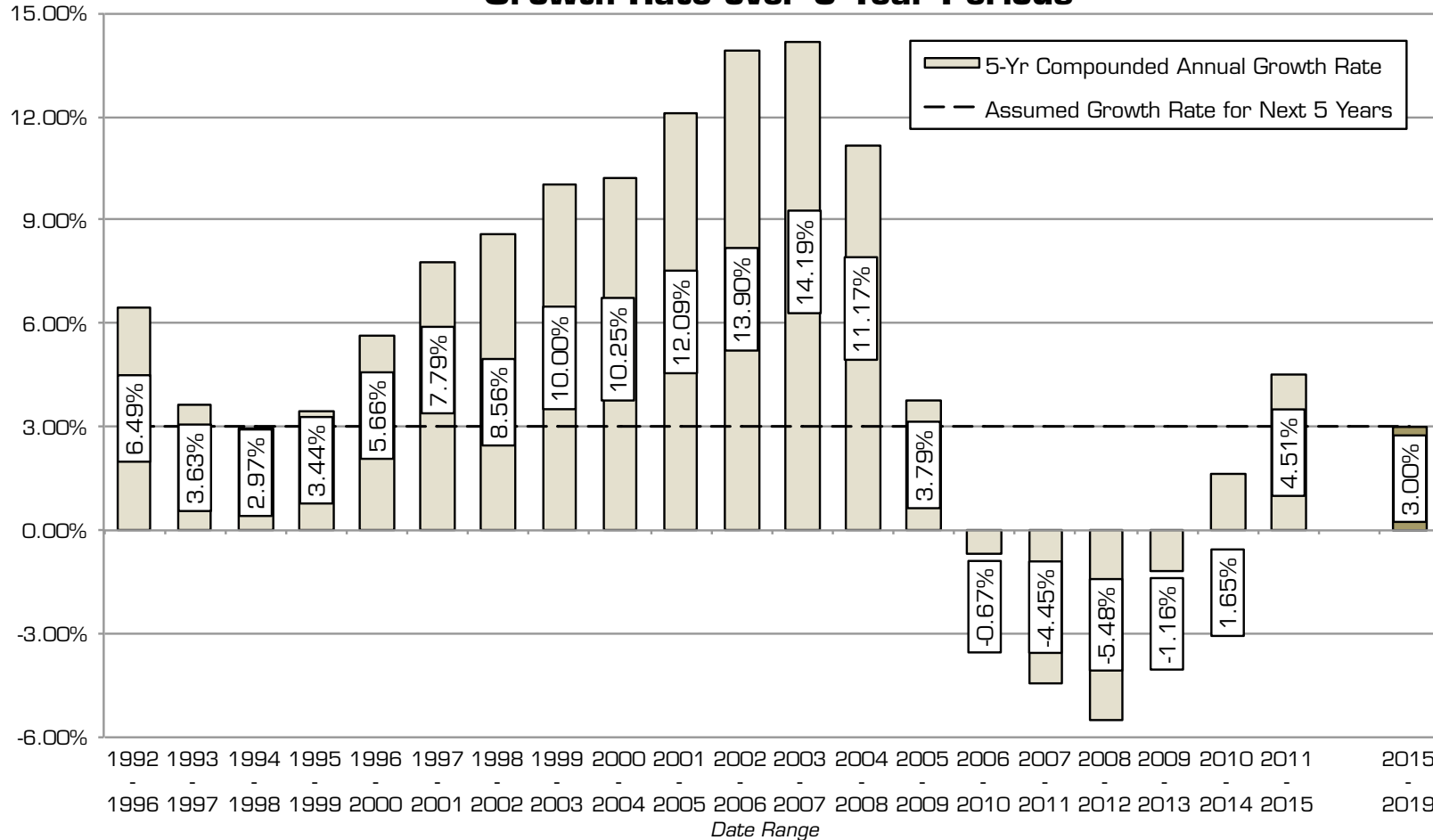
---

- ◆ A.V. Assumptions – Short Term – 5 Years
- ◆ A.V. Assumptions – Mid Term – 10 Years
- ◆ A.V. Assumptions – Mid Term – 15 Years
- ◆ A.V. Assumptions – Long Term – 20 Years

# Short Term - 5 Years

Compounded Annual  
Growth Rate - Net  
Local Secured AV

## Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 5 Year Periods

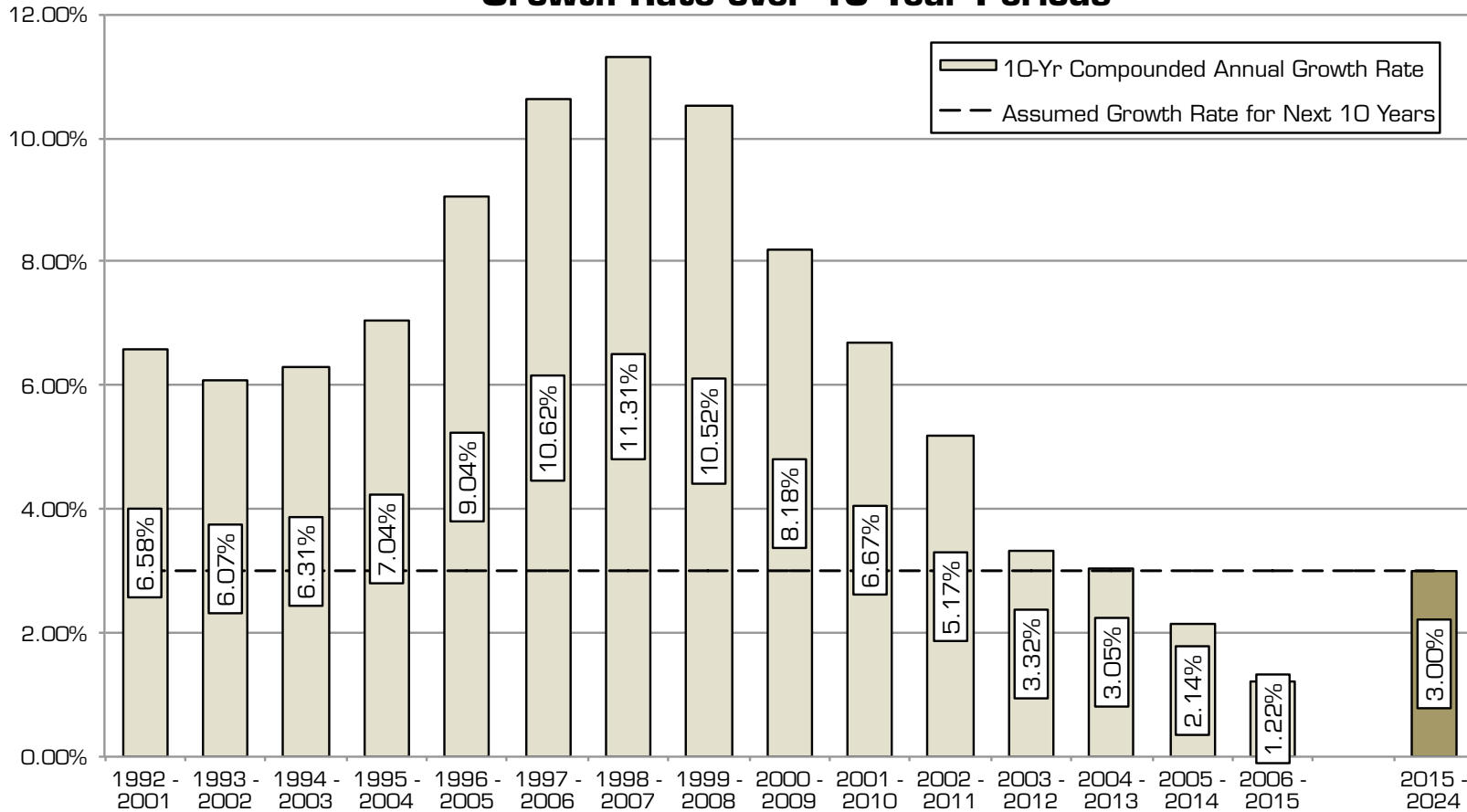


District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

# Mid-Term - 10 Years

Compounded Annual  
Growth Rate - Net  
Local Secured AV

## Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 10 Year Periods



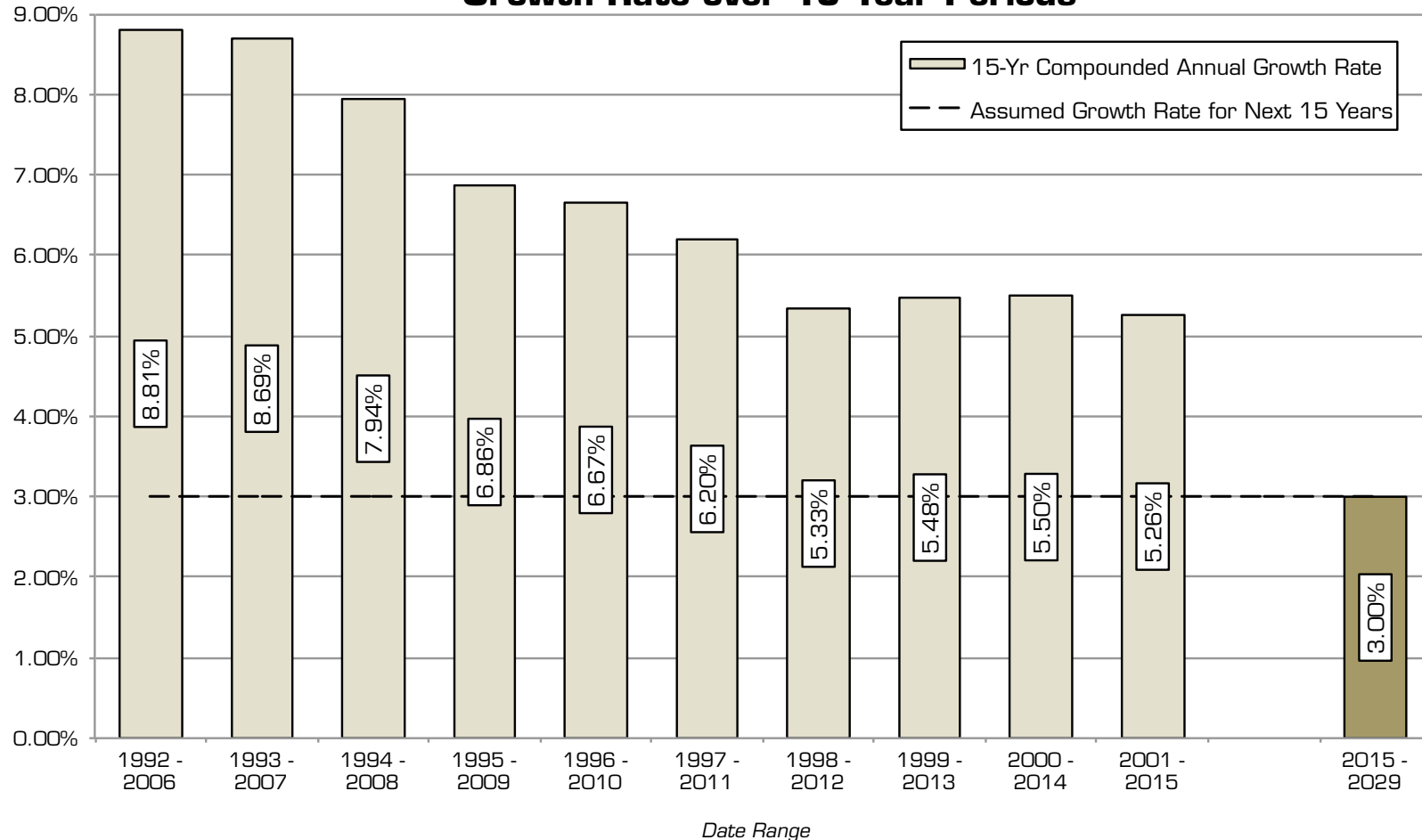
### Date Range

District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

# Mid-Term - 15 Years

Compounded Annual  
Growth Rate - Net  
Local Secured AV

## Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 15 Year Periods

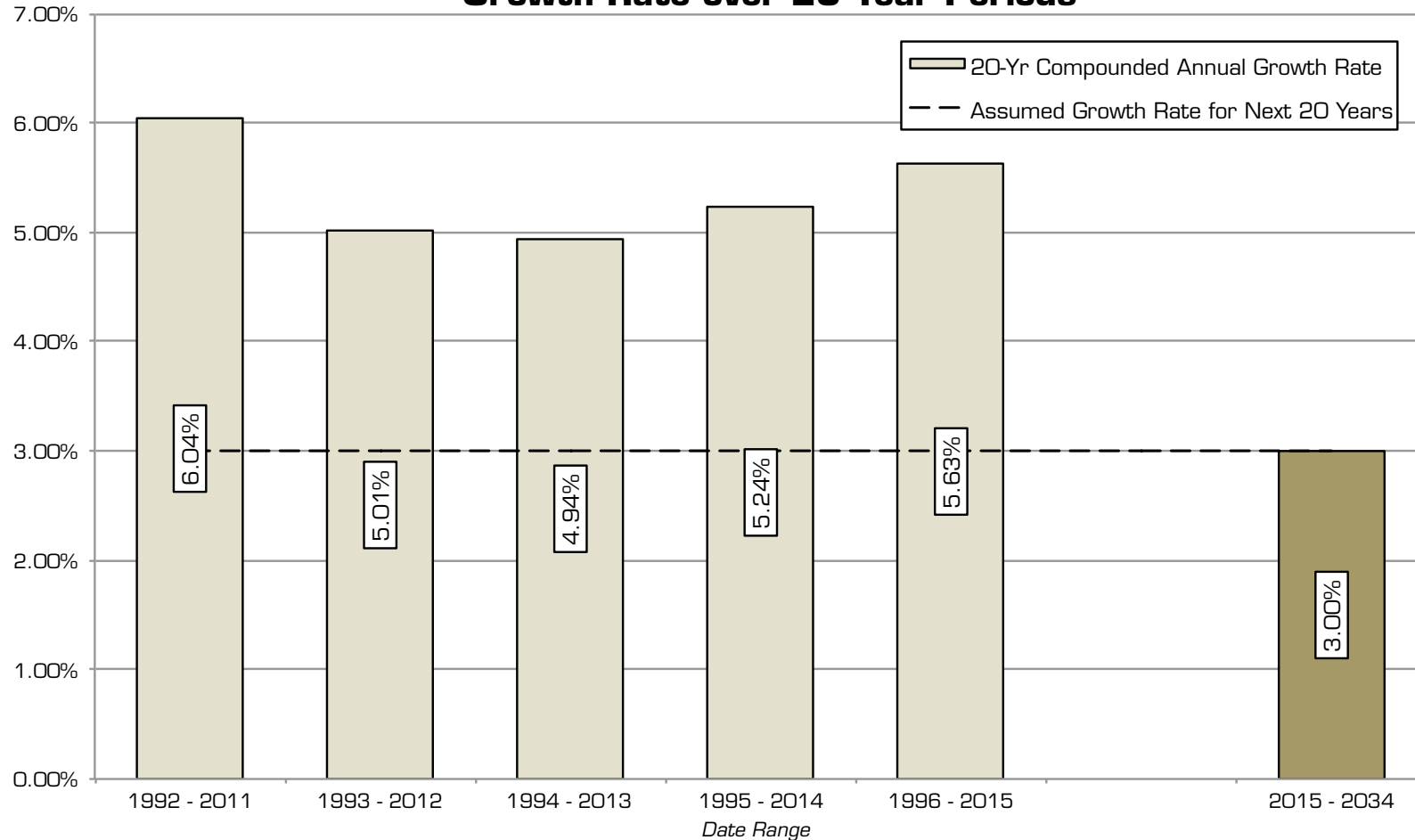


District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.

# Long-Term - 20 Years

Compounded Annual Growth Rate - Net Local Secured AV

## Comparing Net Local Secured AV Assumption of 3% Annual Growth Rate over 20 Year Periods



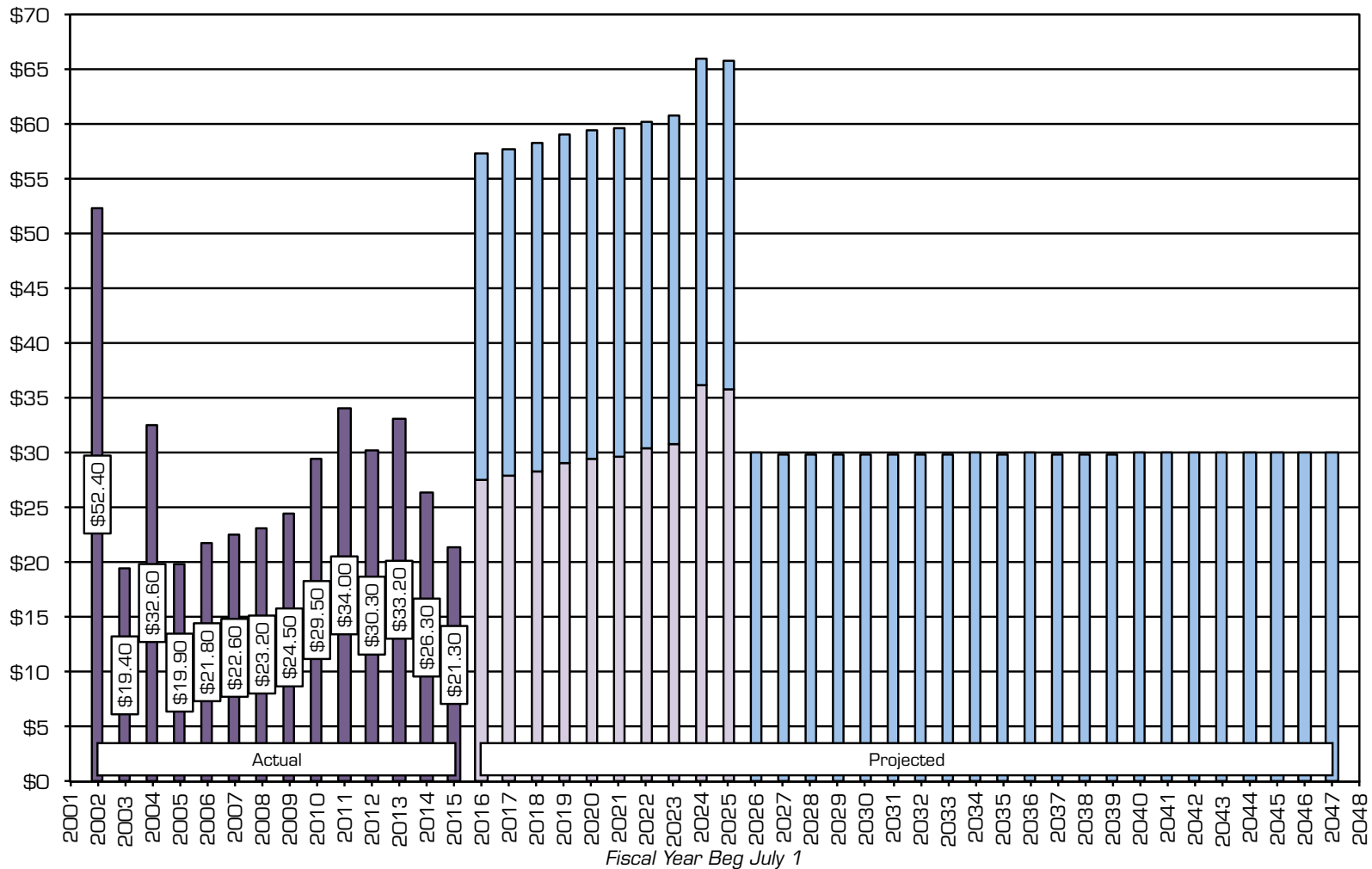
District is within Sacramento & San Joaquin Counties, with approximately 90% within Sacramento. Sacramento Co. data from 1997-2015 provided by Sacramento Co Finance Department, while San Joaquin Co Auditor-Controller's Department provided data from 1998-2015. Prior year data from 2002 GO bond Official Statement citing California Municipal Statistics, Inc., except 2002-03 San Joaquin data which was estimated as it was not readily available. California Municipal Statistics' data did not break out HOX; thus net local secured AV and HOX are estimated based on last available data. The District's total AV is comprised of net local secured, utility, homeowners exemption, and unsecured values. Net local secured AV, which has annually comprised 93% - 97% of the District's total AV since 1992-98, is assumed to increase 3% annually, while all other AV types are assumed to remain unchanged.



# Projected Combined Tax Levies ≤ \$70 / \$100,000 AV

Tax Levy per  
\$100,000 of AV

**Combined Tax Levies Projected to Peak at Less Than \$70**



Actual tax levies provided by Sacramento Co. Financing Department. Tax levies projected based on actual AV through 2015-16, with net local secured AV assumed to grow 3% annually, while all other AV types are assumed to remain unchanged.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> Reports
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

Superintendent

1. Bright Future for Galt Students Initiative: LCAP Continuous Improvement Efforts
  - Listening Circles
  - Teacher Talk & Input Sessions
  
2. Williams Uniform Complaint Report

Curriculum Director

1. Mathematics Resources
  
2. California Language and Learning Innovation (CALLI) Collaboration

Educational Services Director

1. Root Cause Analysis Update: Alternative to Expulsions
  
2. Reauthorization of Elementary and Secondary Education Act (ESEA) from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA)
  
3. Recent Legislation on Vaccines: SB277
  
4. Public Safety Training Institute: March 8, 2016

Business Services Director

1. Food Services Update



## 1. Bright Future for Galt Students Initiative: LCAP Continuous Improvement Efforts

- Youth Voice Listening Circles will be conducted at each school location for continuous improvement efforts involving a stakeholder team of 20 to 30 participants including; school youth, certificated employees, classified employees, parents and board members. The school dates include:
  - Greer, Thursday, February 11<sup>th</sup>
  - Marengo Ranch, February 17<sup>th</sup>
  - River Oaks, February 22<sup>nd</sup>
  - Valley Oaks, February 24<sup>th</sup>
  - McCaffrey, February 25<sup>th</sup>
  - Lake Canyon, February 26<sup>th</sup>
  
- Every school location will host a *Teacher Talk and Input Session* with the superintendent to 1.) receive information updates 2.) clarify the historical timelines, rationale and budget involving the RTTT grant with LCAP efforts and 3.) provide ideas and input. The session dates and locations are listed below.
  - Greer, February 10<sup>th</sup>
  - Fairsite, March 3<sup>rd</sup>
  - Marengo Ranch, March 28<sup>th</sup>
  - River Oaks, March 29<sup>th</sup>
  - Lake Canyon, March 31<sup>st</sup>
  - McCaffrey, April 4<sup>th</sup>
  - Valley Oaks, April 7<sup>th</sup>

*\*Pre-K-6 Meeting Time: 2:45-3:30*

*\*Middle School Meeting Time: 3:15-4:00*

## 2. Williams Uniform Complaint Report

# Listening Circles

Youth Voice Matters

---

Galt Joint Union Elementary School District



Galt Joint Union Elementary School District

Dear GJUESD Stakeholder,

Thank you for your gift of time today to assist our school and district with continuous improvement through participation in Listening Circles. Today's session will involve time to 1) learn about the school's work to support college and career success, 2) listening carefully to the ideas and challenges our school's youth convey and 3) work together to improve or innovate school learning efforts.

With a district vision to **Grow And Learn Together** and goal to *inspire learners- one plan at a time, the listening circle process will help us dream together with our eyes open on behalf of every child!*

On behalf of the Galt Joint Union Elementary School District, thank you for your participation and contributions in this learning and problem solving opportunity.

Sincerely,

Karen Schauer, Ed.D.  
GJUESD Superintendent

Dear Families and Friends,

Thank you for joining us today for this unique opportunity to hear our youth voice. This is the second year hosting a Listening Circle event. This provides children and adults with an opportunity to share ideas, thoughts, concerns and general feedback about their learning experience at Greer.

This morning, our learners will use their strengths and youth leadership skills to help us make our school better. We are looking forward to listening and having a dialogue about themes that are revealed. Our goal is to serve our learners at a personal level and to provide a pathway to college and career success.

Warm Regards,

Emily Peckham  
Principal, Greer Elementary School

# Why Conduct a Listening Circle?

- Gives students a meaningful opportunity to contribute to school decision-making
- Contributes to positive relationships between students and staff
- Adults learn that students really value adults who listen to them
- Students learn that young people from different backgrounds have very similar perspectives and develop a greater respect for similarities and differences across groups and cultures
- Contributes to improved school climate

Guide to a Student-Family-School-Community Partnership: Using A Student & Data Driven Process to Improve School Environments & Promote Student Success Created by Bonnie Bernard, MSW and Carol Burgoa; Written by Carol Burgoa and Jo Ann Izu, PhD with Jamie Hillenberg. November 2010

## Why It Is Important (Potential Benefits)

The reversal of formal roles makes a strong impression on students and adults alike. Youth and adults learn what students really think and have impetus to work in partnership to develop strategies for change.

### 1. The school community benefits (Izu,2004,2008)from:

- a. A strengthening of adult-student relationships
- b. Improvements in school climate
- c. Action plans and activities that youth feel make a difference
- d. Adults taking responsibility to follow-up on recommendations generated by students (Bernard and Slade, 2009).

### 2. Adults benefit from:

- a. Discovering that young people value adults who genuinely want to help them.
- b. Learning that students appreciate knowing the “little things” that are within their power to do in order to make a difference in the lives of youth.
- c. Realizing that young people know a great deal about how their schools and communities operate.

### 3. Students benefit from:

- a. Experiencing a process that embodies the three major protective factors (caring relationships, high expectations and meaningful Participation).
- b. Identifying and making school program and policy changes based on their needs, experiences and interests.
- c. Learning that young people from different backgrounds have very similar perspectives on important questions, and develop a greater respect for similarities and differences across different groups, cliques and even gangs.

## What It Requires of Adults Who Participate

1. about 3.5—4 hours of your time
2. Adults who are willing to listen to and support students

\*During the student orientation the S3 School Climate Team should plan to meet, review progress toward S3 goals, making adjustments to work plan activities, and/or plan next steps.

Guide to a Student–Family–School–Community Partnership: Using A Student & Data Driven Process to Improve School Environments & Promote Student Success Created by Bonnie Bernard, MSW and Carol Burgoa; Written by Carol Burgoa and Jo Ann Izu, PhD with Jamie Hillenberg. November 2010

# Overview of the Listening Circle Process

## Purpose

1. Provide an opportunity for student voices to be heard.
2. Provide an opportunity for students, staff, and parents to improve their school climate.
3. Give richer meaning to the GJUESD LCAP Goals

## What It Is?

A three part focus group process that examines positive caring relationships, high expectations, meaningful participation, and other areas of improving school climate.

## Welcome/Introduction (15 minutes)

### Part 1. Adult Orientation (45 minutes)

- a. Review the importance of a positive school climate
- b. Review the high expectations, caring relationships, and meaningful participation at the school.
- c. Discuss the importance of listening to students.
- d. Review the Listening Circle process

### Part 1. Student Orientation (45 minutes)

- a. Making students feel comfortable with speaking out
- b. Explaining the purpose of the listening circle is to uncover what adults can do to strengthen students' connection to school
- c. Clearly describing the process
- d. Clearly describing the student agreements
- e. Writing answers to the questions
- f. Practice reframing complaints, criticism, and negative comments as positive examples, ideas, and suggestions

### Part 2– Listening Circle: Youth Speak and Adults Listen (60 minutes)

- a. A group of 6-8 students representative of the school sit in a tight circle with a facilitator.
- b. Youth respond to a set of 4-6 questions with one youth at a time answering the same question.
- c. A group of 12 –16 adults sit in a larger circle around the students.
- d. Adults listen.

### Part 3– Dialogue (60 minutes)

- a. Everyone moves his or her chair to form one large circle.
- b. Two volunteers (one adult and one student) take notes on chart paper
- c. Discuss main ideas, themes, key points, concerns, recommendations, action items and those responsible.



## **Student Agreements**

- Turn off cell phone and refrain from texting.
- Focus on what you do like, want, or need (not on what you don't).
- Only use people's names when making positive comments.
- Be respectful of each other.
- Pay attention to the timekeeper.
- Speak your truth!

## **Adult Agreements**

- Turn off cell phone and refrain from texting.
- Stay for the entire listening circle.
- Be silent during the student voice (response) portion, i.e. listen attentively.
- Commit to a plan of action that reflects the students' perspectives.

## Questions that students will be answering...

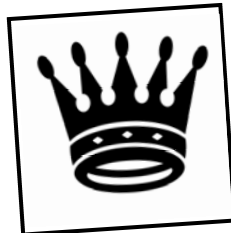
1. Every student at your school has a personalized learning plan with goals. How can we support you to help you achieve your personal learning goals and future dreams?
2. At your school there are different opportunities to learn and grow, like using technology, the Bright Future Learning Center, ASES and service learning projects. What other things would you like to see in those programs?  
Follow-up question: What other opportunities would you like to see in school? How could the school building look or be changed to help you with your goals for the future?
3. Would you like to have more choice in what you are being taught? How would you like to be included in making decisions about what you are learning?
4. Do you have dreams and ideas about your future in school? How do your teachers support your hopes for the future?
5. What is the BEST thing about Greer? If you could help change one thing to make it better, what would you change?

Notes...

Notes...

Visit GJUESD at...

[www.galt.k12.ca.us](http://www.galt.k12.ca.us)





Kauai Bock <kbock@galt.k12.ca.us>

**Fw: Williams UCP Form Submission**

1 message

**Cyndi Kroeck** <ckroeck@scoe.net>

Tue, Jan 19, 2016 at 3:26 PM

To: "superintendent@galt.k12.ca.us" <superintendent@galt.k12.ca.us>, Kauai Bock <kbock@galt.k12.ca.us>

Thank you for your submission, Kauai!  
Cyndi

Cyndi Kroeck  
Executive Assistant to Assistant Superintendent Mark Vigario  
Office: 916.228.2672 | Fax: 916.228.2403  
Email: ckroeck@scoe.net | Web: www.scoe.net

Timestamp :: 1/19/2016 9:05:57

Name :: Karen Schauer

Job Title :: Superintendent

Phone Number :: 2097444545

E-mail Address :: superintendent@galt.k12.ca.us

School District :: Galt Joint Union School District (Elementary)

Year Covered by This Report :: 2015

Quarter Covered by This Report :: Quarter 2 (October-December)

Number of Textbook Complaints :: 0

Number of Textbook Complaints Resolved :: 0

Number of Textbook Complaints Unresolved :: 0

Number of Emergency Facilities Complaints :: 0

Number of Emergency Facilities Complaints Resolved :: 0

Number of Emergency Facilities Complaints Unresolved :: 0

Number of Vacancy/Misassignment Complaints :: 0

Number of Vacancy/Misassignment Complaints Resolved :: 0

Number of Vacancy/Misassignment Complaints Unresolved :: 0

Includes All UCP Complaints :: This report includes ALL UCP complaints filed this quarter--both at my district office and all school sites in my

district.

Describe nature of complaints and how they were resolved (enter "N/A" if no complaints received) :: N/A



## REPORT CURRICULUM

---

1. Mathematics Resources
2. California Language and Learning Innovation (CALLI) Collaboration



Dear CALLI Community,

Welcome to the launch of the California Language and Learning Innovation Collaborations! We are thrilled to be here today to begin our journey together.

With the support of the Gates Foundation and others, our thirty one school districts across California are setting out to transform learning in our classrooms together starting today. We share the very ambitious work of tackling shared systems challenges in our schools, so that many more of our students leave us truly prepared to thrive after graduation. This spring, we will be launching this work so that you can systematically address your challenges together, increase your access to tools, resources, expertise and learning, and set the course for a powerful improvement journey ahead.

It's important to note that CALLI collaborations are not a set of meetings, nor is this an "initiative." Rather, the CALLI collaborations are an authentic, shared space for systems learning and collaboration around your priority student learning needs. The community will exist through strong relationships with your peers across the state; a shared learning architecture and coordinated cycles of inquiry so that you can learn together; and shared experiences, tools, and knowledge, exchanged and developed in-person and virtually, formally and informally. This spring, you will be working together to design a shared inquiry structure for the 2016-2017 academic year that will allow your teams to work, learn, and improve together through quarterly leadership meetings, opt-in site visits, consultancies, and learning conversations, and an ever growing virtual community.

California Education Partners is your facilitator and support in this journey. We are here to support you as you identify and implement your new ideas, to help you build coherence, rigor, and excellence in and across your systems, to increase your access to support and resources, and to help ensure that you reach your goals for student learning. The collaborations work on four levels: empowering individuals, district teams, the individual collaborations, and across all five collaborations. Our goal is that you leave today understanding the key milestones and structure of the journey ahead, and inspired and energized to take the next steps.

Welcome to CALLI!! We are honored to join you in this exciting endeavor. Please let us know what you need from us to help you succeed, and thank you for your leadership and engagement in this exciting and powerful community of learners and leaders across California.

**Natasha, Jon, JoDee, Nick, Sam, Nathalie, John, Jose Laura, Phil, and the whole team at Ed Partners**

## FOCUS AREA: Secondary Language Development

Participating Districts: Azusa Unified, Fowler Unified, Galt Joint Union Elementary, Galt Joint Union High, Lawndale Elementary, Placer Union High, Santa Paula Unified, Tahoe-Truckee Unified

**9 out of every 10 of our most vulnerable high school students have not mastered the necessary reading, writing, speaking and listening skills to graduate ready to succeed in college and career.**

### 2014-15 Grade 8(1) ELA CAASPP Aggregated District Results\*

**5,482**  
All Students

1 out of every 2 students



did not meet the achievement standard

All Students Below Standard by Area



**619**  
English Language Learners

9 out of every 10



did not meet the achievement standard

English Language Learners Below Standard by Area



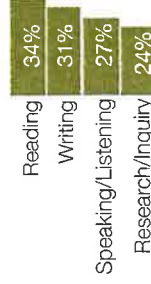
**3,502**  
Students with Economic Disadvantages

3 out of every 5 Students with Economic Disadvantages



did not meet the achievement standard

Students with Economic Disadvantages Below Standard by Area



\*Aggregated District Results represent the sum of each participating district's test takers for the specified CAASPP assessment and identified focus area.

Achievement Level-Descriptors  
 Standard Exceeded | Standard Met | Standard Not Met  
 Met the Achievement Standard | Did Not Meet the Achievement Standard

Area (Claim) Achievement Area Descriptors  
 Above Standard | At or Near Standard | Below Standard  
 Demonstrates thorough or some ability | Does not demonstrate ability

# Systems Map Ingredients

## Galt Joint Union Elementary



1. ELD coach
2. Personalized engagement goal
3. California Reading and Literacy Project (CRLP)
4. To build site leadership capacity, an ELD coach supports 13 EL lead teachers with effective lesson planning for designated and integrated ELD
5. "Look at data in every possible way. Looking for patterns"
6. MAP and DRA data do not align; possibly indicating a "disconnect" in the rigor between classroom instruction and CCSS.
7. EL Lead Teacher collaborative
8. Central Valley Foundation EL Partnership
9. Results for Academic Language and Literacy Instruction (RALLI)
10. PLCs, Weekly collaboration time
11. AVID
12. Adaptive Schools Collaborative Practices
13. Personalized Learning Plan (PLP)
14. "Teachers stay for a long time."
15. Our commitment to increasing English proficiency is also evident in the district's ELD programs at all sites.
16. MAP assessments
17. "last year--strong focus on LTELs"
18. DRA
19. The middle school has modified the master schedule to provide daily Academic Language Development sections
20. Using the ELD standards, teachers are receiving training to deliver language instruction through science and social studies content.



REPORT  
**EDUCATIONAL SERVICES DIRECTOR**

---

1. Root Cause Analysis Update: Alternative to Expulsions
2. Reauthorization of Elementary and Secondary Education Act (ESEA) from No Child Left Behind (NCLB) to the Every Student Succeeds Act (ESSA)
3. Recent Legislation on Vaccines: SB277
4. Public Safety Training Institute: March 8, 2016

*Building a Bright Future for All Learners*

# Every Student Succeeds Act

Reauthorization of the Elementary  
and Secondary Education Act

**Gall Joint Union Elementary School District**





# Political Struggle

- Accountability measures expired in 2014
- Both House and Senate crafted parallel Bills
- Almost identical except:
  - Democrats were concerned about accountability
  - Republicans concerned with fed rollback in government role in education
- Passed by wide margin (House 359-64, Senate 85-12)

Gold Joint Union Elementary School District

# A Bright Future for All ESSA

- ▶ Signed into law by President Obama on December 10<sup>th</sup>, 2015



**Gall Joint Union Elementary School District**

# Structure of the law

- ESSA may look like NCLB
- States choose standards
  - CA adopted Common Core, NGSS
- Student achievement is reported by subgroup
  - LCAP unduplicated and significant subgroup
- Schools and districts held accountable for student achievement
  - LCAP 8 state priorities including achievement
- Funding flows from ED-states-school districts-schools
- Competitive grants, but RTT conspicuously missing

Gold Joint Union Elementary School District



# What's different?

- CA and local districts are now closer to the driver's seat
  - Accountability workbook still required, but LCAP is looked upon favorably
- No more AYP, HQT, SES
- Limits the authority of the Secretary of Education
  - especially for waivers and state plans

# Timeline for implementation

- Existing waivers terminate August 1, 2016
- New law for competitive grants effective October 1, 2016
- For formula grants including Title I, II, III - July 1, 2016, but:
  - Omnibus appropriations bill passed December 18th says: “SEC. 312. Notwithstanding section 5(b) of the Every Student Succeeds Act, funds provided in this Act for non-competitive formula grant programs authorized by the ESEA for use during academic year 2016–2017 shall be administered in accordance with the ESEA as in effect on the day before the date of enactment of the Every Student Succeeds Act.”
- So....NCLB in effect for another year!

Gold Joint Union Elementary School District

# Timeline for implementation

- New State accountability systems (and related interventions) take effect in school year 2017-18 per law
- State accountability systems effective until August 1, 2016 (but continue to support priority/focus schools and those in improvement)
  - ED guidance: waiver States may choose to either (1) pause identification of school, or (2) identify a new group of schools for improvement
- No information on what non-waiver States should do

# Funding changes

## New set-asides

- Mandatory 7% set-aside for School Improvement interventions and technical assistance
  - Formula or competitive to LEAs
- Optional 3% set-aside for Direct Student Services
  - Competitive subgrants to LEAs (priority to identified schools)
  - Allowable expenditures include academic/CTE coursework, credit recovery, AP/IB test fees, and **transportation of LEAs implementing school choice**



# Standards and Assessments

- States must:
  - Adopt challenging academic standards
    - Secretary may not require standards to be submitted for approval
- Implement aligned assessments
  - Assessments must occur in:
    - Grades 3-8 and once in high school for math and ELA
    - At grade-span intervals for science
- 1% limitation on alternate assessments tied to alternate standards
- Maintains 95% participation requirement

# Accountability

States must develop an accountability system that rates schools based on metrics including:

- Academic achievement
- For K-8, growth or other indicator (think LCAP/PLP)
- For high schools, graduation rates
- At least one “valid, reliable, comparable, and Statewide” indicator of school quality (think LCAP)
- Other factors as determined by the State (think LCAP)
  
- Most weight must be given to academic indicators (implications for CAASPP)

# Accountability



Two levels of intervention: targeted and comprehensive

- Targeted (LEA-directed) interventions:
  - State must notify LEAs of schools with subgroups which, on their own, would be identified as lowest-performing 5%
  - School must develop improvement plan, LEA must approve improvement plan and monitor implementation
  - If subgroups fail to improve within State-determined number of years, State steps in

# Accountability

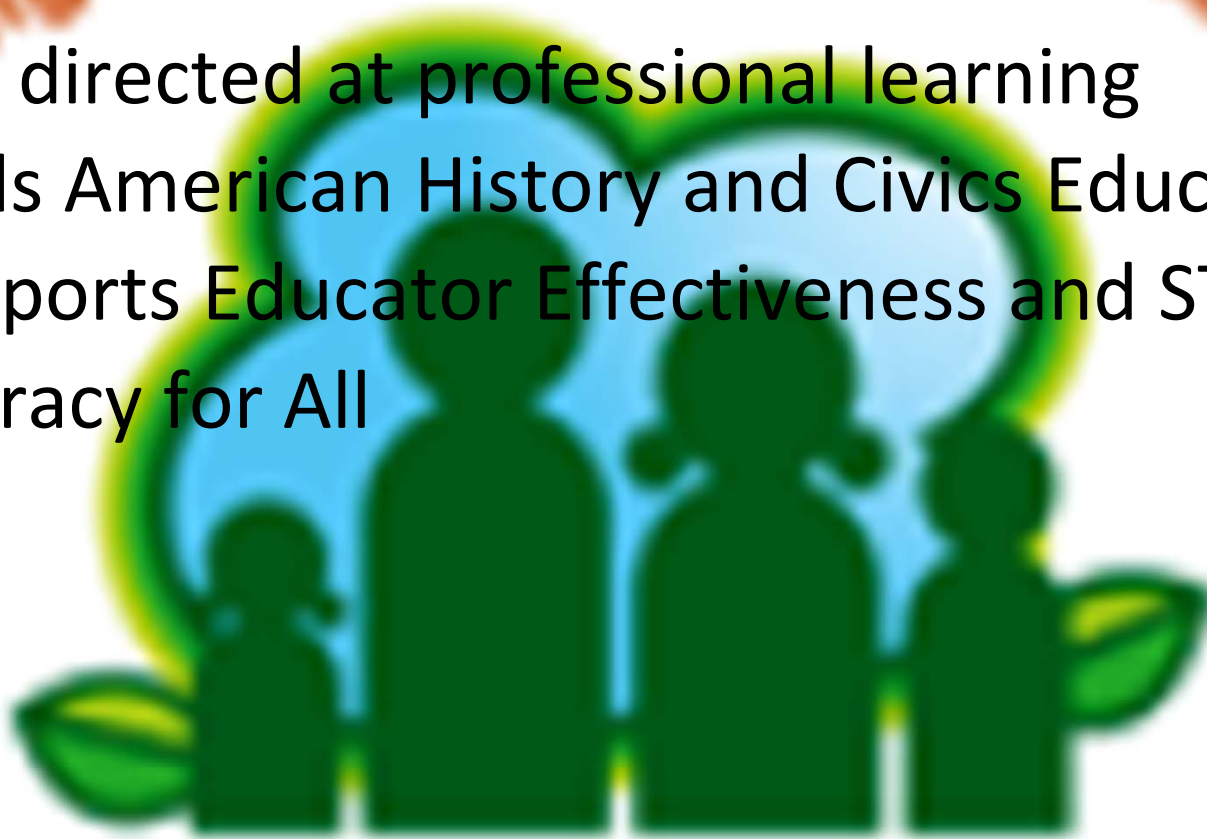
Comprehensive (State-directed) Interventions:

- State must identify for comprehensive intervention:
  - Schools in the bottom 5% according to the State's performance metric (implications for Romero)
  - LEA must develop and implement, with State supervision, an evidence-based improvement plan
  - State must step in if there is no improvement in a State determined number of years (up to 4)



## Title II

- Still directed at professional learning
- Adds American History and Civics Education
- Supports Educator Effectiveness and STEM
- Literacy for All



Gall Joint Union Elementary School District

# Secretary of Education

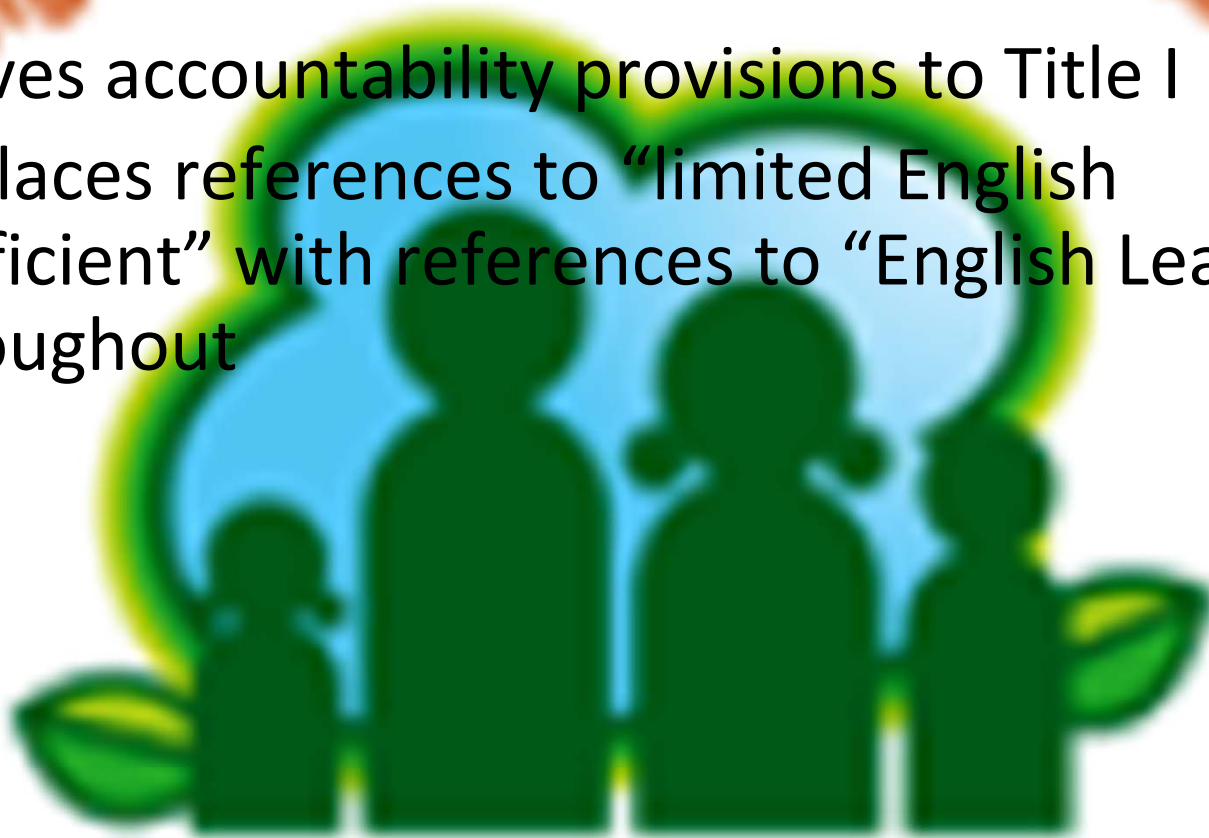
Secretary/Department of Education may not mandate, direct, or control:

- Evaluations
- Elements of evaluation systems
- Definitions of teacher/principal effectiveness (no more HQT)
- Professional standards
- Certification and licensing requirements

Go!! Joint Union Elementary School District

## Title III

- Moves accountability provisions to Title I
- Replaces references to “limited English proficient” with references to “English Learners” throughout



Gall Joint Union Elementary School District



**With the material covered today:**

The only stupid question is the one that wasn't asked.

Disclaimer:

Not saying I can answer as guidance, regulatory or otherwise has not been issued.

Goff Joint Union Elementary School District



# FactSheet

January 2016

## Recent legislation on vaccines: SB 277

In June 2015, Gov. Jerry Brown signed Senate Bill 277 into law. The legislation stipulates that parents/guardians will no longer be able to refuse to vaccinate their children based on a personal belief exemption if their children attend public or private school. Senator Richard Pan (D-Sacramento), who is also a pediatrician, and Senator Ben Allen (D-Santa Monica), a former president of the Santa Monica-Malibu Unified School District board, coauthored this bill and CSBA supported the measure. SB 277 will go into effect for the 2016-2017 school year. Parents/guardians can still file for a temporary vaccine exemption for their children based on their personal beliefs until January 1, 2016. This fact sheet explains how SB 277 will be implemented. CSBA sample board policy and administrative regulation BP/AR 5141.31 - Immunizations and AR 5112.2 - Exclusions from Attendance, were updated in October 2015. Also see CSBA's March 2015 Governance Brief, Measles (and other infectious diseases.)

### What does not change under SB 277

As a condition of school enrollment, current law requires students at specified age and grade levels to provide documentation that they have been immunized against certain diseases. However, exemptions have been available based on the beliefs of parents/guardians or due to medical reasons.

#### *Personal beliefs exemption*

Until January 1, 2016, students can receive exemptions for immunizations based on the beliefs of their parents/guardians. If parents/guardians choose not to vaccinate their children because of personal beliefs, they must work with a health care provider to submit a Personal Beliefs Exemption Form (<http://bit.ly/1gZXI0X>) in place of immunization records.

#### *Medical exemption*

If a student is exempted for medical reasons, parents/guardians need to submit a letter from a health care provider documenting the medical exemption in place of immunization records.

#### *Students with individual education programs*

Students who have an individual education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status.

#### *Immunization record checkpoints*

State regulation sets two checkpoints for districts to ensure that students are receiving the proper immunizations and therefore protecting public health. Districts should have a process in place for checking immunization records for students when they enroll in the district, when they enroll in transitional kindergarten/kindergarten (if already enrolled in preschool), and when they advance to seventh grade (if already enrolled).

#### *Exclusions from school*

Students who are exempted from being immunized may be required to stay away from school following a confirmed case of an infectious disease at their school for which they have not been vaccinated.

#### *Conditional enrollment*

If students cannot show proof of immunization, or have not submitted an exemption form, they may be conditionally enrolled for 30 days. When necessary, a transfer student may be conditionally admitted for up to 30 school

days while his/her immunization records are being transferred from a previous school. In addition, state and federal law require districts to immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment.

Conditionally enrolling students who have not been vaccinated or who opted for but have not completed the exemption magnifies the need to have good administrative procedures in place. If a school conditionally admits a student who has not been vaccinated but does not follow up to ensure the immunization has been received, that student's health, as well as the health of other students, could be at risk.

## What is new under SB 277

Effective July 1, 2016, students who have a personal belief exemption on file before January 1, 2016 and who attend public or private school can no longer be exempted from vaccinations because of the beliefs of their parents when they hit a mandated checkpoint for ensuring immunizations: kindergarten and seventh grade. For example, a first grader who has a personal belief exemption on file before January 1, 2016, may remain in school without being vaccinated until he or she starts seventh grade. An eighth grader who has a personal belief exemption on file before January 1, 2016, may remain in a school without being vaccinated for the remainder of schooling. Unless otherwise exempt, all other students must have their vaccines up to date at the start of the 2016-17 school year.

### *Home-based private school and independent study programs*

SB 277 provides that a student can go without vaccinations if he or she is enrolled in a home-based private school or independent study program and does not receive classroom-based instruction. Some online-based programs require some classroom based work. Vaccinations would be required in order to participate in the classroom component.

### *Coming soon*

More detailed guidance is expected from the California Department of Education, which will collaborate with the California Department of Public Health in 2016.

### *Role of the board*

"The health and safety of students are always a board's first priority," said CSBA Assistant Executive Director Naomi Eason. "This must be the foundation of a district's guiding vision." Boards adopt policies that set expectations for healthy practices and ensure compliance with law. It is crucial that board members fully support the district's overall message on health and safety.

Districts should consider the following questions:

Does our district have sound plans and policies in place for health and safety, and do our plans include strategies for preventing the spread of infectious diseases?

What is the status of our medical records and what staff resources have we committed to maintaining those records?

What is our protocol for providing services to students who are excluded from attendance?

What are our policies regarding non-classroom based independent study options and how will we communicate them to our students and their families?

What is our relationship with local and state public health agencies? Who is our key contact? What resources do they have that we need to help us ensure the health and safety of our students?



# **Public Safety Training Institute & South Bay Regional PSTC**

## **School Violence & the Active Shooter**

Hosted by: **GALT POLICE DEPARTMENT**

**Description:** This 4 hour course is designed for school faculty, to include Superintendents, Principals, School and District Administrators, Teachers and staff with responsibilities for Emergency Preparedness and Response to address the threat of an active shooter and other violent critical incidents on school (K-12) and college campuses. School Resource Officers (SRO's), DARE and other law enforcement field officers with school responsibilities are encouraged to attend.

It is a fact that the actions of school faculty during a critical incident will save more lives than emergency first responders. Statistically, once a shooting starts a life is taken every 15 seconds. It is imperative that school faculty act quickly when implementing a response to school violence. During this course, attendees will receive informative presentations on the history and dynamics of school shootings, Awareness - Preparation & Response tactics for educators, behaviors of concern & reporting strategies, defensive classroom mindset and the law enforcement response.

**Tuition:** This is a closed course for Galt Joint Union High School District and Galt Joint Union Elementary School District personnel only.

**Date & Times:** March 8, 2016 8:30 am to 12:30 pm

**Location:** Galt Police Department  
455 Industrial Drive, Galt, Ca. 95632

**Registration:** [www.PSTI-SITE.org](http://www.PSTI-SITE.org)

**All** attendees must register at [www.psti-site.org](http://www.psti-site.org). Click on the Training Tab - register into the class. Space is limited to the first (60) registered attendees.

**Information or Assistance:** Email [Mike@PSTI-Site.org](mailto:Mike@PSTI-Site.org)

Public Safety Training Institute (PSTI) is a non-profit 501(c)(3) - Tax ID #27-2016134

Visit us at: [WWW.PSTI-Site.org](http://WWW.PSTI-Site.org)



## REPORT BUSINESS SERVICES DIRECTOR

---

### 1. Food Services Update

- A. The Food Services department has been awarded two different grants in the past two months. On January 20<sup>th</sup> the US Department of Agriculture and the California Department of Education Nutrition Services Division announced the 2015 National School Lunch Program Assistance Grants. The food services department submitted their application that was awarded to four schools: Valley Oaks, River Oaks, McCaffrey, and Greer, each school receiving an \$18,900 grant for a total of \$75,600.

On February 20 the California Department of Education awarded grants for the Smarter Lunchrooms Movement. A smarter lunchroom is one that influences students toward healthier, more nutritious foods. Valley Oaks and McCaffrey each received grants of \$6,800.

Total of all grants received: \$89,200!

- B. At the October 2015 Board of Education meeting, trustees were informed about the challenges with district food services technology system due to technology upgrades and a server failure. This challenge resulted in difficulties with processing payments from September 19, 2015 thru October 26, 2015. Meals Plus was selected as the new system compatible with our new Student Information System. This system began implementation in January and February 2016.

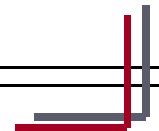
Due to the payment processing challenges of the old system, a majority of students have accrued balances for meals ranging from \$ .50 to \$170.00. We are sending these balances to each of those students' families regarding the need to pay and/or agree to a payment plan that will meet each family's needs and ability to pay.



---



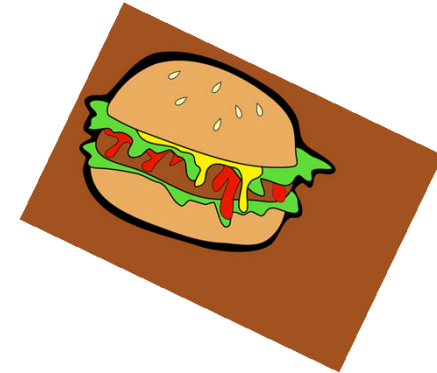
**Galt Joint Union Elementary School District's  
Food Services Department Update  
February 24, 2016**





# Snapshot

6 sites: 34 team members



So far...



Breakfast: 52,174

193,452

Supper: 35,571



Lunch:



3 scratch cooking kitchens



# What's Happening Now

- 3 scratch cooking kitchens
- Nutrition education in the classroom
- Meals Plus is now fully implemented





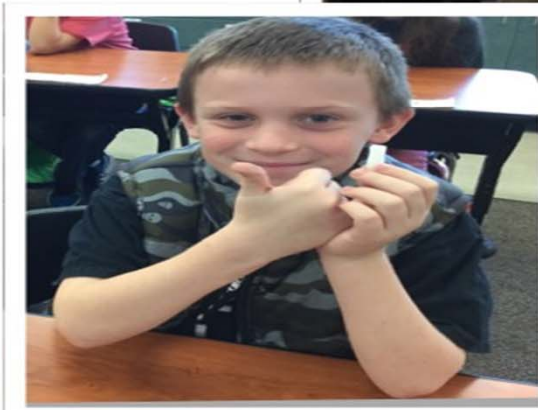
# Grant Awards

- 5 sites were awarded a total of \$75,600 to purchase new kitchen equipment
- 2 sites were awarded a total of \$13,600 and we have applied for another site
- Kate Hoy from Cornell and several reps from the CDE will visit Valley Oaks March 10th





# Supporting the Classroom





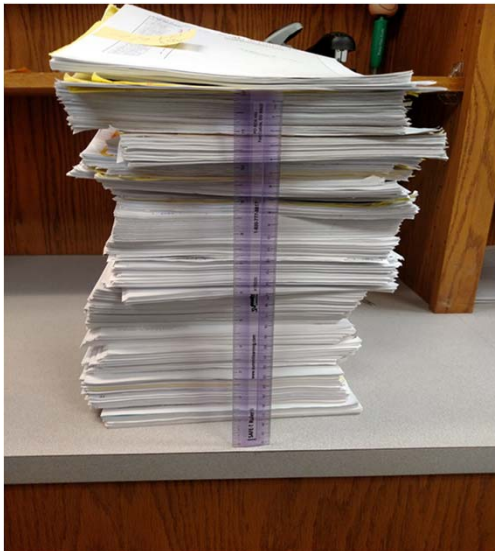
# Meals Plus

Online payments: 30 families



Fully implemented as of 1/27

All of the charged meals have been entered



# 21 days





# What's on the horizon

## Summer Feeding



- Working with the city of Galt to identify public venues to provide free meals for our community kids
- Working with local farmers to bring more local products to our schools



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> 131.714 Consent Calendar
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

- a. Approval of the Agenda
- b. Minutes: January 13, 2016 Special Board Meeting  
Minutes: January 20, 2016 Regular Board Meeting  
Minutes: February 3, 2016 Board/Community Engagement Session  
Minutes: February 17, 2016 Board/Community Engagement Session
- c. Payment of Warrants –  
Certificated/Classified Payrolls Dated: 2/12/16, 2/10/16, 1/29/16  
Vendor Warrant Numbers: 16360995-16361062, 16361504, 16361849-6361899, 16363173-16363248, 16364187-16364223, 16364678-16364683, 16365310-16365349
- d. Personnel: see attached
- e. Donations
  - Lake Canyon
    - Raley’s donated \$269.92 towards site use
    - Nor Cal Fit-Arnie Zamora, Performance Muffler & Brake, Galt In N Out Smog Inc., Hunan House, Brewsters Bar Grill, and Robbins Quality Garage Doors Inc. made a monetary donation towards the Color Me Run Event
    - The Skinner Living Trust, Sheila’s Country Rose Florist, and Squeeze Inn donated \$100.00 towards the Color Me Run Event
  - Valley Oaks
    - Save Mart donated 40 helium filled balloons valued at \$80.00 for Family Math Night
    - Wal-Mart donated a gift card valued at \$100.00 for Family Math Night
  - McCaffrey
    - Save Mart made a monetary donation for site use and Color Guard
    - Raley’s donate \$159.38 for site use
  - GALEP
    - Real Mens Club donated \$401.00
    - Chris McParland donated \$100.00



**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Special Board Meeting & Study Session**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, January 13, 2016**  
Galt Joint Union Elementary School District Office  
1018 C Street, Suite 210, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
Wesley Cagle  
Grace Malson  
John Gordon  
Matthew Felix

Karen Schauer  
Robert Nacario

**Administrators Present**

Claudia Del Toro-Anguiano  
Tom Barentson  
Donna Whitlock  
Jamie Hughes

# MINUTES

**A. Open Session:** Open session began at 5:55 p.m. followed by the flag salute.

**B. Public Comment**

1. Kim Lizama addressed the Board regarding Compass Learning software not working at full capacity and the use of district approved learning programs.

**C. Recommended Actions**

**1. Routine Matters/New Business**

131.703 A motion was made by John Gordon to approve Legal Services Agreement Between GJUESD and Parker & Covert LLP, seconded by Grace Malson and unanimously approved.

**Legal Ser  
Agreement  
Bond Counsel**

Kevin Papineau clarified that this agreement is for bond legal counsel services only and is separate from our current agreement with Parker & Covert LLP.

131.704 Karen Schauer announced California School Employees Association Sunshine Proposal for Fiscal Year 2015-16 with Galt Joint Union Elementary School District.

**CSEA  
Sunshine w/  
GJUESD**

- Article VII: Vacation
- Appendix D: Strengthen Qualifications for Sick Leave Support Eligibility

131.705 Karen Schauer announced Galt Joint Union Elementary School District Sunshine Proposal for Fiscal Year 2015-16 with California School Employees Association.

**GJUESD  
Sunshine w/  
CSEA**

- Article XV: Transportation

## Study Session

Karen Schauer thanked board members for their commitment to keep learners and learning at the center of school district efforts. She reflected on district conditions during the recession and the Race To The Top- District (RTTD) grant application process. She indicated our successful RTTD grant application helped us go from a proficiency model under NCLB to a personalized growth learning model.

Dr. Schauer quoted education researcher Benjamin Bloom *“After 40 years of intensive research on school learning in the United States and abroad, my major conclusion is: What any person in the world can learn, almost all persons can learn, if provided with the appropriate prior and current conditions of learning”*.

Claudia Del Toro-Anguiano shared MAP assessment information featuring a new graphic highlighting growth and achievement quadrants.

Kevin Papineau asked how we make the jump from what we know to what we do about it. The graphic indicates one quadrant is teaching to the strengths of students.

Robert Nacario indicated that tools like Compass Learning will help us get students to the point where a learner takes ownership of their learning and they have the tools to get them where they need to go.

Karen Schauer stated that automated Personalized Learning Plans (PLP's) will help highlight best practices.

John Gordon stated that he would like to see what the graphic looks like as it relates to poverty to ensure we are using our Local Control Funding Formula (LCFF) funds efficiently.

Jamie Hughes described the process used to make the PLP's more personalized through a portfolio of evidence.

John Gordon suggested looking at examples of PLPs from Linda Darling Hammond.

Karen Schauer shared challenges with resources to support goal accomplishment. She indicated the district has not had a math adoption. She wonders if the word adoption is becoming obsolete due to the speed of change with curriculum resources due to new research and rapidly changing curriculum development. GJUESD is thoughtful about making decisions about foundational resources that are effective to use with teachers who have differing capacities to discern curriculum for students at different learning levels.

Claudia Del Toro-Anguiano spoke to the varying math programs that are currently being used.

Kevin Papineau stated that based on past opinions from teachers we learned that teachers don't want to create their own math units.

John Gordon stated that teachers do not want to create from ground zero. Could teachers now look at Eureka Math and Go Math and come up with blended units that works?

Karen Schauer indicated that mathematic resources pilots are being conducted. In addition, there are some teachers that are working with Edivate Learn.

Jamie Hughes described the Edivate Learn on-line curriculum pilot being used at 3 schools.

Karen Schauer suggested that in this era of open resources it may be best that in certain content areas we have foundational areas that everyone would use and added resources that teachers could use at their discretion to support personalized needs.

Robert Nacario stated that corporations in this country want something that is completely different than what we are teaching. They want people that can design, not just memorize answers.

Donna Whitlock spoke to the English Language Development (ELD) framework and the importance of bringing in informational text as we have teachers that don't know the ELD standards. She supports teachers having foundational material.

Barbara Woods described the process that the Next Generation Science Standards (NGSS) Early Implementation cohort is using to investigate adoption materials. So far they have not seen anything from publishers that would effectively support the implementation of the NGSS. She indicated that science teachers are giving feedback to the state regarding adoption materials.

Claudia Del-Toro Anquiano stated that History Social Science standards have not changed and will probably take years before any change is made.

Claudia Del-Toro Anguiano addressed Compass Learning challenges that have occurred in the last few weeks.

Kevin Papineau called a recess at 7:42 p.m.

The meeting resumed at 7:57 p.m.

Karen Schauer shared information on Personalization and High Needs Learners as it relates to evaluation and professional learning. She stated that when we talk about teacher evaluation, we need to prioritize teacher professional learning.

Claudia Del-Toro Anguiano shared information on the REEd Design Team. She indicated that this team of district and teacher leaders are working to improve observer training for better feedback and better teaching.

Kim Lizama, teacher representative and REEd Design team member, stated that they have spent a lot of time training with other districts trying to demonstrate how staff and teachers are all working together.

Kirsten Szyper, teacher representative and REEd Design team member, indicated that they are grappling with the term evaluation as it is more about constant improvement.

8:00 p.m. Wesley Cagle exited the meeting

Donna Whitlock shared information on ELD teacher professional learning cycle and ELD coaching. She and a team of stakeholders will attend a Joint Networks Meeting at Stanford

to discuss the Every Student Succeeds Act (ESSA) on February 18-19, 2016 to better understand changes in the way districts identify, support and monitor English language learners.

Amanda Johnson, Program Specialist reported on special education services data trends and future considerations. She shared the impact of student referrals for special education services and indicated that 40% of students did not qualify for services. This affects both students and district funding.

Ms. Johnson will provide a follow-up report to the Board in the spring.

**D. Pending Agenda Items**

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

**E. Adjournment**

The meeting adjourned at 8:54 p.m.

---

Grace Malson, Clerk

---

Date

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Regular Board Meeting**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, January 20, 2016**  
Galt City Hall Chambers  
380 Civic Drive, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
Wesley Cagle  
Grace Malson- absent  
John Gordon  
Matthew Felix

**Administrators Present**

Karen Schauer	Claudia Del Toro-Anguiano
Robert Nacario	Stephanie Simonich
Thomas Barentson	Emily Peckham
Lois Yount	Donna Whitlock
Jennifer Porter	Laura Marquez
Gerardo Martinez	David Nelson
Gina Fuentes	Judith Hayes

**MINUTES**

**A. Closed Session** was called to order at 5:56 p.m. by Kevin Papineau.

Wesley Cagle entered closed session at 6:13 p.m.

Blair Aas, Addison Covert and Megan Covert Russell entered closed session at 6:24 p.m.

1. CONFERENCE WITH REAL PROPERTY NEGOTIATORS, Government Code §54956.8
  - Property: 148-0090-016, 032, 035, 038, 055 & 059, Galt, CA
  
2. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION – SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OR (3) OF SUBDIVISION (D), Government Code §54956.9
  - One potential case
  
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6  
Agency Negotiator: Karen Schauer, Robert Nacario, Claudia Del Toro-Anguiano, Tom Barentson
  - Employee Agency: (GEFA) Galt Elementary Faculty Association
  - Employee Agency: (CSEA) California School Employee Association
  - Non-Represented Employees
  
4. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957

**B. Closed Session Adjourned** at 7:18 p.m. The open meeting was called to order at 7:20 p.m. by Kevin Papineau followed by the flag salute. He announced no action taken in closed session.

**C. Public Comment**

1. No public comment.

**D. Reports**

Superintendent

1. Bright Future for Galt Students Initiative
  - o Recognition of Facilities Master Plan Committee Members

Karen Schauer highlighted LCAP Goal 4: Providing safe, clean school facilities with the flexibility and infrastructure needed for high-level instruction. On behalf of the Board and school district directors, she thanked Facilities Master Plan (FMP) committee participants for their time and commitment with a certificate of appreciation.

Karen Schauer shared information on two Community Engagement Sessions to consider facilities improvement and a potential General Obligation Bond. She encouraged the public to attend as the district considers short term needs and priorities.

Business Services Director

1. Tom Barentson and Myla Frantson provided information on School Services of California Governor's Pocket Budget 2016-17. Mr. Barentson shared the themes of the Governor's Budget:
  - Economic growth and the risk of recession
  - Local Control and Accountability Plan remains a dominant governance document
  - Proceed with caution as it relates to the budget

Tom Barentson announced that GJUESD received a food services grant award notification today.

**E. Recommended Actions**

**1. Routine Matters/New Business**

131.706     A motion was made by John Gordon to approve the Consent Calendar, seconded by Matthew Felix and unanimously carried.     Consent Calendar

a.     Approval of the Agenda

b.     Minutes: December 15, 2015 Regular Board Meeting  
Minutes: December 16, 2015 Special Board Meeting  
Minutes: January 7, 2016 Special Board Meeting

c.     Certificated/Classified Payrolls Dated: 12/7/15, 12/16/15, 1/4/16  
Vendor Warrant Numbers: 16356354-16356470, 16357066-16357109, 16357795-16357858, 16358618-1358652, 16359867-16359990

d. Personnel

1. Resignations/Retirement – accepted the following:

Last	First	Position	Site	Effective Date
Coleman	Carol	Preschool Inst Asst	Fairsite	12/30/15
Coon	Jared	Behavior Analyst	District Office	1/8/16
Figueroa	Richard	Psychologist	District Office	10/14/15
Hall	John	Yard Supervisor	McCaffrey	11/5/15
Jara	Denise	Yard Supervisor	Valley Oaks	11/3/15
Martinez	Kristie	Preschool Inst Asst	Fairsite	12/7/15
Quitter	Dana	Sp Ed Inst Asst	River Oaks	11/20/15
Salas	Sandra	Yard Supervisor	Greer	1/7/16
Velasquez Garcia	Blanca	Yard Supervisor	River Oaks	1/18/16

2. Leave of Absence Requests- approved the following:

Last	First	Position	Site	Effective Date
Carillo	Courtney	Teacher	Lake Canyon	1/6/16-2/24/16
Deluz	Jill	Teacher	Greer	12/15/15-1/30/16
Dickinson	Theresa	Bus Driver	Trans/Maintenance Yard	8/21/15-1/19/16
Evans	LisaMarie	Teacher	McCaffrey	11/30/15-1/19/16
Gomez	Lorena	Yard Supervisor	Lake Canyon	11/9/15-12/21/15
Harris	Marissa	Teacher	Lake Canyon	3/28/16-6/14/16
Hernandez	Rachel	ASES Inst Asst	Greer	2/15/16-4/28/16
Holbrook	Robert	Maintenance Worker	Trans/Maintenance Yard	8/21/15-12/1/15
Hyske	Hillary	Speech Therapist	Fairsite	8/19/15-1/4/16
Jauregui	Kathleen	Sp Ed Inst Asst	River Oaks	9/21/15-1/15/16
Martinez	Kristie	Inst Asst	Fairsite	8/25/15-12/24/15
Mendoza	Norma	Bil Inst Asst	McCaffrey	10/19/15-1/6/16
Peters	Sheena	Psychologist	Marengo Ranch	12/19/15-6/29/16
Sanchez	Maria	Custodian	McCaffrey	11/4/15-1/28/16
Usher	Lorraine	Sp Ed Inst Asst	Marengo Ranch	1/6/16-4/8/16
Valle	Gabriela	Bil Inst Asst	Valley Oaks	8/24/15-6/14/16
Whitford	Jamie	Sp Ed Inst Asst	River Oaks	1/4/16-6/14/16
Wittman	Cassandra	Teacher	Valley Oaks	9/8/15-1/4/16

3. New Hires- approved the following:

Last	First	Position	Site	
Blighton	Jennifer	Yard Supervisor (Transfer)	McCaffrey	
Bryce	Rebecca	Yard Supervisor	River Oaks	
Castillo	Estefani	Classified Sub	n/a	
Ceja	Carina	ASES Inst Asst	Greer	
Cooley	Matt	Yard Supervisor	Valley Oaks	
Cooley	Matt	Yard Supervisor	McCaffrey	
Cortes	Mirian	Yard Supervisor	Valley Oaks	
Cowey	Troy	Classified Sub	n/a	
Cuison	Agnes	Speech Therapist	McCaffrey/ Greer	
Denier	Cathy	Classified Sub	n/a	
Dettmann	Ellen	Classified Sub	n/a	
Devoogd	Kristen	Classified Sub	n/a	
Floyd	Jeanine	Food Service	River Oaks	

		Worker	
Garcia	Miguel	Yard Supervisor	Valley Oaks
Henriquez	Rebecca	ASES Inst Asst	Greer
Henrandez	Veronica	ASES Inst Asst (Transfer)	Greer
Henriquez	Evelyn	Bil Inst Asst	Valley Oaks
Henriquez	Rebecca	ASES Inst Asst (Transfer)	Valley Oaks
Hibbard	Debra	Classified Sub	n/a
Johnson	Patrick	Yard Supervisor	Greer
Laporte	Vicki	Food Service Worker	McCaffrey
Maclennon	Noelle	Sub Teacher	n/a
Martindale	Chad	Sp Ed Inst Asst	River Oaks
Munoz Velazquez	Jose S	Classified Sub	n/a
Newman	Ryan	Tech Asst (Additional Hours)	District Office
Noack	Kris	Sp Ed Inst Asst	River Oaks
Ocampo	Danielle	Bil Inst Asst	Valley Oaks
Okolo	Chioma	Sub Teacher	n/a
Padilla	Susan	District Clerk (Additional Hours)	District Office
Richardson	Jason	Sub Teacher	n/a
Rojas	Joe	Custodian	Valley Oaks
Russell	Michelle	Classified Sub	n/a
Salim	Shameem	Sp Ed Inst Asst (Transfer)	River Oaks
Suarez	Rosy	Sp Ed Inst Asst	River Oaks
Valencia	Krystal	Classified Sub	n/a
Vogt	Cynthia	Cashier	McCaffrey
Weeks	Ivan	Classified Sub	n/a
Wirth	Brandon	Classified Sub	n/a

e.

**Donations**

Marengo Ranch Elementary

- Justin Reich, D.D.S. Inc. donated \$100.00 towards school site use
- Steven S. Sanford, DDS, Inc. donated \$100.00 towards school site use
- Dorothy Schmidt donated a Spinnet Piano valued at \$400.00

Fairsite School Readiness Center

- Galt Seniors donated \$200.00 towards school site use
- Real Life Church donated indoor recreation items and teacher supplies valued at over \$300.00

River Oaks Elementary

- Eli Yount and Hemma Ochoa made a monetary donation for school site use
- Margo Aguirre donated \$135.59 towards Ms. Sunseri's class and \$135.59 towards Ms. Wildermuth's class

131.707 Consent Calendar (continued) – Items Removed for Later Consideration: No items removed.

**CC Items  
Removed**



- 131.708 Karen Schauer and Tom Barentson provided an overview of the Facilities Master Plan (FMP) process to date then introduced Steve Newsom from LPA. **FMP Adoption**
- Steve Newsom commended Karen Schauer, the Board and the community for their efforts in completing the FMP. He indicated that a high level of engagement was sustained throughout the entire process by many volunteers. It was a very valiant effort to reach out to the community.
- Matthew Felix asked clarifying questions related to stakeholder involvement and implementation planning.
- Kevin Papineau stated that it is the responsibility of our Board to provide accountability to tax payers to ensure we are financially diligent. He views the FMP as a blueprint for the district. Mr. Papineau thanked participants and specifically John Gordon for initiating the process to complete a FMP.
- A motion was made by John Gordon to approve the GJUESD Facilities Master Plan, seconded by Wesley Cagle and unanimously carried.
- 131.709 A motion was made by Wesley Cagle to approve the 2014-2015 School Accountability Report Card (SARC) for Vernon E. Greer, Lake Canyon, Marengo Ranch, River Oaks and Valley Oaks Elementary Schools and Robert L. McCaffrey Middle School, seconded by Matthew Felix and unanimously carried. **SARCs**
- 131.710 Claudia Del Toro- Anguiano requested to add Destiny Westbrook, teacher, to the list of teachers requesting permission to attend this out-of-state conference. She then shared a video of the Ron Clark academy. **Out-of-State Conf**
- John Gordon requested that teachers share what they have learned using teacher effectiveness funds at future board meetings.
- A motion was made by John Gordon to approve Out-of-State Conference Attendance for Judith Hayes, Stefani Khan, Colleen Wilson, Linda Ekstrom, Michelle Woods, Valerie Seamons, Elizabeth Barkowski and Destiny Westbrook to Attend the Ron Clark Academy Educator Training in Atlanta, GA on May 19-21, 2016, seconded by Matthew Felix and unanimously carried.
- 131.711 A motion was made by Kevin Papineau to approve Out-of-State Conference Attendance for Pam Margiott, Mary Wordlaw, Donna Mullins and Maria West to Attend "I Teach **Out-of-State Conf**

Kinder” Conference in Las Vegas, NV on July 18-22, 2016, seconded by Wesley Cagle and unanimously carried.

- 131.712 A Public Hearing of GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA) was held regarding Article XV: Transportation

**Public Hearing  
Sunshine  
GEFA w/CSEA**

There was no public comment.

- 131.713 A motion was made by Wesley Cagle to approve GJUESD Sunshine Proposal for Fiscal Year 2015-16 with California Schools Employees Association (CSEA) regarding Article XV: Transportation, seconded by John Gordon and unanimously carried.

**Sunshine  
GEFA w/CSEA**

**F. Pending Agenda Items**

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

**G. Adjournment**

The meeting adjourned at 8:40 p.m. There was no additional closed session.

---

Grace Malson, Clerk

---

Date

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Board/Community Engagement Session**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, February 3, 2016**  
Valley Oaks Elementary School  
21 C Street, Galt, CA 95632

**Board Members Present**

Kevin Papineau  
Wesley Cagle  
Grace Malson  
John Gordon  
Matthew Felix

Karen Schauer  
Robert Nacario  
Lois Yount  
Judith Hayes  
Ron Rammer  
Jim Freeman  
Jaime Hughes

**Administrators Present**

Claudia Del Toro-Anguiano  
Tom Barentson  
Donna Whitlock  
Jamie Hughes  
David Nelson  
Laura Marquez  
Donna Whitlock

## MINUTES

- A. 5: 35 p.m. Principal and Staff Tour of Valley Oaks Elementary Facilities**
- B. The Open Meeting was called to order at 6:09 p.m. by Kevin Papineau followed by the flag salute.**
- C. Galt Community Engagement Session to Consider Facilities Improvement Needs, Call Meeting to Order, Flag Salute**

Karen Schauer provided an overview of the Facilities Master Plan.

Tom Barentson shared information on Impactful Projects, Budget Overview, and the Potential for a Bond Measure.

Input and ideas were received from the community for the GJUESD Board of Trustees and staff to consider for facilities priorities and funding decisions.

Themes from the session related to facilities priorities include:

Basic Infrastructure:

- o running water in every classroom
- o science lab at every school
- o permanent classrooms with teacher pods

Repairs & Upgrades:

- o electrical, heating & air, leaky roofs,
- o better lighting
- o adequate and safe parking

Learning Environment:

- o equitable BFLCs

- pest-free
- larger
- flexible
- attractive

Other:

- basic needs should not get in the way of learning
- funds spent to support Fairsite should be reconsidered

Themes from the session related to what schools should have include:

Equal facilities:

- all sites should have basic needs met, i.e. electrical, heating & air, leaky roofs, adequate lighting
- running water in every classroom

Equitable Facilities:

- the majority of attendees felt that schools with the most needs should get the most funding available and all teachers should teach in permanent buildings with pods

Something Else:

- appearance of site matters
- fencing may make schools feel as though they are an island, separate from the community
- school is a second home for some families

**D. Pending Agenda Items**

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

**E. Adjournment**

The meeting adjourned at 8:01 p.m.

---

Grace Malson, Clerk

---

Date

**Galt Joint Union Elementary School District**  
**Board of Education**  
*“Building a Bright Future for All Learners”*

**Board/Community Engagement Session**  
Board of Education  
Galt Joint Union Elementary School District

**Wednesday, February 17, 2016**  
River Oaks Elementary School  
905 Vintage Oak Avenue, Galt, CA 95632

**Board Members Present**

Kevin Papineau- absent  
Wesley Cagle  
Grace Malson  
John Gordon  
Matthew Felix

Karen Schauer  
Robert Nacario  
Lois Yount  
Gina Fuentes  
Ron Rammer  
Jennifer Porter  
Jaime Hughes

**Administrators Present**

Claudia Del Toro-Anguiano  
Tom Barentson  
Donna Whitlock  
Donna Gill  
David Nelson  
Emily Peckham  
Donna Whitlock

## MINUTES

- A. 5:40 p.m. Principal and Staff Tour of River Oaks Elementary Facilities**
- B. The Open Meeting was called to order at 6:09 p.m. by Wesley Cagle followed by the flag salute.**
- C. Galt Community Engagement Session to Consider Facilities Improvement Needs, Call Meeting to Order, Flag Salute**

Karen Schauer provided a session overview.

Karen Schauer, Lindsey Hayward, Tom Barentson and Robert Milligan responded to questions from the February 3, 2016 Facilities Community Engagement Meeting.

Lori Raineri, Governmental Financial Strategies, presented information on a potential general obligation bond and tax base demographics.

Input and ideas were received from the community for the GJUESD Board of Trustees and staff to consider for facilities priorities and funding decisions.

- Themes from the session related to prioritizing facilities expenditures given that the district will not be able to address all facilities needs even with a local bond measure include:
  - Safety and Security: Prioritize highest needs, roof repairs, HVAC, walkways, fencing repair
  - Learning environments: running water in classrooms, lighting, science labs, BFCLC's
- Themes related to projects that should specifically be funded with a local bond measure?
  - Learning environment flexibility
  - Safety as it relates to lighting, walkways, fence repairs, security cameras

- Most impactful projects first: safety/security, modernization, building systems, 21<sup>st</sup> Century learning
- Grounds maintenance
- Themes related to why we should consider a school bond measure?
  - Student safety
  - Learning environment improvements
  - Property values
  - Investment in community
- Themes related to information voters may not know
  - Condition of schools
  - General Obligation Bond may allow district to apply for other grants
  - District academic accomplishments
  - Cost for facilities improvements
- Themes related to the importance of raising public awareness and understanding about the District's facility needs.
  - Community awareness plan

**D. Pending Agenda Items**

1. Electronic Board Agenda Packet
2. School Furniture Analysis
3. Governance Team Continuous Improvement

**E. Adjournment**

The meeting adjourned at 8:01 p.m.

---

Grace Malson, Clerk

---

Date

**Consent Calendar: Personnel**

Last Name	First Name	Assignment	Location	New Hire	Transfer	Resignation	Retirement	Reclassification	Leave of Absence
Komarov	Melissa	Sub Teacher	NA	X					
Wheeler	Brian	Sub Teacher	NA	X					
Enriquez	Maria	Classified Sub	VO	X					
Mention	Trent	Yard Supervisor	GE	X					
Dominguez	Brianda	Bilingual Instructional Assistant	RO	X					
Wayman	Kathy	Classified Sub	NA	X					
Fagerstrom	Bernice	Sub Teacher	NA	X					
Cota	Juan	Classified Sub	NA	X					
Reames	Debbie	Instructional Assisant	FS	X					
Cabral	Cari	Instructional Assisant	FS	X					
Collier	Joshua	ASES Instructional Assisant	GE	X					
Rose	Kristine	Classified Sub	NA	X					
Ramos	Susie	Classified Sub	NA	X					
Wayman	Kathy	Yard Supervisor	MRE	X					
Mendoza	Ingry	Sp Ed IA	RO		X				
Swindler	Alisa	Yard Supervisor	VO		X				
Guillen	Karla	Yard Supervisor	GE		X				
Bryce	Rebecca	Yard Supervisor	RO		X				
Monteon	Mayra	Yard Supervisor	RO		X				
Cabrera	Mirella	ASES Instructional Assisant	VO			1/11/2016			
Sanders	Stacey	Yard Supervisor	MRE			1/15/2016			
Palmer	Madison	Cashier	RO			2/3/2016			
Rashid	Yalda	Teacher	MMS			6/14/2016			
Campbell	Kim	Health Secretary	DO					X	
Lawrie	Christina	Teacher	MMS						3/14-28/2016



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item:</b> 131.715 Consent Calendar (continued)- Items Removed For Later Consideration
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

The Board will have the opportunity to address any items that are moved from the consent calendar.





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.716</b> Board Consideration of Approval of Memorandum Of Understanding Between GJUUSD and Galt Elementary Faculty Association (GEFA) Regarding One-Time Early Retirement Incentive Program for 2015-16 School Year
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

GEFA has ratified an agreement for a one-time early retirement incentive program.


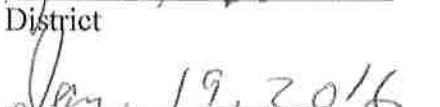
A minimum of five GEFA bargaining unit members must submit retirement resignation letters for this agreement to take effect.



The district has 45 teachers eligible for early retirement. This agreement results in an on-going savings since eligible teachers are on the upper end of the salary schedule.

## MEMORANDUM OF UNDERSTANDING

The parties have met through the non-adversarial IBB process and agreed upon this MOU regarding a one-time retirement incentive. The parties have agreed upon the following:

1. The Parties have agreed upon the PARS Supplementary Retirement Plan, PARS SRP 70% level of final pay benefit, as outlined in the benefit illustration prepared December 9, 2015, as the one-time early retirement incentive program to be offered in the 2015-16 school year.
2. A minimum of five full time equivalent (5 FTE) GEFA bargaining unit members eligible for full STRS retirement must file irrevocable letters of resignation for retirement purposes no later than March 30, 2016 for this MOU to take effect. Any previously filed letters of resignation for full STRS retirement purposes in 2016 shall be included in this total. There is no maximum limitation on the number of unit members who may participate in the retirement incentive.
3. All irrevocable letters of resignation received by March 30, 2016 shall take effect no earlier than June 30, 2016. However, if insufficient unit members resign and this MOU does not take effect pursuant to paragraph 2 above, then a unit member may rescind his/her resignation no later than May 31, 2016.
4. The letters of resignation are no reflection upon the performance of the individual unit members submitting the resignation for purposes of retirement. The District and GEFA sincerely appreciate the lengthy service of these experienced District professionals.
5. The District and GEFA agree to work cooperatively with potential participants to assist in any way possible for the unit member to reach an informed decision. All discussions regarding potential participants shall remain confidential.
6. This MOU is one-time only, non-precedential, and the District has no intent to re-offer this incentive program. Article XXII, Early Retirement Incentive, remains the only ongoing retirement contractual language in the collective bargaining agreement.
7. This MOU is subject to ratification by GEFA membership and the governing Board.
8. This MOU will expire no later than June 30, 2016.

  
District  
  
Date

  
GEFA  
  
Date



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.717</b> Board Consideration of Approval of Resolution #10: Certificated Non-Management Employees Supplementary Retirement Plan
<b>Presenter:</b> Karen Schauer, Tom Barentson	<b>Action Item:</b> XX <b>Information Item:</b>

With the pending board approval concerning the Galt Elementary Faculty Association (GEFA) and management, the early retirement agreement for certificated non-management employees will be implemented.

Board approval of the attached resolution is recommended. A PARS representative will review the supplementary retirement plan components.

GEFA selected the PARS supplemental retirement plan at 70% of final pay. The retirement incentive must meet the district's fiscal and operational objectives in order for the plan to go into effect.

Attachments:

1. PARS Presentation

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

**RESOLUTION # 10**

**Certificated Non-Management Supplementary Retirement Plan**

**WHEREAS** it is determined to be in the best fiscal interest of the Galt Joint Union Elementary School District and its employees to provide a retirement incentive offer to eligible employees who wish to voluntarily exercise their option to separate from District Service;

**WHEREAS** there is no cash option available to employees in lieu of this retirement incentive offer;

**WHEREAS** Public Agency Retirement Services (PARS) has made available to the District a Supplementary Retirement Plan, a retirement incentive program supplementing STRS/PERS, and qualifying under the relevant sections of Section 403(b) of the Internal Revenue Code;

**WHEREAS** the District, pursuant to applicable policy and/or a collective bargaining agreement, desires to adopt the Supplementary Retirement Plan and to fund the incentive through nonelective employer, post-employment contributions to the PARS designated 403(b) provider.

**NOW THEREFORE, BE IT RESOLVED THAT:**

1. The Governing Board of Education of the District hereby adopts the PARS Supplementary Retirement Plan, as part of the District Retirement Program, effective February 24, 2016; and
2. The retirement incentive must meet the District's fiscal and operational objectives in order for the plan to go into effect. If these goals are not reached, the District may withdraw the retirement incentive. If the District withdraws the retirement incentive, resignations may be rescinded; and
3. The Governing Board of Education of the District hereby appoints the Director of Business Services, Tom Barentson, or his/her successor or his/her designee as the District's Plan Administrator; and
4. The District's PARS Plan Administrator is hereby authorized to execute the contracts, custodial agreement facilitating the payment of contributions to the 403(b) arrangement, and other legal documents related to a trust or the plan on behalf of the District and to take whatever additional actions are necessary to maintain the District's participation in the plan and to maintain compliance of any relevant regulations issued.

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA  
COUNTY OF SACRAMENTO

Grace Malson, the Clerk of the Governing Board of Education of the Galt Joint Union Elementary School District of Sacramento County, California, hereby certifies that the above foregoing resolution was duly and regularly adopted by said District at a regular meeting thereof held on the February 24, 2016, and passed by a \_\_\_\_\_ vote of said Board.

IN WITNESS WHEREOF I have hereunto set my hand and seal this on February 24, 2016.

\_\_\_\_\_  
Clerk of the Governing Board

# PARS Supplementary Retirement Plan



## Galt Joint Union Elementary School District

February 24, 2016

PUBLIC  
AGENCY  
RETIREMENT  
SERVICES

# PARS

TRUSTED SOLUTIONS. LASTING RESULTS.



# PARS Background

- Established in 1983
- 3<sup>rd</sup> Largest Multiple Employer Public Retirement System in California
- 700+ Member Agencies
- 375,000+ Participants
- 1,400+ Retirement Plans
- Headquartered in Orange County

# Sampling of 320+ PARS SRP Clients

## **Greater Sacramento Area SRP Client List**

- Center Unified School District
- Elk Grove Unified School District
- Galt Joint Union High School District
- Natomas Unified School District
- Sacramento City Unified School District
- Sacramento County Office of Education
- Twin Rivers Unified School District
- El Dorado Union High School District
- Colfax Elementary School District
- Roseville City Elementary School District
- Western Placer Unified School District
- Nevada Joint Union High School District

## **Other Districts SRP Client List**

- Davis Joint Unified School District
- Washington Unified School District
- Winters Joint Unified School District
- Woodland Joint Unified School District

## **Other Districts**

### **(non-Sacramento County)**

- Anaheim Union High School District
- Bakersfield City School District
- Capistrano Unified School District
- Corona-Norco Unified School District
- Fresno Unified School District
- Irvine Unified School District
- Long Beach Unified School District
- Los Angeles Unified School District
- Oakland Unified School District
- Pasadena Unified School District
- Riverside Unified School District
- San Bernardino City USD
- San Diego Unified School District
- San Francisco Unified School District
- Stockton Unified School District
- Sweetwater Union High School District



# PARS Supplementary Retirement Plan

- Retirement Incentive Plans encourage long-term or senior employees, typically at the top of the salary schedule, to retire early.
- The savings are achieved by replacing the senior employee with a lower paid employee or not replacing at all.
- The goal is to increase the number of natural attrition retirements by 3-4 times.
- Additional retirements from a Retirement Incentive Plan can reduce the need for layoffs for some agencies.

# SRP Process and Steps

- Board decides to authorize Plan, which creates a 45-day enrollment window
- At the end of the 45-day enrollment period, a fiscal analysis is conducted to determine the savings (or cost) to the District
- Based on results, the District determines if Plan proceeds or is cancelled
- If Plan proceeds, employees resign
- If Plan is canceled, the offer is rescinded

# Proposed Plan Design

**Plan offered through a tax-sheltered annuity program —  
Internal Revenue Code Section 403(b)**

**70% of Final Pay**

- Post-Employment contributions funded over a period of five (5) years following termination of employment
- Contributions are used to fund the purchase of an annuity through Pacific Life Insurance Co.
- Distribution options receive favorable tax treatment and are eligible for IRA rollovers

# What are the Benefit Choices?

- **Lifetime (Option 1)**  
A monthly cash payment for your lifetime only
- **Joint & 100% Survivor (Option 2)**  
A modified monthly cash payment for your lifetime and the lifetime of your one named beneficiary
- **Life or 10 Year (Option 3)**  
A modified monthly cash payment for the greater of your lifetime or 10 years
- **Fixed Payments (Options 5-15):**  
Higher monthly payments guaranteed to pay out for a fixed number of years. Options 5-9 are eligible for direct rollover into a traditional IRA or to an eligible employer retirement plan that accepts the rollover

# Sample Benefit Illustration

*70% of 2015-16 Contract Salary:  
Final Pay of \$82,670 for Sample Certificated Non-Management Employee*

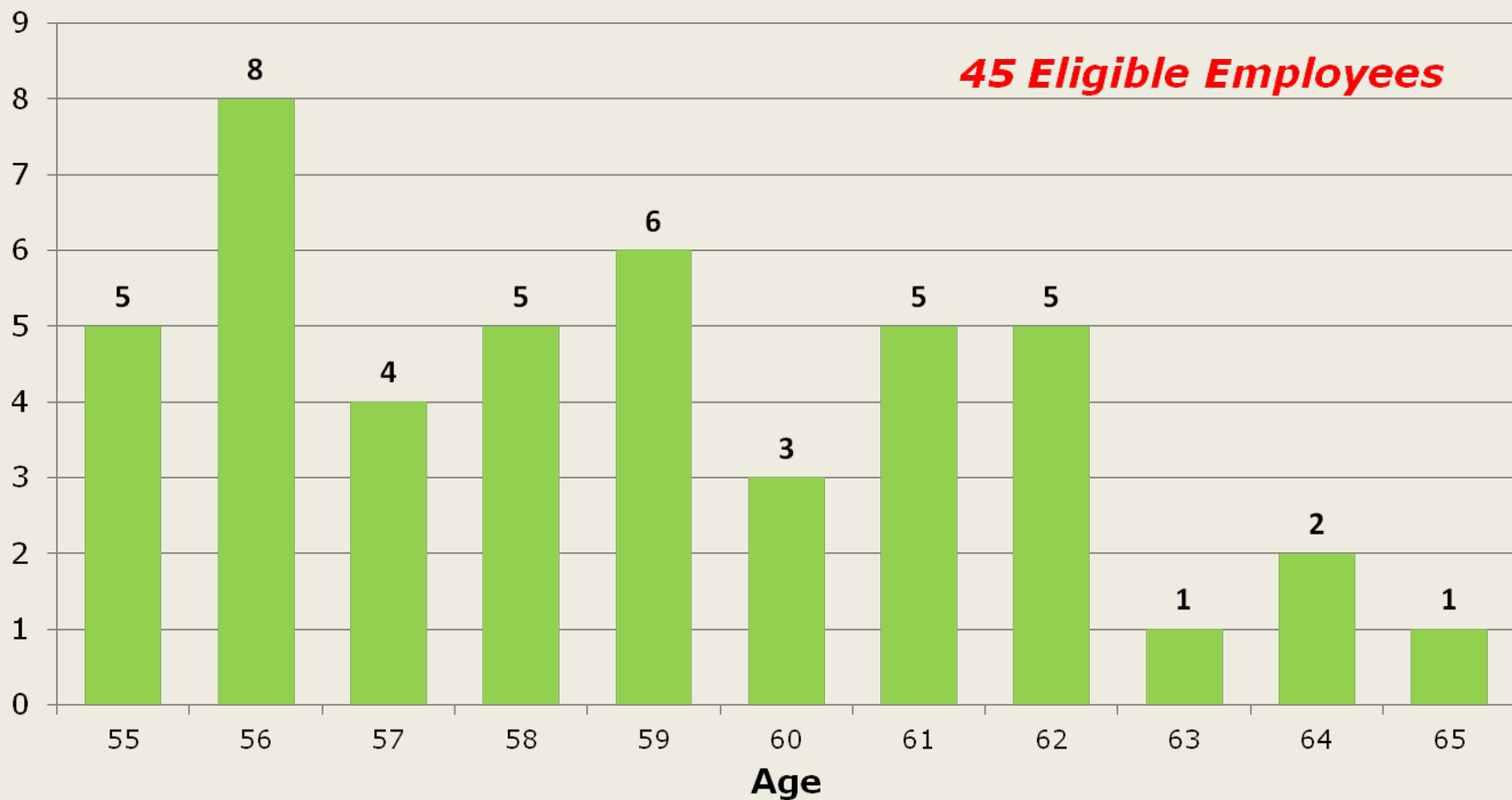
Option	Duration		Monthly Benefit
Option 1	Retiree's Life		\$252.19
Option 2	Retiree's and Beneficiary's Life		\$217.24
Option 3	Greater of Lifetime or 10 years		\$248.84
Option 5 *	5 Years	Guaranteed Pay Out	\$961.43
Option 6 *	6 Years	Guaranteed Pay Out	\$812.01
Option 7 *	7 Years	Guaranteed Pay Out	\$705.77
Option 8 *	8 Years	Guaranteed Pay Out	\$626.49
Option 9 *	9 Years	Guaranteed Pay Out	\$565.15
Option 10	10 Years	Guaranteed Pay Out	\$516.42
Option 11	11 Years	Guaranteed Pay Out	\$476.61
Option 12	12 Years	Guaranteed Pay Out	\$443.62
Option 13	13 Years	Guaranteed Pay Out	\$415.61
Option 14	14 Years	Guaranteed Pay Out	\$391.77
Option 15	15 Years	Guaranteed Pay Out	\$371.29

\*Can be rolled over to an IRA or another Qualified Plan

# Plan Assumptions

<p><b>Eligibility Requirements</b></p>	<p><b><i>Certificated Non-Management Employees</i></b></p> <ul style="list-style-type: none"> <li>• <i>Age 55 with 5 years of service, or Age 50 with 30 years of service</i></li> <li>• <i>Resignation from employment on or before June 30, 2016</i></li> </ul>
<p><b>Benefit Level</b></p>	<p><b><i>70% of Final Pay Spend Amount*</i></b></p> <p><i>*2015-16 Contract Salary multiplied by current FTE</i></p>
<p><b>Replacement Salary</b></p>	<p><i>Certificated Non-Management: <b>\$51,370</b></i>  <i>(Based on PARS 3-Yr New Hire Study)</i></p>
<p><b>Health Care Costs</b></p>	<p><i>Active Employee: <b>\$6,480</b></i>  <i>Retired Employee: <b>\$6,480</b></i>  <i>Health Care COLA: <b>5.00%</b></i></p>
<p><b>PARS Plan Funding</b></p>	<p><i>5 year annuity: Purchased through Pacific Life Insurance Company</i></p>

# Demographics: Certificated Non-Management



# Fiscal Summary of Savings:

**70% of Final Pay**  
**Assuming 9 Retirements**  
*(20.00% of Eligible group)*

<i>Replacement Scenario</i>	<i># of Positions Replaced</i>	<i>Projected Savings in Year 1</i>	<i>Projected Savings over 3 Years</i>	<i>Projected Savings over 5 Years</i>
<i>100% Replacement</i>	<i>0.00</i>	<i>\$96,060</i>	<i>\$224,246</i>	<i>\$273,027</i>
<i>90% Replacement</i>	<i>0.90</i>	<i>\$136,429</i>	<i>\$353,624</i>	<i>\$503,030</i>
<i>80% Replacement</i>	<i>1.80</i>	<i>\$176,797</i>	<i>\$483,003</i>	<i>\$733,033</i>
<i>70% Replacement</i>	<i>2.70</i>	<i>\$217,166</i>	<i>\$612,381</i>	<i>\$963,036</i>
<i>60% Replacement</i>	<i>3.60</i>	<i>\$257,534</i>	<i>\$741,759</i>	<i>\$1,193,039</i>
<i>50% Replacement</i>	<i>4.50</i>	<i>\$297,903</i>	<i>\$871,137</i>	<i>\$1,423,042</i>



# Proposed Timeline

<b>Timeframe</b>	<b>Action</b>
<b>February 24, 2016</b>	<i>Board authorization to offer plan to eligible employees</i>
<b>February 25, 2016</b>	<i>PARS mails individual benefit illustration packets to eligible employees</i>
<b>February 25, 2016</b>	<i>PARS holds orientation meeting</i>
<b>Early April 2016</b>	<i>PARS holds employee workshop</i>
<b>April 8, 2016</b>	<i>PARS enrollment window closes</i>
<b>No Later than April 22, 2016</b>	<i>District announces approval/rescission of the Plan</i>
<b>June 30, 2016</b>	<i>Employees resign from employment no later than this date</i>
<b>August 1, 2016</b>	<i>PARS Benefit Checks commence</i>

# PARS Supplementary Retirement Plan

**Please call with any questions:**

**Ryan Nicasio, CEBS**

Vice President

800-540-6369 x 134

[rnicasio@pars.org](mailto:rnicasio@pars.org)



## Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632  
209-744 4545 \* 209-744-4553 fax

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.718</b> Board Consideration of Resolution #9: Kindergarten through Community College Public Education Facilities Bond Act of 2016
<b>Presenter:</b> Karen Schauer, Tom Barentson	<b>Action Item:</b> XX <b>Information Item:</b>

At a previous board meeting, John Gordon, GJUESD board member, requested board consideration of a resolution recommending support for the Kindergarten through Community College Public Education Facilities Bond Act of 2016.

At this time, there are no state funds to support school facilities construction or modernization funding.

**GALT JOINT UNION SCHOOL DISTRICT**  
**RESOLUTION #9**  
**Kindergarten through Community College Public Education**  
**Facilities Bond Act of 2016**

WHEREAS, the California Constitution finds public education is a State responsibility in Article IX Section 5; and

WHEREAS, Article 1 Section 28 states that public schools shall be safe, secure and peaceful; and

WHEREAS, the State has met its constitutional responsibilities since 1982 by providing consistent State bond resources through programs contained in Division 1, Part 10, Article 12 and Article 12.5 of the Education Code; and

WHEREAS, the State is out of school facility funds and cannot provide the State match for almost \$2 billion in projects filed under current law; and

WHEREAS, the Galt Joint Union School District has \$156,000,000 in facility need which may be partially funded by State bonds; and

WHEREAS, the Kindergarten through Community College Public Education Facilities Bond Act of 2016 provides for renovation and upgrade of existing classrooms, construction of new classrooms to accommodate growth, and for career technical education facilities to provide job training to meet the trained workforce needs of California's employers; and

WHEREAS, the California unemployment rate is greater than the national unemployment rate; and

WHEREAS, 13,000 middle class jobs are created for each \$1 billion in school facility infrastructure investment; and

WHEREAS, these jobs will be created throughout California and will include almost all building trades; and

WHEREAS, the new Local Control Funding Formula and Local Control Accountability Plan are intended to improve educational achievement for all students but do not provide dedicated facilities funding; and

WHEREAS, quality 21st Century school facilities designed for student needs of today and tomorrow enhance academic achievement and further the State's academic goals; and

WHEREAS, the Kindergarten through Community College Public Education Facilities Bond Act of 2016 will not raise State taxes; and

WHEREAS, the Kindergarten through Community College Public Education Facilities Bond Act of 2016 State matching funds will reduce the need for additional local property taxes for school facilities.

NOW, THEREFORE BE IT RESOLVED, that the Galt Joint Union School District supports the Kindergarten through Community College Public Education Facilities Bond Act of 2016.

Passed, approved, and adopted on February 24, 2016, at a regular meeting of the Board of Education by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Grace Malson, Clerk  
Board of Education



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.719</b> Board Consideration of Approval of GJUESD Injury and Illness Prevention Program Plan
<b>Presenter:</b> Robert Nacario	<b>Action Item:</b> XX <b>Information Item:</b>

Employers in California are required to have an effective written Injury and Illness Prevention Program (IIPP). The benefits of an effective IIPP include improved workplace safety and health, better morale, increased productivity, and reduced costs of doing business. This is an Occupational Safety and Health Administration (OSHA) requirement.



Galt Joint Union Elementary School District

Galt Joint Union  
Elementary  
School  
District

# Injury & Illness Prevention Program

## TABLE OF CONTENTS

<b>Topic</b>	<b>Page</b>
<b>I. District Commitment</b>	<b>3</b>
<b>A. Safety and Health Policy</b>	<b>3</b>
<b>B. Objectives of the Injury and Illness Prevention Program</b>	<b>3</b>
<b>C. Location of the Written Injury and Illness Prevention Program</b>	<b>3</b>
<b>D. Responsibility for Safety and Health</b>	<b>3</b>
<b>II. Hazard Identification, Evaluation and Control</b>	<b>6</b>
<b>A. Inspections</b>	<b>6</b>
<b>B. Employee hazard Reporting Procedure</b>	<b>7</b>
<b>C. Hazard Evaluation and Control</b>	<b>7</b>
<b>D. Imminent Hazards</b>	<b>7</b>
<b>III. Safety and Health Training</b>	<b>7</b>
<b>A. When Training will Occur</b>	<b>8</b>
<b>B. Training Supervisors</b>	<b>8</b>
<b>C. Areas of Training</b>	<b>8</b>
<b>IV. Communication with Employees on Safety and Health</b>	<b>8</b>
<b>A. Safety Meetings</b>	<b>8</b>
<b>B. Anonymous Notification Procedures</b>	<b>9</b>
<b>C. Posters and Signs</b>	<b>9</b>
<b>D. Newsletter</b>	<b>9</b>
<b>E. Training</b>	<b>9</b>
<b>V. Accident Investigation</b>	<b>9</b>
<b>A. Purpose</b>	<b>9</b>
<b>B. District Policy</b>	<b>9</b>
<b>C. Responsibility for Accident Investigation</b>	<b>9</b>
<b>D. Procedure for Investigation of Accidents</b>	<b>10</b>
<b>VI. District Employee Safety Board Policy 4157</b>	<b>10</b>
<b>VII. Emergencies</b>	<b>11</b>
<b>A. Emergency Action Plan</b>	<b>11</b>
<b>B. Earthquake Procedures</b>	<b>11</b>
<b>C. Fire Prevention Program</b>	<b>14</b>
<b>Appendix A – Report of Unsafe Conditions or Hazards</b>	<b>15</b>
<b>Appendix B – Quick Reference Guide: How to Investigate an Accident</b>	<b>17</b>
<b>Appendix C – Accident Investigation Form</b>	<b>19</b>
<b>Appendix D – Monthly Property Checklist</b>	<b>21</b>
<b>Appendix E – Safety Committee Meeting Template</b>	<b>24</b>



## **INJURY AND ILLNESS PREVENTION PROGRAM**

### **I. DISTRICT COMMITMENT TO SAFETY AND HEALTH**

#### **A. Safety and Health Policy**

##### **Safety and Health Policy Statement**

It is the policy of the Galt Joint Union Elementary School District to provide safe working conditions for all employees and to promote continuing, vital SAFETY AWARENESS at all levels, from top management to the individual worker. It is our belief that SAFETY AWARENESS is the basis on which a safety program must be founded.

The Galt Joint Union Elementary School District recognizes its responsibility to furnish a place of employment which shall be safe for employees and visitors; to provide safety devices and mechanical safeguards; to use methods and processes to protect the life, health and safety and welfare of employees, visitors and the general public, and to maintain and enforce a program to fulfill this responsibility.

Therefore, it shall be considered each person's responsibility not only to assure his/her own personal safety, but to develop a concern for safety for all who work with him/her.

Employees shall at all times, while on District property, conduct themselves and perform work in a safe manner consistent with existing safety rules.

#### **B. Objectives of the Injury and Illness Prevention Program**

The District's Injury and Illness Prevention Program is designed to prevent injuries, illnesses and accidents in the workplace. The primary purpose of the program is to ensure the safety and health of the District's employees and to provide a safe and healthful work environment. Most notably it will: 1) Protect the health and safety of employees, students and visitors. Decrease the potential risk of disease, illness, injury and harmful exposures to District personnel. 2) Reduce Workers' Compensation claims and costs. 3) Improve efficiency by reducing the time spent replacing or reassigning injured employees as well as reduce the need to find and train replacement workers. 4) Improve employee morale and efficiency as employees see that their safety is important to management. 5) Minimize the potential for penalties assessed by various enforcement agencies in maintaining compliance with Health and Safety Codes.

#### **C. Location of the Written Injury and Illness Prevention Program**

A copy of the District's written Injury and Illness Prevention Program shall be kept at each site. Documentation of specific elements of the program (i.e., completed inspection checklists, safety training rosters) implemented at that site will be kept at Maintenance & Operations. A master copy of the District's written Injury and Illness Prevention Program shall be kept by the Illness Prevention Program Administrator at the District Office.

#### **D. Responsibilities for Safety and Health**

District employees at every level have a special obligation to work safely and maintain a safe and healthful work environment. Safe job performance is an integral part of overall job performance. Each employee is fully responsible for implementing the provisions of this program as it pertains to operations under his/her jurisdiction.

## 1. Program Administrator

The person(s) with overall responsibility and authority for implementing the Injury and Illness Prevention Program is the Director of Educational Services.

### THE DESCRIPTION OF AUTHORITY AND RESPONSIBILITY:

Director of Educational Services is responsible for the Personnel department and will therefore be ultimately responsible to implement and monitor the IIPP.

The Program Administrator's duties include, but are not limited to:

- Maintaining a safety program that will incorporate the current practices and policies adopted by the safety profession and Cal/OSHA as being most effective in preventing injuries, occupational diseases, vehicular collisions, liabilities, and damage to equipment and material.
- Consulting directly with management personnel and employees on loss prevention matters, and provide guidance necessary to assure effective administration of this program.
- Periodically evaluating compliance with the program within the District and its school sites. Make periodic inspections of worker compliance with Cal/OSHA standards. He/she should have full authority to stop jobs when safety precautions are not being enforced. The verbal notification to stop a job must be followed by a written report directly to the Superintendent.
- Ensuring that managers and supervisors are trained in workplace safety and are familiar with the safety and health hazards to which employees under their immediate direction or control may be exposed, as well as applicable laws, regulations and District safety rules and policies.
- Ensuring that employees are trained in accordance with this program.
- Developing methods for abating workplace hazards.
- Ensuring that workplace hazards are abated in a timely and effective manner.
- The Program Administrator may assign all or some of these tasks to other individuals within the District.

## 2. Superintendent

Management, at all levels, has the responsibility to provide employees and students with a safe school and work environment by promoting safe practices and maintaining safe facility conditions. Although personnel exposure varies widely from school site to school site, it is expected that an unrelenting effort will be directed toward controlling injuries, collisions, liabilities and waste of materials at each site. To meet this goal, management will do the best of their knowledge and ability to:

- Ensure that the policies and procedures set forth herein are complied with by all personnel under their direction. Ensure adherence to all safety directives and standards.
- Provide the leadership and direction necessary for administering school and/or departmental safety policies, such as rules and regulations.
- Devote a portion of staff meetings, as necessary, to review departmental accidents and to discuss plans to reduce losses.
- Promote safety training and education.
- Establish a policy of regular safety inspections of equipment, facilities and crews to ensure the safe operation and protection of District personnel and assets and to follow federal, state and local safety standards and regulations.
- Ensure that the District has an effective Hazard Communication Program in place.
- Ensure that all accidents are immediately investigated and reported promptly to the IIPP Administrator.
- Hold each administrator/director/supervisor fully accountable for an explanation of the preventable injuries, collisions, and liabilities incurred by his/her employees. An excessive number is an indication that some management policies and practices need re-evaluation.

### **3. Administrators/Directors/Supervisors**

Each administrator/director/supervisor shall be fully responsible and accountable to the Superintendent for compliance with the provisions of the program within his/her school site/department. He/she should ensure that:

- All personnel are briefed and fully understand work procedures and policies and enforce their use for each job class.
- All employees, full-time or part-time, permanent or temporary, are trained upon hire and retrained, when necessary, in the way each job must be accomplished.
- All employees are instructed and understand the use and need for protective equipment relating to the job.
- Necessary safety equipment and protective devices for each job are available and used properly.
- Initiative is taken in recommending correction of deficiencies noted in facilities, work procedures, employee job knowledge, or attitudes that adversely affect district loss control efforts.
- Safety meetings are conducted as necessary to review accidents, analyze their causes, and promote a free discussion of hazardous work problems and possible solutions.
- All serious accidents are thoroughly investigated, recorded and promptly reported to the IIPP Administrator.
- Prompt, corrective action is taken wherever hazards are recognized or unsafe acts are observed. Each director/principal/supervisor is accountable for the preventable injuries, collisions, and liabilities incurred by his/her employees.
- Written documentation is maintained reflecting that each employee is fully trained for the job he/she is assigned to do, that he/she is familiar with the published work rules, and that he/she has received information indicating that compliance is mandatory.
- Employees are properly evaluated by indicating to the employees that: following safe work procedures is required of all district employees; adherence to district safety policies is considered on performance evaluations; failure to comply with safety rules is grounds for disciplinary action.
- In-service educational programs are planned at least annually for all employees and that documentation is maintained for all educational activities.
- Proper safety procedures are prepared and used for all hazardous operations.
- All periodic inspections within his/her jurisdiction are completed as scheduled.
- Chemical hazards are known to employees, material safety data sheets are available and employees are trained on the safe use of such chemicals.

### **4. Employees**

Employees are required, as a condition of employment, to exercise due care in the course of their work to prevent injuries to themselves and to their fellow workers and to be mentally and physically alert to safety issues. To accomplish this goal, employees will:

- Adhere to all safety policies and procedures.
- Report potential unsafe conditions to the immediate supervisor.
- Keep work areas clean and orderly at all times and use all safeguards and safety equipment.
- Wear safety protective devices as necessary (or when instructed to do so).
- Report injuries immediately and seek immediate medical attention when required.
- Learn to lift and handle materials properly.
- Cooperate and take part in the District Safety Program, workshops, training, and safety meetings as appropriate.
- Use only the prescribed equipment for the job and utilize it properly.
- Operate only machinery or equipment that he/she has been authorized to operate by his/her supervisor.

## 5. Parents

Parents shall be encouraged to:

- Teach safety standards to children in the home.
- Support District safety requirements for employees and pupils.
- Help the school in its hazard correction activities.
- Serve on school safety committees when appointed.

## II. HAZARD IDENTIFICATION, EVALUATION AND CONTROL

### A. Inspections

#### 1. Purpose

A safety inspection program is essential to disclose unsafe acts or conditions, determine reasons for their existence, and to recommend corrective action.

#### 2. Scheduled Inspections

Inspections of District facilities will be conducted as follows:

<u>District Facility</u>	<u>Frequency</u>	<u>Conducted by</u>
SCHOOL SITES (SIA Monthly Property Checklist)	Monthly Report	Custodian
PLAYGROUNDS Monthly Report	Check Daily	Custodian Custodian
SPECIAL HAZARD AREAS Science Labs Maintenance Shop Transportation Shop	Check Daily Monthly Report Monthly Report Monthly Report	Science Teacher M&O Supervisor Transportation Supervisor
Gymnasium Athletic Field Cafeteria	Annually	Custodian Groundskeepers/City of Galt Food Service Supervisor
Multipurpose	Check Daily	Custodian
Bleachers	Check Daily	Custodian
Automotive Equipment	Checked Monthly	District Mechanic

#### 3. Unscheduled Inspections

In addition to scheduled inspections and ongoing review, the Program Administrator will arrange for unscheduled, unannounced inspections. The list of subjects for these inspections will be chosen randomly, but with particular emphasis on:

- General housekeeping

- Storage and handling of hazardous materials
- Use of personal protective equipment
- Proper guarding of equipment and machinery
- Playgrounds/fitness courses/athletic fields

#### **4. Red Tagging of Unsafe Facilities or Equipment**

Facilities and equipment noted to be unsafe for use should be tagged on the spot by the inspector. Personnel who continue to use any item that has been so tagged or who willfully removes the tag before the unsafe condition is corrected shall be subject to disciplinary action up to and including dismissal.

#### **5. Documentation of Inspections**

Copies of completed inspection reports should be filed in the Injury and Illness Prevention Program binder at each site. The original should be forwarded to Maintenance and Operations with the appropriate work orders.

### **B. Employee Hazard Reporting Procedure**

Employees should make every effort to correct hazards immediately within their control. Other hazards should be reported immediately to the employee's supervisor. Employees may also use the Report of Unsafe Condition or Hazard Form (anonymously, if they so wish). The form should be submitted to Maintenance and Operations. (See Appendix A for Employee Hazard Reporting Form.)

### **C. Hazard Evaluation and Control**

All Inspection Reports should be forwarded to Maintenance and Operations with appropriate work orders, if needed. Employee Hazard Reporting Forms should be forwarded to Maintenance and Operations where appropriate work orders will be completed if needed. Any work orders dealing with safety issues will be prioritized according to the seriousness of the hazard and completed in a timely manner.

### **D. Imminent Hazards**

Whenever possible, it is the District's intent to abate immediately any hazard which gives rise to a risk of imminent harm. When such a hazard exists which the District cannot abate immediately without endangering employees and/or property, all exposed personnel will be removed from the area of potential exposure except those necessary to correct the hazardous condition. All employees involved in correcting the hazardous condition will receive appropriate training in how to do so and will be provided with necessary safeguards and personal protective equipment.

## **III. SAFETY AND HEALTH TRAINING**

Awareness of potential health and safety hazards, as well as knowledge of how to control such hazards, is critical to maintaining a safe and healthful work environment and preventing injuries, illnesses, and accidents in the workplace. The District is committed to instructing all employees in safe and healthful work practices. To achieve this goal, the District will provide training to each employee with regard to general safety procedures and with regard to any hazards or safety procedures specific to that employee's work assignment.

### **A. When Training Will Occur**

Training will be provided as follows:

- Upon hiring;
- Whenever an employee is given a new job assignment for which training has not previously been provided;
- Whenever new substances, processes, procedures or equipment which represent a new hazard are introduced into the workplace;
- Whenever the District is made aware of a new or previously unrecognized hazard; and
- Whenever the District IIPP Administrator believes that additional training is necessary.

### **B. Training of Supervisors**

The District will be responsible for providing and developing formal safety training in specific areas for supervisors.

### **C. Areas of Training**

- Hazard Communication, Employee Right-to-Know
- Personal Protective Equipment
- Fire Safety
- Hand Tools and Portable Power Tools
- Machinery and Machine Guarding
- Back Injury Prevention/Proper Lifting Techniques
- Cardiac Pulmonary Resuscitation (CPR) and First Aid
- Office Safety
- Defensive Driving
- Accident Investigation for Supervisors
- Forklift Operators Safety Training
- Other programs as necessary. Documentation of training shall be maintained in writing by sign in sheets. A copy of each sign in sheet shall be maintained in the Injury and Illness Prevention Program binder at the site and the original forwarded to the Program Administrator.

## **IV. COMMUNICATION WITH EMPLOYEES ON SAFETY AND HEALTH ISSUES**

### **A. Safety Meetings**

Safety meetings will be conducted by department supervisors as needed but at least annually. During these meetings, each supervisor shall discuss with the employees under his or her direct supervision such issues as:

- New hazards that have been introduced or discovered in the workplace;
- Causes of recent accidents or injuries and the methods adopted by the District to prevent similar incidents in the future; and
- Any health or safety issue deemed by the supervisor to require reinforcement.

These safety meetings will be documented using employee sign in sheets and agendas.

### **B. Anonymous Notification Procedures**

The District has a system of anonymous notification whereby employees who wish to inform the District of workplace hazards may do so anonymously by sending a written notification to the Maintenance and Operations Department using the Report of Unsafe Conditions or Hazards (Appendix A). The Maintenance and Operations Department shall investigate all such reports in a prompt and thorough manner.

### **C. Posters/Signs**

The District will distribute in a timely manner all safety and health posters to the appropriate facilities and ensure their use. Where appropriate, signs and posters will be utilized to help maintain a high level of safety awareness on the job.

### **D. Newsletter**

The District will distribute the Schools Insurance Authority's *Wellness & Safety* newsletter to employees in a timely manner using the District e-mail.

### **E. Training**

The District has training requirements designed to instruct each employee on general safety procedures as well as on safety procedures specific to the employee's job. These training requirements are described in greater detail in Section III of this program.

## **IV. ACCIDENT INVESTIGATION**

The site administrators, directors and supervisors will investigate all accidents, injuries, occupational illnesses, and near-miss incidents to identify the root cause using the Accident Investigation Report form (*Appendix B*). These forms will be forwarded to the IIPP Administrator for review as part of their Hazard Correction procedures outlined below.

### **A. Purpose**

The purpose of accident investigation is to determine the causes of accidents and what can be done to prevent similar accidents from recurring. The objective of any investigation is FACT FINDING, NOT FAULT FINDING.

### **B. District Policy**

All work-related accidents involving employee injuries and/or property damage will be investigated by the District in a timely manner. Minor incidents and near misses will be investigated as well as serious accidents. A near miss is an incident that, although not serious in itself, could have resulted in a serious injury or significant property damage. Investigation of these instances may avoid serious accidents in the future. Accident investigations will be documented in writing using the Accident Investigation Report Form.

### **C. Responsibility for Accident Investigation**

The administrator/director/supervisor shall be responsible for conducting the accident investigation in a timely manner.

### **D. Procedures for Investigation of Accidents**

The following facts should be gathered by the accident investigator:

- WHO was involved? Include injured employees and witnesses.
- WHAT happened? Describe what took place and include any equipment/machinery/tools which were involved.
- WHEN did the accident occur? What time of day, day of the week, shift, break period did the accident occur? Was an employee working overtime involved?
- WHERE did the accident occur? Describe the location where the accident occurred and any special characteristics.

Based on these facts, determine:

- WHY the accident occurred? Was an involved employee properly trained? Were proper operating procedures followed? Was faulty equipment involved?
- HOW could this accident have been prevented? Determine whether the accident was PREVENTABLE OR NONPREVENTABLE. List the reasons why the accident was PREVENTABLE or NONPREVENTABLE.

Finally, describe:

- WHAT action has been taken to prevent similar accidents from occurring in the future?

## **VI. DISTRICT EMPLOYEE SAFETY BOARD POLICY 4157**

The Governing Board is committed to maximizing employee safety and believes that safety is every employee's responsibility. Working conditions and equipment shall be maintained in compliance with standards prescribed by federal, state and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code [6402](#))

The Board expects all employees to use safe work practices and to correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practice through education, training and enforcement.

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law. (Labor Code [6401.7](#))

(cf. [3514](#) - Environmental Safety)

(cf. [3514.1](#) - Hazardous Substances)

(cf. [4119.41/4219.41/4319.41](#) - Employees with Infectious Disease)

(cf. [4119.42/4219.42/4319.42](#) - Exposure Control Plan for Bloodborne Pathogens)

(cf. [4119.43/4219.43/4319.43](#) - Universal Precautions)

(cf. [4157.1/4257.1/4357.1](#) - Work-Related Injuries)

(cf. [4157.2/4257.2/4357.2](#) - Ergonomics)

(cf. [4158/4258/4358](#) - Employee Security)

The Board shall ensure that the Superintendent or designee provides eye protective devices as specified in law and administrative regulation.



No employee shall be discharged or discriminated against for making complaints, instituting proceedings or testifying with regard to employee safety or health, or for participating in any occupational health and safety committee established pursuant to Labor Code [6401.7](#). (Labor Code [6310](#))

Legal Reference:

EDUCATION CODE

[32066](#) Safety: public and private institutions

LABOR CODE

[6305](#) Occupational safety and health standards; special order

[6310](#) Retaliation for filing complaint prohibited

[6401.7](#) Injury prevention programs

[6400-6413.5](#) Responsibilities and duties of employers and employees

CODE OF REGULATIONS, TITLE 8

[3203](#) Injury and illness prevention program

[5095-5100](#) Control of noise exposure

CODE OF FEDERAL REGULATIONS, TITLE 29

[1910.95](#) Noise standards

Management Resources:

CAL/OSHA PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, revised April 1998

DHHS PUBLICATIONS

Preventing Occupational Hearing Loss - A Practical Guide, June 1996, Department of Health and Human Services (National Institute for Occupational Safety and Health)

WEB SITES

OSHA: <http://www.osha.gov>

Cal/OSHA: [http://www.dir.ca.gov/occupational\\_safety.html](http://www.dir.ca.gov/occupational_safety.html)

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

National Institute for Occupational Safety and

Health: <http://www.cdc.gov/niosh>"><http://www.cdc.gov>"><http://www.cdc.gov/niosh>

National Hearing Conservation Association: <http://www.hearingconservation.org>

Adopted: February 27, 2008 Galt, California

## **VII. EMERGENCIES**

### **A. Emergency Action Plan**

Emergency Action Plans are updated annually by each site, approved by the Board and kept at both the site and the District office.

### **B. Earthquake Preparedness – AR 3516.3**

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive school safety plan. (Education Code [32282](#))

(cf. [0450](#) - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code [8607](#); 19 CCR [2400-2450](#))

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code [32282](#))

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows.

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

The Superintendent or designee may work with the California Office of Emergency Services (renamed the California Emergency Management Agency) and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code [32282](#))

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

## Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

## Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

## Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

(cf. [3543](#) - Transportation Safety and Emergencies)

## Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.

4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

Legal Reference:

EDUCATION CODE

[32280-32289](#) School safety plans

GOVERNMENT CODE

[3100](#) Public employees as disaster service workers

[8607](#) Standardized Emergency Management System (SEMS)

CODE OF REGULATIONS, TITLE 19

[2400-2450](#) Standardized Emergency Management System

Management Resources:

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

WEB SITES

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

American Red Cross: <http://www.redcross.org>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov/hazards/earthquakes>

National Incident Management System (NIMS): <http://www.fema.gov/emergency/nims>

Approved: XXXXXXXX XX, 2015 Galt, California

### **C. Fire Prevention Program**

The District maintains a fully automatic fire alarm system in accordance with the requirements of its insurer, the Schools Insurance Authority. The District also conducts fire drills in accordance with Section 32110 of the California Education Code.

Appendix A  
Report of Unsafe Conditions or Hazards

**Galt Joint Union Elementary School District**  
*REPORT OF UNSAFE CONDITION OR HAZARD*  
**Injury and Illness Prevention  
Program**

Completion of this section is optional and may be submitted anonymously:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Job Title: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ : \_\_\_\_\_ am / pm

*Location of suspected **unsafe** or **hazardous** condition (i.e. site name, room #, cafeteria, etc.)*

*Description?*

District Review:

*What was discovered?*

*Was the condition unsafe or hazardous?*

*Recommendations for corrective measures:*

*Review completed by:*

*Job Title*

*Date*

*Date Risk Management Department received: \_\_\_\_\_*

*Action(s) taken and/or comments:*

# Appendix B

## Quick Reference Guide

### How to Investigate an Accident

#### QUICK REFERENCE GUIDE HOW TO INVESTIGATE AN ACCIDENT

This quick reference guide is designed for administrators, Directors and Supervisors to use while investigating work-related injuries and illnesses. Remember, prior to investigating an accident, employees should be trained to report injuries to their Supervisors, no matter how minor they may be. “Near-accidents” should also be reported and investigated by Supervisors and their findings shared with the Risk

Management Department. Please follow these 4 steps when investigating work-related injuries or illnesses:

Step 1:

- A. Act at once. When possible, talk with the injured employee immediately, one-on-one communication is best. When completing the Accident Investigation form use a fact-finding approach and avoid faultfinding questions in determining what occurred.
- B. Use the Accident Investigation checklist for sample questions during your investigation. If necessary and appropriate ask the injured person or witness to show how the accident happened. Review the physical causes, such as poor housekeeping, improper guards, improper apparel, (i.e. such as lack of properly soled shoes or safety shoes, eye, hand or head protection), defective equipment, slippery floors, dangerous practices, inexperience, poor judgment, or disobeying rules.
- C. Describe the scene of the incident; including the lighting, walking surface, weather, measurements and any other conditions that could have contributed to the accident. Determine what necessary preventive measures are needed to prevent similar accidents in the future. Report any defective equipment to the Risk Management Department.
- D. Non-injury accidents (an accident that nearly causes an injury of any severity) should also be investigated and reported.

Step 2:

Complete the Accident Investigation within 24 hours of the accident, retain a copy for your records and send original to the Risk Management Department located at the District Office.

Step 3:

All work-related injuries or illnesses must be reported to the Risk Management Department. If a medical treatment is necessary, the injured employee will be directed to a medical facility by the Early Intervention Nurse (EIN).

Step 4:

Ensure all exposed employees are made aware of the contributing factors of the accident, including any work orders for areas/equipment.



Appendix C  
Accident Investigation Form

**Galt Joint Union Elementary School District  
Accident Investigation Form**

!!!THIS FORM IS NOT TO BE COMPLETED BY THE INJURED EMPLOYEE!!!

Injured Employee: \_\_\_\_\_  
District Site: \_\_\_\_\_

Date Reported: \_\_\_\_\_  
Date of Injury: \_\_\_\_\_

Time of Injury

AM

PM

Job Title:

Location (i.e. room#, cafeteria, parking lot, etc.)

How Did Injury Occur?

Part of body injured: (i.e. r-foot, r-side of head, l-knee, lower back, etc.)

What Corrective Action Taken?

Witnesses Names:

Check here if statements were obtained

Investigation Completed By:

Job Title:

Date

Date H.R. Department Received:

Comments:

# Appendix D

## Monthly Property Inspection

Galt Joint Union School District  
**MONTHLY PROPERTY CHECKLIST**  
Loss Control Program

Please complete this form and forward the original to M Williams at the District Office on the last day of each month. (Keep a photocopy for your files.) List each item requiring correction and IDENTIFY THE AREA, BUILDING, AND ROOM IN EACH CASE, using the space provided.

Indicate specific action taken in REMARKS section on page 2.

School: \_\_\_\_\_

Inspection made by \_\_\_\_\_  
Custodian's Signature

Report No: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_  
 Month Day Year

Principal's Signature \_\_\_\_\_

		SATISFACTORY		
		YES	NO	N/A
1)	<b>FIRE ALARMS</b>			
	Detectors undamaged?			
	Bells/horns functional?			
	Date of last fire drill:	/	/	
	Date alarm tested:	/	/	
	Zones(s) tested:			
2)	<b>INTRUSION ALARMS</b>			
	Operable?			
	Date alarm tested:	/	/	
	Zone(s) tested:			
3)	<b>AUDIOVISUAL EQUIPMENT, OFFICE MACHINES, COMPUTERS</b>			
	Stored in designated rooms or cabinets?			
	Permanently marked?			
	Secured to stands?			
	Transporting stands safe and adequate?			
4)	<b>DOORS</b>			
	Good repair?			
5)	<b>FENCES/GATES</b>			
	Good repair?			
	Gates Secure?			
	Gates safely remain in opened and closed positions?			
6)	<b>ELECTRICAL (INTERIOR AND EXTERIOR)</b>			
	Switch/junction boxes covered?			
	Cords, plugs, wiring, receptacles in good condition?			
	Electrical panels unobstructed? (36" clearance)			
	Electrical panel rooms locked?			
7)	<b>FIRE EXTINGUISHERS</b>			
	Extinguishers hung properly? (5' or lower)			
	Fully charged?			
	Pin secured?			
	Accessible?			
	Inspection current?			

		SATISFACTORY		
		YES	NO	N/A
8)	<b>AUTOMATIC FIRE SPRINKLERS</b>			
	Valve locked in open position?			
	18" clearance below all sprinkler heads?			
	Extra heads and wrench available?			
	Date of last inspection:	/	/	
9)	<b>HOUSEKEEPING</b>			
	Trash and garbage properly stored?			
	Trash and garbage picked up on schedule?			
	Flammable liquids stored in approved safety cans and/or metal cabinet?			
	Dumpsters away from building?			
	Rooms free of Heavy Fire load?			
	Rooms free of High storage?			
	Oily rags stored in proper receptacles and emptied regularly?			
10)	<b>LIGHTS (INTERIOR AND EXTERIOR)</b>			
	Light Fixtures in working order?			
	There is adequate lighting?			
	Diffusors in place?			
11)	<b>WINDOWS &amp; SKYLIGHTS</b>			
	Latch in good repair?			
	Windows/ Skylights free of Damage?			
12)	<b>PLAYGROUND EQUIPMENT</b>			
	Good condition?			
	Sufficient fall surfacing material?			
13)	<b>PREMISES (INTERIOR AND EXTERIOR)</b>			
	Sidewalks, walking surfaces, parking lots, steps, stairways, hallways, ramps, etc., free from slip and trip hazards limbs, or obstructions?			
	Free of safety hazards caused by trees, limbs, or roots?			
	Handrails in place and secure?			
	Sinks/ Restrooms free of water leaks?			

		SATISFACTORY		
		YES	NO	N/A
14)	<b>CAFETERIA, AUDITORIUM, GYNNASIUM</b>			
	In-wall tables in good condition?			
	Do portable tables close and stay closed?			
	Benches and seats in good condition?			
	Bleachers in good condition?			
	Exit lights operating?			
	Emergency lights operating?			
	Locker rooms in good condition?			
	Choking posters properly posted?			
15)	<b>OUTSIDE/ATHLETIC FACILITIES</b>			
	Fields in good condition?			
	Bleachers in good condition?			
	Dugouts in good condition?			
	Tennis courts in good condition?			
	Basketball courts in good condition?			
	Chain nets on baskets?			
	Football goals safely arranged?			
	Soccer goals safely arranged?			

		SATISFACTORY		
		YES	NO	N/A
16)	<b>LADDERS</b>			
	In good repair?			
	Shock hazard warning posted on aluminum ladders?			
17)	<b>SHOP AREAS/MACHINERY/EQUIPMENT/POWER TOOLS (Instructional &amp; District Shop Areas)</b>			
	Moving parts guarded?			
	Equipment properly grounded or double-insulated?			
	Tools in good condition?			
	Cords in good condition?			
	Housekeeping in shop area okay?			
	Personal protective equipment available and in good condition?			
18)	<b>ARSON PREVENTION</b>			
	"We-Tip" posters in place?			
19)	<b>ASBESTOS</b>			
	Asbestos-containing building materials in good condition?			
20)	<b>MATERIAL SAFETY DATA SHEETS</b>			
	Accessible to employees?			
	Updated?			
21)	<b>INDOOR AIR QUALITY</b>			
	Are filters clean?			
	Any signs of mold or mildew?			
22)	<b>ELEVATORS/LIFTS</b>			
	Are elevators/lifts working properly?			
	Are inspections current?			
23)	<b>OTHER: Specify</b>			

REMARKS	Work Order Submitted	YES	NO
	# _____ Date _____		
	# _____ Date _____		
	# _____ Date _____		
	# _____ Date _____		
	# _____ Date _____		
	# _____ Date _____		

Appendix E  
Safety Committee Meeting Template

## Safety Committee Meeting Minutes

Meeting Date: \_\_\_\_\_

Time: \_\_\_\_\_

### Committee Members Present:

Name:

Position:

---

---

---

---

---

---

---

---

---

---

---

---

### Review and Status of Old Business:

### Recent accidents:

### Safety Concerns:

### Safety Education for Staff:

### New Business:

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Next meeting and Location: \_\_\_\_\_



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.720</b> Board Consideration of Approval of Health Secretary Job Description
<b>Presenter:</b> Robert Nacario	<b>Action Item:</b> XX <b>Information Item:</b>

CSEA and management worked together to create a job description for a current secretarial position that supports health services. The attached job description recognizes the duties and responsibilities required for a secretary supporting district health services.

Board approval is recommended.



# **GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT**

**JOB TITLE:** Health Secretary

**DESCRIPTION:**

To assist in the administration of a District health department needs by performing a variety of complex and responsible secretarial support functions and to coordinate the work flow and activities processed through the health office. To be a resource to district staff, students, parents, and the general public regarding general and specific information on policies, procedures, and activities of the health department.

**SUPERVISOR:** School Nurse or Designee

**TYPICAL DUTIES**

1. Acts as secretary to assigned school nurse performing a wide variety of complex and responsible clerical and secretarial duties as well as performing routine administrative support functions.
2. Takes and/or transcribes dictation of letters, memoranda, minutes, and other documents. Composes and types correspondence, memos, and/or reports from rough drafts, notes, or from oral/written directions.
3. Acts as receptionist; screening visitors and phone calls for the department
4. Establishes and maintains routine and confidential files and appointment schedule for the department; scheduling and arranging meetings and conferences.
5. Acts as liaison with District Office in the scheduling of substitutions to ensure adequate staff coverage.
6. Collects necessary information and maintains a variety of logs and records related to both certificated and classified employees.
7. Processes incoming and outgoing mail and materials.
8. Confers with and assists various community agencies; obtains, verifies and/or provides information, delivers messages, performs clerical functions.
9. Orders materials, supplies, and equipment; maintains records of purchase orders, invoices, and expenses to date; and inventories and logs items upon arrival.
10. Assists in department budget preparation and accounting; gathering data and calculating projections, monitoring and recording expenditures.
11. Attends various meetings; taking notes and preparing minutes as assigned.
12. Collects data/information and compiles reports and other materials requiring the use of independent judgment and knowledge in assembling and categorizing data.
13. Processes forms, applications, documents, records, and/or other paperwork, including but not limited to copying and distributing materials. Monitors timelines for responses
14. Receives and screens ill or injured students, performs basic First Aid, dispenses medication, refers to nurse/doctor/parents as appropriate.
15. Performs other duties similar to the above in scope and function as required.

## **EMPLOYMENT STANDARDS**

### **Knowledge of:**

- Public school clerical operations and functions.
- Proper office methods and practices including filing systems, receptionist and telephone techniques, letter and report writing.
- Correct English usage, spelling, grammar, and punctuation.
- Proper financial record keeping methods and practices.

### **Ability to:**

- Analyze situations and take appropriate action in a variety of procedural matters without immediate supervision.
- Perform arithmetical calculations with speed and accuracy.
- Learn and use designated computer software programs related to word processing and other appropriate programs as assigned.
- Understand and successfully apply a variety of complex directions to specific situations.
- Obtain and maintain a valid First Aid Certificate.
- Type accurately at a rate required for successful job performance.
- Take and transcribe dictation with speed and accuracy using shorthand and/or transcription equipment as designated by principal.
- Communicate effectively and tactfully in both oral and written forms.
- Establish and maintain a variety of record keeping, reference, and data collections system.
- Prioritize and coordinate work flow and timeliness for self and others.
- Operate a variety of office equipment such as calculator, transcriber, copy machine, computer terminal, and printer with speed and accuracy.
- Establish and maintain effective work relationships with those contacted in the performance of required duties.

## **EDUCATION & EXPERIENCE**

- High school diploma or equivalent;
- Prior job related secretarial/clerical experience with increasing levels of responsibility;
- Valid California Drivers License and evidence of insurance;
- TB test clearance;
- Criminal Justice fingerprint clearance.
- Ability to read and speak a second language is desirable.

## **MEDICAL CATEGORY I**

### **Light Physical Effort**

1. Normally located in a work environment with light physical qualifications and requirements.
2. Ability to lift 25 lbs. maximum or carry any object weighing up to 15 lbs.

Board Approved on February , 2016.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.721</b> Board Consideration to Vote for California School Boards Association (CSBA) Representative(s) for the 2016 Delegate Assembly, Sub region 6-B
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

The Board as a whole may vote for up to three (3) delegates.

The Delegate Assembly sets the general policy direction for the association.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2016**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.  
*A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2016 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-B  
(Sacramento County)

Number of vacancies: 3 (Vote for no more than 3 candidates)

---

*Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018*

*\*denotes incumbent*

- Craig DeLuz (Robla SD)\*
- James Hendricks (Arcohe Union USD)
- Patrick Maple (Galt Joint Union HSD)
- Teresa A. Stanley (Folsom-Cordova USD)\*

---

*Provision for Write-in Candidate Name*

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District/COE Name*

---

*Date of Board Action*

*See reverse side for a current list of all Delegates in your Region.*

---

**Region 6 – Darrell Woo, Director (Sacramento City USD)**  
**19 Delegates (12 elected/7 appointed)**

**Below is a list of all the current Delegates from this Region.**

---

**Subregion A**

Susan Lovenburg (Davis Joint USD), term expires 2016

**Subregion B**

Michael A. Baker (Twin Rivers USD), appointed term expires 2017  
Ellen Cochran (Sacramento City USD), appointed term expires 2016  
Pam Costa (San Juan USD), appointed term expires 2017  
Craig DeLuz (Robla ESD), term expires 2016  
John Gordon (Galt Joint Union ESD), term expires 2017  
Jay Hansen (Sacramento City USD) appointed term expires 2017  
Susan Heredia (Natomas USD), term expires 2017  
Lisa Kaplan (Natomas USD), term expires 2017  
Lucinda E. Lutgen (San Juan USD), appointed term expires 2016  
Crystal Martinez-Alire (Elk Grove USD), appointed term expires 2017  
Mike McKibbin (San Juan USD), term expires 2017  
Edward (Ed) Short (Folsom-Cordova USD), term expires 2017  
Bobbie Singh-Allen (Elk Grove USD), appointed term expires 2016  
Teresa Stanley (Folsom-Cordova USD), term expires 2016  
Vacant, elected term expires 2016

**Subregion C**

Misty DiVittorio (Placerville Union USD), term expires 2016  
Suzanna George (Rescue Union ESD), term expires 2017

**County Delegate**

Bill Owens (Yolo COE), term expires 2016

---

**Counties**

Yolo (Subregion A)  
Sacramento (Subregion B)  
Alpine, El Dorado, Mono (Subregion C)

## 2016 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Thursday, January 7, 2016**

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

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

Name: <u>Craig DeLuz</u>	CSBA Region-subregion #: <u>6B</u>
District or COE Name: <u>Robla ESD</u>	Years on board: <u>10</u>
Profession: <u>Communications Consultant</u> Contact Number: <u>916-595-0264</u>	E-mail: <u>craig@usmediagroup.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No    If yes, how long have you served as a Delegate? <u>2 years</u>	

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

It is my desire to see CSBA become the leading advocate for public school education in California. This will occur only if leadership is completely bought into this a significant part of our mission. Thus, I would like to help chose these leaders.

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

Board President 6 of 11 years on the board, Sacramento County School Boards Association representative, Delegate Assembly, President's Coucil & LCFF Working Group.

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

The greatest challenge facing governing boards is adapting to the rapidly changing educational environment (ie. LCFF and Common Core Implimnetation. CSBA can help us address this challenge by making sure we have access to policy makers and information related to them.

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

Signature:                       Date: 1/6/2016

## 2016 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Thursday, January 7, 2016**

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

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

Name: <u>James Hendricks</u>	CSBA Region-subregion #: <u>6</u>
District or COE Name: <u>ARCOTE</u>	Years on board: <u>1</u>
Profession: <u>Retired</u>	Contact Number: <u>(909) 327-1548</u> E-mail: <u>Jshendricks@csba.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

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

As a recently elected board member, I would like to gain more practical knowledge about the CSBA and the best way to gain knowledge is to actively participate. During my career, I had the opportunity to participate on several committees and was always able to effectively communicate with others and find the common ground necessary to achieve the goals that were established.

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

Served two terms on the School Site Council.

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

As a new board member, the biggest challenge I face is a lack of historical knowledge on how the educational system got to where it is today. The establishment of an on line course by CSBA would be helpful so myself and others like me can better understand why the educational system is the way it is and we could avoid the mistakes of the past.

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

Signature: James Hendricks

Date: 2/18/2015

## 2016 Delegate Assembly Candidate Biographical Sketch Form

**DUE: Thursday, January 7, 2016**

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

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

Name: Patrick W Maple

CSBA Region-subregion #: 6-B

District or COE Name: Galt Joint Union HS District Years on board: 8 and 1

Profession: Contractor Contact Number: 209-470-5020 E-mail: RoofRangers@hotmail.com

Are you a continuing Delegate? No If yes, how long have you served as a Delegate?     

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.** I have served in two separate school districts for over 15 years. I have seen a steady decline in the values taught to our children in such areas as work, education and family. We are failing to teach our kids HOW to work, HOW to get jobs and HOW to survive in the workplace and society. We teach them HOW to play games, sports and learn but not how to be a productive citizen. That has to change! I am a business owner, Veteran, father, grandfather, coach (40 yrs) and person who is truly interested in the welfare of our youth...that is what I bring to the table.

**Please describe your activities and involvement on your local board, community, and/or CSBA.** I am an outside-of-the box thinker. I work with and mentor many coaches, businesses, parents and children. I am involved with many clubs and social service organizations.

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?** Ineptitude at the local and state levels. Too many people want to "help" until they find out the amount of work and time it takes to properly run a business (schools are businesses). Everyone wants to take the easy way out. Students are being pushed forward even though they are not prepared for the next level. CSBA needs to get tough on the State and demand better conditions and funding. There needs to be more said to the public and parents about the state of our education system. CSBA needs to get tough on schools. We are not preparing our students for the future.

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

Signature: Patrick W Maple

Date: 12-25-2015



12-25-2015



# **Patrick Maple, Galt Joint Union High School District Trustee**

## **Business Owner**

- Roof Rangers 33 years
- Maple Leaf Farms 12 years
- Huisman Ranch 6 years

## **Husband/Father/Grandfather**

- Married to Christine for 44 years
- Father to Maggie, Bo and Hudson. All Galt High School grads. All business owners
- Grandfather to Robert 11, Jonathan 8, Lyla 5 and Kamren 1 1/2

## **Education**

- Lodi High School graduate Class of 1969
- Member of the Lodi Sports Hall Of Fame
- Attended The university of Arkansas 1969-1970
- Graduate of Sacramento State University with a Bachelors in Communications 1977
- Master's Program 1977-1979
- MANY CSBA Courses and Seminars

## **Military**

- Veteran U.S. Army
- Non Commissioned officer Rank Sergeant
- Three Leadership Schools
- Battalion NCOIC Nuclear Weapons
- Served with my two brothers Bobby and Kelly

## **Coaching**

- Started Morada Mini Subs swim team at age 17
- 16 years as swimming coach ages 4 to collage level
- 16 Years as baseball Coach ages 4 to 18 year olds
- 4 Years Landmark Education Leadership

## **School Boards**

- Arcohe PTA Secretary and President 1988-1992
- Arcohe Unified School District Board 1992-1998
- Galt Joint Union High School District Board 1998-2007

## **Community Involvement**

- Provided Grange dinners 4 times per year for the past 8 years
- Barnyard Olympics 1988-2004
- Herald Day 1988-2014
- Many local charities

## 2016 Delegate Assembly Candidate Biographical Sketch Form

*DUE: Thursday, January 7, 2016*

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

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

Name: <u>Teresa A. Stanley</u>	CSBA Region-subregion #: <u>6</u>
District or COE Name: <u>Folsom Cordova Unified School District</u>	Years on board: <u>19</u>
Profession: <u>Business Owner</u> Contact Number: <u>916-353-0112</u>	E-mail: <u>tstanley@fcusd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>17</u>	

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

- 1) ) Gaining local control of resources and decision-making for districts: this is important because so many of the decisions for our local districts are made at the state and national level. While we applaud the new local control funding, districts must be vigilant to ensure that new funds do not bring new state mandates. The inclination of the legislature will be to put their moniker on their special interest programs. Those elected for the school boards need to be the ones to make those decisions.
- 2) Achieving funding that meets the needs of the students of California. There is no board member who does not understand the importance of this policy to the Association and districts statewide. We cannot allow the governor and legislature to congratulate themselves on school funding while we are still not even back to funding levels of six years ago, nor while we are funded lower than most other states in the nation!
- 3) Expanding opportunities for students that meet their need for success in a technological, globally connected society.

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

For 20+ years, I have been involved with local chambers of commerce, promoting educational interests and seeking partnership opportunities. I participate on the Folsom Chamber of Commerce Governmental Affairs Committee. I regularly meet with legislators and legislative staff (both state and federal representatives). I have participated for years in regular meetings between district board/staff and city councilmembers/staff, community college representatives, and recreation/parks personnel. I formed and served on a partnership for joint-use facilities to be shared by city, college, district and community members. I have been a board liaison to curriculum advisory committees. I have contributed to local newspapers on education-related matters. I am a former youth sports coach, girl scout leader, and religious educator. I have been a career day participant and speaker, have volunteered for mock trial and peer court preparation, and have served as a reviewer/judge for senior projects. I regularly participate in school reading days and youth sports.

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

The biggest challenge currently is preparing districts for success following the revamp of standards, delivery mechanisms, testing, funding, and now the ESSA. For those of us integrating math and perhaps science programs, this is another layer or complexity that will require professional development. Boards need to ensure that the resources are available and effective in implementing all of these new things that are good for students, but will surely create challenges for those at the district level and in the classrooms. For boards that will require an understanding of what resources and professional development are needed, and the different ways it can be funded. CSBA can educate boards to provide a high-level understanding of the changes, to provide an understanding of what is needed for effective implementation, and to provide an array of resources that will make that implementation possible.

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

Signature: *Teresa A. Stanley*

Date: 12/10/15



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.722</b> Board Consideration of Approval of 2015-16 Comprehensive Safety Plans for Greer Elementary, Lake Canyon Elementary, Marengo Ranch Elementary, River Oaks Elementary, Valley Oaks Elementary and McCaffrey Middle School
<b>Presenter:</b> Robert Nacario	<b>Action Item:</b> XX <b>Information Item:</b>
<p>Board Policy 0450 and Education Code 32286 provides the district and schools direction to develop comprehensive school safety plans under guidelines provided by the California Department of Education. Each school must have the Comprehensive School Safety Plan available for the public when requested.</p> <p>The Lake Canyon Elementary School Safety Plan is included and represents the format in each Comprehensive Safety Plan.</p>	



Galt Joint Union Elementary School District

# **Galt Joint Union Elementary School District**

# **2015-16 Comprehensive Safety Plan for Lake Canyon Elementary School**

Approved by the School Site Council on \_\_\_\_\_

Approved by the Board of Education on \_\_\_\_\_

# Table of Contents

## Assuring Each Student a Safe Physical Environment

		Page	
✓	Assessment of Current Status of School Crime/Campus Security	3-4	
✓	Suspension/Expulsion (include in above section)	4	✘
✓	Strategies for Providing/Maintaining a Safe School Environment/Funding/PD Activities	4	
✓	Child Abuse Reporting Procedures/ Counseling and Wellness	6	✘
✓	Important Phone Numbers	7	✘
✓	Student Behavior Standards	8-9	✘
✓	Notifying Teachers of Dangerous Students	10	✘
✓	Preventing Discrimination and Harassment	10-13	✘
✓	Dress Code	14	✘
✓	Bullying/Cyberbullying	15	✘
✓	School Rules	16	
✓	Safety To and From School	17	✘
✓	Dealing with Hate Crimes	18	✘
✓	Collaborative Relationships Among City, County and Community Agencies	19	✘
✓	Prevention and Intervention Strategies Related to the Sale and Use of Drugs and Alcohol	20	✘
✓	Pandemic Flu Response	21	✘

✓ = Mandatory

✘ = DO will provide



# Assessment of Current Status of School Crime



<b>2014-15 District Suspension Data</b>					
<i>LC</i>	<i>Greer</i>	<i>MRE</i>	<i>RO</i>	<i>VO</i>	<i>MMS</i>
5					

<b>2014-15 District Expulsion Data</b>					
<i>LC</i>	<i>Greer</i>	<i>MRE</i>	<i>RO</i>	<i>VO</i>	<i>MMS</i>
0					

Safety is always a top priority at Lake Canyon Elementary. Our staff continually emphasizes keeping students safe at school through strict behavior standards, limited access to the campus through one entrance/exit, services from a school resource officer, campus supervisors, and activities that keep students participating in school.

The crime rate at Lake Canyon Elementary continues to be low. Due largely to strong community support, we have experienced only a few incidents of skateboarders damaging steps and graffiti around the campus.

Vandalism was reported to the Galt Police Department; however, none of these incidents resulted in an arrest. Surveillance cameras have been installed and are in working condition. The Principal collaborates with the Galt Police Department on a regular basis to discuss any crime issues facing our school.

#### Campus Security

Access to the school campus has been appropriately restricted; procedures are in place to address visitors to campus. The use of campus supervisors, security personnel, security equipment (e.g., communication systems, surveillance cameras and other detection devices, etc.) are appropriately utilized. Mental health professionals as well as law enforcement professionals have been consulted in the review and update of campus security.

#### **Strategies for Providing/Maintaining a Safe School Environment –**

Supervision of students is extremely important to us at Lake Canyon Elementary. We employ 7 part time yard supervisors to monitor students before school, at recess, at lunch and after school in the cafeteria, playgrounds, bus zones, parking lots, and



crosswalks. These employees receive regular training in first aid, positive discipline and “bully proofing”. At the beginning of each year, they receive a handbook that outlines their duties as well as school policies, so that they can act consistently with the teaching staff and administration. They also receive ongoing training and workshops throughout the school year.

We discourage students from arriving at school before 7:30 a.m. due to lack of adult supervision. Students are also asked to leave campus within 15 minutes of dismissal for the same reason. The principal contacts parents whose students arrive too early or leave too late.

Our playgrounds are completely fenced and have clearly marked boundaries for student play areas. Gates are closed and locked during the school day, and kitchen delivery traffic is limited to non-recess hours. We strictly adhere to Megan’s Law, which requires all volunteers to be cleared before working with students. All visitors and volunteers are asked to sign in at the office and receive a sticker or a badge to wear while they are on campus. In addition, phones in every classroom and office ensure that staff have easy access to communicate with parents, other staff members, administration and/or emergency services should the need ever arise. Safety Drills are practiced regularly at Lake Canyon Elementary, so that all students and staff know how to respond should there be an emergency.

Buses load/unload in a separate parking lot from the student pick-up/drop-off zone. A student Safety Patrol Team is responsible for helping students in the crosswalks immediately adjacent to the campus, while adult crossing guards are responsible for the crosswalks at Lake Canyon Avenue and Beaver Parkway, a busy intersection. Yard Supervisors monitor all loading and unloading zones.

After school, parents park their vehicles in parking spaces or wait in the parent pick up lane for children. Signage directs parents to the correct drop off and pick up lanes and parking areas. Teachers walk their students to a designated waiting area each day. Parents wait behind the orange sidewalk lines until children are dismissed by the teacher. Parents are welcomed to visit classrooms after all children have been walked to the waiting area.

Clear school rules, and fair, consistent consequences also contribute to our overall safe and positive environment. These rules, as well as other information such as how parents can help their children succeed in school are communicated to parents regularly via school and classroom newsletters, flyers, events and assemblies.

#### \_\_Funding

Available sources are being targeted to address school safety issues such as the Local Control Funding Formula (LCFF) . Lake Canyon also regularly investigates and implements additional state or federal funding to improve school climate, respond to crisis, improve classroom management, and provide comprehensive student mental health services.

\_\_Professional Development Activities

All school personnel receive appropriate professional development that includes training on the implementation of a school safety plan, safe school strategies, crisis response training, consistent enforcement of school discipline policies, child abuse reporting, and identification and recognition of student mental health issues designed to determine an appropriate first response

## **Child Abuse Reporting Procedures**

Procedures for reporting suspected child abuse have been in place throughout the district for many years. The information is included in all New Teacher orientation materials and is reinforced during each school year by site administrators, Outreach Consultants, school psychologists and district office personnel.

Based on Penal Codes 11166, 11167 and 11172, the message at each school site is that "Child abuse is everyone's business"! The responsibility to report is not optional; it is mandatory!

Educators are legally responsible for reporting suspected child abuse. Their duty is to report not to investigate whether or not it occurred. That responsibility is the function of the police and a child protective agency.

Important elements of the reporting process include the following:

- The duty to report is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.
- Individuals should inform their administrator(s) of the suspected abuse to ensure that they are apprised of the situation.
- A telephone report of suspected abuse shall include the name of the person making the report, the name and location of the child, the nature and extent of the injury and any other pertinent information that led such person to suspect abuse. A written follow-up report should be submitted to Child Protective Services and the law enforcement agency with jurisdiction.
- The identity of all persons who report under suspected child abuse shall be confidential and disclosed only by county order or between child protective agencies and law enforcement.
- Persons required to report, such as educators, are not liable either in civil damages or for criminal prosecution unless it can be proven that a false report was purposely made.
- Any mandatory reporter, who fails to report an instance of child abuse which he or she knows to exist, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term of six months or by fine of not more than one thousand dollars or both.

### Counseling and Wellness Services

- Effective counseling and wellness services are available to all students (e.g., psychological and social services, attendance improvement, dropout prevention and recovery, and appropriate referral systems for different types of student support).
- Lake Canyon has designated a trained person on our site to handle referrals (related to student physical and mental health) to collaborative district and community partners.

## **Important Phone Numbers**

Sacramento County Child Protective Services..... (916) 875-5437

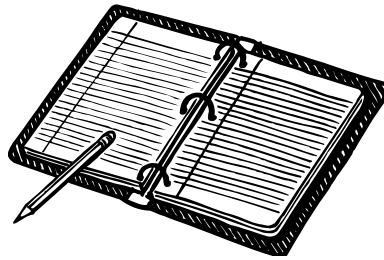
San Joaquin County Child Protective Services..... (209) 468-1333

Galt Police Department..... (209) 366-7000

Sacramento County Sheriff's Department..... (916) 874-5115

San Joaquin County Sheriff's Department..... (209) 468-4400

# Behavior Standards



## Student Behavior Standards

Behavior standards are included in the District's "Parent Information Guide" which is distributed to all families the first week of each school year.

The information contained in the *Guide* reflects the basic premise of the California State Constitution:

***All students and staff of public, primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful.***

### **Article 1 Section 28C**

The *Guide* describes attendance, truancy, citizenship, work habits and appearance expectations as well as providing detailed information regarding school and district interventions and alternatives to suspension or expulsion. Several pages are dedicated to a detailed description of the sections of the California Education Code that govern student conduct and the consequences for misconduct.

The specific information regarding mandatory suspension and expulsion:

### **Mandatory Suspension and Expulsion**

Under state law, the principal or superintendent **shall immediately suspend and shall recommend expulsion** of a pupil who has committed any of the following acts:

- Possessing, selling, or furnishing a firearm: possession must be verified by an employee; this subdivision does not apply if the student had written permission to possess the firearm from a school principal for educational purposes, e.g., to display a Civil War musket.
- Brandishing a knife at another person: as defined in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 ½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
- Unlawfully selling a controlled substance listed under Health and Safety Code sections 1105, et seq.
- Committing or attempting to commit sexual assault or committing sexual battery.
- Possession of an explosive.

**If the governing board finds that one of the above acts occurred, it must expel the student.**

Due process for students affected by suspension and expulsion is covered in the district's Board Policies BP 5144-5444.2

The *Parent Information Guide* provides parents and staff with a clear understanding of our behavior standards and reinforces consistent consequences throughout the District.

### **Notifying Teachers of Dangerous Students**

California Education Code 49079 requires that teachers must be notified of any student who has caused or attempted to cause, serious bodily injury to another person who is being enrolled in their classroom. The reporting procedure and other pertinent information follows:

1. All incoming school records and/or information received from law enforcement agencies must be screened for evidence identifying a student as one who has caused, or has attempted to cause, serious bodily injury or injury to another person. If such evidence is found, it is the responsibility of the school principal to notify the teacher of the student and to keep the notification on file in the school office.
2. As indicated in this advisory, the key element of the statute mandates that any information received by a teacher pursuant to this Ed. Code must be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

### **Preventing Discrimination and Harassment**

The Governing Board is committed to providing a school environment that is free from discrimination and harassment of any kind. Policies have been developed to provide parents, community members and staff with information and remedies to actions that are deemed unlawful.

- Parents are notified each year about the policies.
- Policies are prominently posted near the principal's office.
- Information is provided through the orientation of new students.
- Policies are provided to employees and employee organizations
- 

The key components of those policies are outlined below:

#### **Discrimination (Uniform Complaint Procedures):**

1. The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that



receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

2. The Board acknowledges and respects student and employee rights to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.
3. The Board prohibits retaliation in any form for the participation in complaint procedures, including, but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
  - The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
  - If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)
  - The compliance officer is encouraged to hold an investigative meeting within ten days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.
  - The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)
  - Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

## Harassment:

1. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.
2. Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.
3. Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal or designee. Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal or designee, whether or not the victim makes a complaint. If the alleged harasser is the principal or designee, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint.
4. The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where necessary. In addition, the student may file a formal complaint with the Superintendent or designee in accordance with the district's uniform complaint procedures.
5. Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:
  - Unwelcome sexual flirtations or propositions
  - Sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions

- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Limiting a student's access to educational tools
- Displaying sexually suggestive objects

## Dress Code

The Governing Board recently approved changes to the dress code policy that defines specific guidelines on student dress across the District. Dress code standards are also included in the *Guide to School Discipline and Safety*.

### District Dress Code

Appearance shall be neat, clean, safe and appropriate. It must not distract others from learning.

Hats or head coverings must be removed before entering a building. Exemptions may be granted on a case-by-case basis for religious or health reasons. Baseball hats shall be worn outdoors only, and shall be worn with the bill facing forward. (each school may have its own rules)

Shirts, blouses, and tops shall be long enough to tuck into the waistband.

Pants shall fit at the natural waist and be properly fastened at all times. Pants shall not 'sag' to reveal undergarments or uncovered skin.

Shorts, skirts, and dresses should be mid-thigh length or longer. Skirts or dresses shall not have slits above the mid-thigh.

All undergarments must be covered at all times.

Shoes must be worn at all times. They must be safe and appropriate for P.E. Sandals must have heel straps for safety. Lace-up shoes must be worn with the laces in place and securely tied. Excessively high heels are prohibited for safety's sake.

The following items are prohibited by Board Policy on school grounds and at school activities both on and off campus:

- Any item that advertises or promotes the use of alcohol, tobacco, or controlled substances
- Any item that displays or encourages gang-related affiliation
- Any item with suggestive pictures or writing

The following items of clothing are also prohibited at school:

- Revealing clothing, including but not limited to, halter tops, tube tops, spaghetti straps, tank tops, half shirts, see through garments, fishnet stockings, plunging necklines and bare midriffs
- Clothing that is dirty, torn, slashed, or provocative
- Chains, except for light-weight jewelry worn as a necklace
- Any item that can distract from the educational process

If there is a question of whether an item of apparel is acceptable, the Principal or his/her designee shall make the determination. Students found in violation of the school appearance guidelines shall be afforded the following options:

- The school will call the parents to bring an appropriate garment for the student to change into, or
- The school will loan the student an appropriate garment (sweatshirt or sweatpants) to wear in place of the prohibited garment. Loaned garments must be laundered and returned the next school day.
- The school will call the parent to pick up the student.

Repeated violations of the appearance guidelines may result in detention or suspension for defiance of authority.

### **Bullying/Cyberbullying:**

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Prohibited student conduct includes, but is not limited to:

Bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

Any student who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# School Rules

## **Be Responsible    Be Respectful    Be Safe**

Students will see these rules posted as quick reminders. An example of what each of those statements look like are outlined below:

All students at Lake Canyon School will demonstrate their *Responsibility* by:

- Following the rules
- Completing their work
- Taking care of school property
- Making regular attendance a priority
- Accepting responsibility for their mistakes
- Delivering school communication to their parents

All students will demonstrate their *Respect* toward others by:

- Following adult directions
- Being polite to adults and students
- Listening to what classmates have to say
- Waiting their turn
- Leaving others' work and belongings alone
- Trying to understand the needs of others
- Being thoughtful to others' opinions and beliefs
- Using appropriate language at all times

All students will contribute to a *Safe* school environment by:

- Keeping hands, feet and objects to themselves
- Demonstrating good sportsmanship, using school equipment appropriately, staying on the blacktop and sidewalks
- Keeping inappropriate comments to yourself

## Safety To and From School

Education Code 48900(p) indicates that a student may be disciplined, suspended or expelled for any acts related to a school activity or attendance that occur at any time, including but not limited to the following:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off campus
- During, or while going to, or coming from, a school sponsored activity

Clearly, schools have the authority and the responsibility to monitor student behavior to ensure that students are safe while going to and from school.

### **The Galt Police Department**

The Galt Police Department investigates complaints involving strange or threatening behaviors by adults or older students toward District students as they travel to and from school. When appropriate, cautionary “Alerts” are developed by Galt PD and communicated to the District Office for the purpose of dissemination to parents and students.

### **Crossing Guards**

The District employs Crossing Guards at selected locations within the community to provide adult guidance for students as they traverse busy intersections or roadways.

### **Safest Route to School**

Suggested walking and bike riding routes to school can be found on the district web site at:

<http://www.galt.k12.ca.us/StuParent/stuparent.html> on the link labeled, ***Walking Paths to Schools***.

## Dealing with Hate Crimes

A “hate crime” is now defined as: “a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim: (1) disability, (2) gender, (3) nationality, (4) race or ethnicity, (5) religion, (6) sexual orientation, or (7) association with a person or group with one or more of these actual or perceived characteristics.” (Penal Code section 422.6, referencing Penal Code section 422.55). The characteristics are fully defined in Penal Code section 422.55, some of which are fairly lengthy and unique. As an example, religion includes agnosticism and atheism. Please contact us if you would like further information regarding these definitions.

The phrase “in whole or in part because of” means that “bias motivation must be a cause in fact of the offense, whether or not other causes also exist. When multiple concurrent motives exist, the prohibited bias must be a substantial factor in bringing about the particular result. There is no requirement that the bias be a main factor, or that the crime would not have been committed but for the actual or perceived characteristic.” (Penal Code section 422.55(d)).

The term “victim” includes, but is not limited to, “a community center, educational facility, entity, family, group, individual, office, meeting hall, person, place of worship, private institution, public agency, library, or other victim or intended victim of the offense.” (Penal Code section 422.55(i)).

The law also reduced the property damage amount for a hate crime against property from \$500 to \$400. (Penal Code section 422.7).



## **Collaborative Relationships for Strengthening School Safety**

The City of Galt and other governmental agencies that operate within School District boundaries often work together to provide safe school environments:

- The City of Galt provides funding for a School Resource Officer who works with our schools when needed to assist with truant and missing students, extreme behavior issues and serious student conflicts should they occur.
- The Galt Fire Department, along with Galt PD, provides technical assistance to the District related to the development of Emergency Planning and Preparation.
- Child Protective Services from Sacramento and San Joaquin Counties are available to respond to emergency child endangerment situations as well as provide consultation regarding potential child abuse issues.
- Sacramento County Department of Health and Human Services provides funding for a community wide program, Alternatives for Galt Youth, to deliver substance abuse prevention and intervention services for Galt youth and their families.
- Individuals from Sacramento County Probation, Galt PD, Sacramento County Office of Education as well as District staff collectively form the School Attendance and Review Board) (SARB) to intervene with families who cannot consistently get their children to school in a timely manner.
- The District has Joint Use agreements with the City of Galt that provides for the systematic after-hours use of school and City facilities for recreational purposes giving students and their families safe areas to enjoy youth sporting activities. In some cases, the Joint Use agreements also include equipment such as bleachers, backstops and drinking fountains that are available to District students during the school day as well as after hours.

## Prevention and Intervention Strategies

The District utilizes two programs to provide students with 1) the necessary strategies to help resist alcohol, drugs and tobacco, 2) accurate information about the consequences of drug use and, 3) alternatives to drug use.

### **CARING SCHOOL COMMUNITY**

Caring School Community is a K-5<sup>th</sup> grade curriculum designed to build students' 'sense of community' in school. It includes materials and training on four key components:

- Inclusive schoolwide activities
- Cross-grade buddies
- Class meetings
- Family involvement

All four components focus on building relationships and a common purpose, establishing and enhancing a sense of belonging and connectedness among students, educators, and parents. When the school engenders a sense of community, peer group dynamics tend to support rather than contradict the school's goals and values, thereby increasing the likelihood of positive effects.

### **PROJECT ALERT**

Project ALERT addresses alcohol, tobacco, marijuana and inhalant use in 11 core lessons in 7<sup>th</sup> grade and 3 booster lessons in the 8<sup>th</sup> grade. The lessons, which are based on the social influence prevention model, help students identify and resist pro-drug pressures and understand the social, emotional and physical consequences of using harmful substances.

The lessons use videos and interactive teaching methods, such as guided classroom discussions, small group activities and intensive role-playing as well as parent-involved homework assignments.

A RAND Corporation study confirms that the widely used Project ALERT program successfully curbs the use of alcohol, cigarettes and marijuana among middle-school students.

## **Pandemic Flu Response**

In the event that adjustments need to be made to the normal school day in response to emergency announcement by the California Department of Health and Human Services, Public Health Division (PHD) the superintendent/designee shall provide the schools with as much notice as possible to implement such actions as:

- School closure
- Evacuation procedures

The school has additional responsibilities in monitoring and reporting at the discretion of the PHD in order to assist in community response:

### **SURVEILLANCE / REPORTING**

#### **Surveillance and Reporting**

During all stages of a pandemic flu outbreak, it will be essential to monitor and document the number of students and faculty who are absent and meet the definition of influenza-like illness. Keeping track of these numbers will help health officials determine when and whether to close schools, whether the epidemic is increasing in scope and whether to declare an epidemic, making schools eligible to apply for reimbursement of ADA funds during increased absenteeism. Schools are provided with the following information to monitor the illness rate and potential epidemic:

- Basic surveillance instructions and definitions of surveillance levels
- Case definition to assist in determining whether the ill student and/or faculty is suffering from an influenza-like illness
  - Reporting form(s) to submit to the Sacramento County Health and Human Services' Public Health Division
  - Sample Attendance Log to document flu-related absences to document need to apply for an Average Daily Attendance Waiver

## Definition of Surveillance Levels

### Standard Surveillance

No flu activity reported in the community (flu season).

- Monitor daily attendance for increased reports of absence due to flu-like illness
- Do not report absences to the Health Department unless greater than 10%

### Heightened Surveillance

Flu activity reported in the community (less than 10% school absenteeism due to flu-like illness).

- Monitor daily attendance for flu-like illness/absences
- Begin morning 'flu check' first hour of school – screen those who report positive for symptoms
- Log absences due to flu-like illness
- Send weekly absence report (via fax) to Health Department

### Intensive Surveillance

High number of flu illness reported in the community (10% or greater school absenteeism due to flu-like illness).

- Monitor daily attendance and log absences on log sheet
- Continue morning 'flu check'
- Send daily absence report (via fax) to Health Department
- Begin preparation for potential school closure

### Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

- Fever of 101.5° degrees Fahrenheit or higher AND ONE OF THE FOLLOWING
- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.723</b> Board Consideration of Approval of Out-Of-State Conference Attendance for Amanda Johnson to Attend the Council for Exceptional Children’s 2016 Convention & Exposition, April 13-16, St. Louis, Missouri
<b>Presenter:</b> Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

Board consideration is requested for Amanda Johnson to attend a national special education conference in St. Louis MO.

The Council for Exceptional Children’s 2016 Special Education Convention & Expo — is one of the largest special education events of the year—features over 500 sessions and workshops.

Conference Strands offered include:

- Exploring Elementary and Secondary Blended/Online Learning for Students With Disabilities
- Advances in Tiered Systems of Support: Establishing Comprehensive, Integrated, Collaborative Systems to Meet Students’ Multiple Needs
- Implications of New Technologies and Innovations in Special Education
- Evidence-Based Practice in Special Education: Identification, Dissemination, Training, and Outcomes
- Evidence-Based Practices Supported by the National Center for Special Education Research

This conference would be funded through with LEA Medi-Cal Collaborative funding.



2900 Crystal Drive, Suite 1000 | Arlington, VA 22202-3557  
(P) +1.703.620.3660 | (Toll Free) 866.232.7733 | (TTY) 866.915.5000 | (F) 703.264.9494  
[www.cec.sped.org](http://www.cec.sped.org)

January 17, 2016

*Special Invitation from the Executive Director*

Amanda Johnson, M.Ed.  
Special Education Program Specialist  
Galt Joint Union Elementary School Dist.  
1018 C St., Ste 110  
Galt, CA 95632

**Don't delay...our special Early Bird pricing – your chance to save \$100 – ends February 2!**

Dear Amanda:

I would like to personally invite you to the Council for Exceptional Children's 2016 Convention & Expo, April 13-16, in St. Louis. This invitation contains vital information about why you need to join 4,000+ special educators for this career-changing experience, along with reasons why some of your colleagues wouldn't miss this annual event.

#### [The content you need to support your practice](#)

***I registered for CEC 2016 for the content and latest evidence-based practices. There is no other place to learn from the leading subject matter experts in the field of special education. It is all about sharing what works for our students, and it's a learning and networking experience I can't afford to miss.***

– Evelyn, Inclusion Specialist

At CEC 2016, you can [earn up to 23 hours of professional development credits](#) over four days and be prepared to share that knowledge with colleagues back home, including:

- Access to the general education curriculum
- Assessment (including CCSS, ESSA, alternate assessment, and accountability)
- Behavior management, mental health issues, and discipline
- College- and career-ready standards
- Co-teaching and collaboration
- Early intervention and early childhood education
- Family engagement
- Intensive intervention within multi-tiered support systems (MTSS)
- Legal issues in special education
- Post-secondary transition
- Autism spectrum disorder
- Technology (online learning, BYOD, assistive technology)
- Inclusive strategies such as universal design for learning (UDL)
- English language learners

#### [Connecting and learning from other professionals](#)

***I'm coming to CEC 2016 to expand my thinking beyond my district. I want to network with other leaders and to connect with colleagues who are struggling with the same issues that I am. My entire district will benefit from what I bring back from the event.*** – David, Special Education Supervisor

## *Special Invitation from CEC's Executive Director, Page 2*

Networking opportunities abound at CEC 2016, [both formally in sessions and informally](#) as you forge professional relationships among 4,000+ educators who share your passion for improving educational outcomes for all students. In the [Expo Hall](#), you can meet with representatives from more than 200 companies representing cutting-edge products that are specifically designed for your students.

### **Evidence-based hot topics**

***After attending the 2015 CEC Convention & Expo in San Diego, there is no way I'll miss St. Louis. I got to meet the people who actually wrote my textbooks! Carpool, borrow the registration money, share your hotel room -- do anything you can to be a part of CEC 2016. You will love every minute of it!***

– Katherine, Teacher Candidate

Every CEC 2016 session has been developed for you by educators just like you. Check out our [preliminary program](#) to learn more about the content available, the variety of special events, and [half- and full-day convention workshops](#) that provide a deep dive into specific topics of your choice.

I hope you will be able to join us in April. If you have any questions or would like additional information, please contact Renee Glasby on our Convention Team, [reneeg@cec.sped.org](mailto:reneeg@cec.sped.org) or 1-888-232-7733, ext. 422.

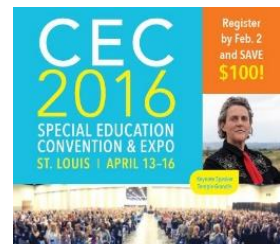
I look forward to personally meeting you in St. Louis!

Sincerely,



Alexander T. Graham  
Executive Director

***P.S. Register by February 2 and save \$100. We strive to make CEC2016 as affordable as possible, so please visit CEC's website for great [money-saving ideas](#).***



Click the image to view our preliminary program



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.724</b> Board Consideration of Approval of Out-Of-State Conference Attendance for Brandi Boyd to Attend the 2016 Young Child Expo, April 13-15, 2016, New York City, New York
<b>Presenter:</b> Claudia Del Toro-Anguiano	<b>Action Item:</b> XX <b>Information Item:</b>

The Young Child Exposition and Conference attracts people from many different disciplines from across the country that works with preschool-aged children. Attendance allows valuable collaboration with other speech language pathologists as well as teachers, psychologists, special education teachers, social workers, physical and occupational therapists, pediatricians and nurses.

Many of the sessions at the conference will focus on multi-sensory based learning techniques in various settings.

This conference will be funded using educator effectiveness state funding and supports the professional growth focus area determined by Ms. Boyle, Speech Language Pathologist.





## Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632  
209-744 4545 \* 209-744-4553 fax

### Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.725</b> Board Consideration of Approval of Out-Of-State Conference Attendance for John Gordon to Attend the National School Boards Association (NSBA) 2016 Annual Education Conference, April 9-11, 2016, Boston, Massachusetts
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> XX <b>Information Item:</b>

John Gordon, Board member, has requested board consideration to attend the NSBA 2016 Annual Education Conference in Boston Massachusetts. The total approximate costs for conference fee, travel and lodging is \$2400.00. Pending board approval, district board professional learning funds and State one-time funding will cover conference participation costs.

  
nsba  
BOSTON  
April 9 - 11, 2016



# REVOLUTIONIZE

BOARD LEADERSHIP



THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

[www.nsba.org/conference](http://www.nsba.org/conference)



# CHAMPION

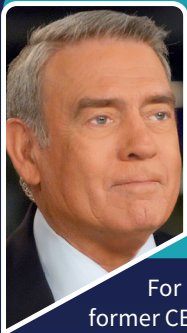
## STUDENT ACHIEVEMENT



THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

[www.nsba.org/conference](http://www.nsba.org/conference)

## General Session *Speakers*



### Dan Rather

Award-Winning  
Broadcast Journalist

Saturday, April 9  
8:30 am

For more than 50 years, former CBS News anchor and 60 Minutes correspondent Dan Rather has been the embodiment of the intrepid broadcast journalist. From the Kennedy assassination to the Indian Ocean tsunami, he has covered every major story of our time, with distinction and a fierce dedication to hard news. For his unparalleled devotion to his craft, he was named the 2012 recipient of the Edward R. Murrow Award for Lifetime Achievement.

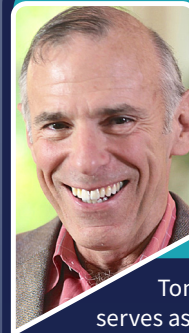


### Robin Roberts

Co-Ancor of ABC's  
*Good Morning America*

Sunday, April 10  
10:00 am

When not traveling around the world covering breaking news events, Robin Roberts is at GMA's Times Square studio conducting interviews with politicians, musicians, authors, athletes and celebrities. In her latest memoir, *Everybody's Got Something*, Roberts tells the amazing story of her battle against a life-threatening illness, the life lessons she continues to learn and her inspiring return to the GMA anchor desk. For the strength and courage she has displayed throughout her life and career, she has been recognized with awards and honors from organizations around the country, including the ESPY's 2013 "Arthur Ashe Award".



### Tony Wagner

Expert In Residence at  
Harvard University's  
Innovation Lab

Monday, April 11  
11:30 am

Tony Wagner currently serves as an Expert In Residence at Harvard University's new Innovation Lab. Prior to this appointment, Wagner was the first Innovation Education Fellow at the Technology & Entrepreneurship Center at Harvard, and the founder and co-director of the Change Leadership Group at the Harvard Graduate School of Education. His previous work experience includes twelve years as a high school teacher, K-8 principal, university professor in teacher education, and founding executive director of Educators for Social Responsibility. Wagner consults to schools, districts, and foundations around the world and is also a best-selling author.

# Pre-Conference Workshops Friday, April 8

## Morning Workshops 9:00 AM – 12:00 PM

- #1 Achieving Equity: Leadership Strategies and Promising Practices for Closing the Opportunity and Achievement Gaps
- #2 Crawl, Walk, or Run – Becoming a Highly Effective School Board
- #3 Innovating Teaching and Learning with iPad
- #4 Improving the Value of Superintendent Evaluation in Your District
- #5 Setting a Course for the Future: What Board Members Need to Know About Technology Trends
- #6 What Every School Board Member Should Know About School Law Issues Today
- #7 What's Good for the Goose...Board Self-Assessment

*Cost for each half-day morning and afternoon session: National Connection, Technology Leadership Network, and Council of Urban Boards of Education - \$170. All others, including guest - \$195*

Visit [www.nsba.org/conference](http://www.nsba.org/conference) for more information; Pre-registration is required.

## Afternoon Workshops 1:30 PM – 4:30 PM

- #8 Board Member Fiscal Fitness Camp
- #9 Disrupting Poverty: Turning High Poverty Schools Into High-Performing Schools
- #10 Innovating Teaching and Learning with iPad
- #11 Leading Change in Challenging Times: An Interactive, Collaborative Workshop
- #12 The Other Side of the Student Report Card: What it is, and Why It Matters
- #13 When the Board Must Undertake a Superintendent Search: Using this Critical Process as a Positive, Meaningful Team-Building Opportunity

## Full-Day Workshop 9:00 AM – 4:30 PM

- #14 Follow the Blueprint for a Successful Strategic Planning Process and Beyond

*Cost for full-day session: National Connection, Technology Leadership Network, and Council of Urban Boards of Education - \$270. All others, including guest - \$320 (Box lunch included)*

## National Connection/TLN/CUBE Special Afternoon Event 1:30 PM – 4:30 PM

- #15 *Most Likely to Succeed* Film Showing & Panel Discussion

*Free to All*

## Special Afternoon Workshop 1:30 PM – 4:30 PM

- #16 New School Board Member Boot Camp Pre-Conference Workshop: Ethics, Board Meetings, and the Role of a School Board Member

*Advance registration and an additional \$100 fee is required for this special session.*

## New Campus Expo Features!

### Les Paul Big Sound Exhibit

Enter the highly interactive world of curiosity, innovation and persistence in Les Paul's Big Sound Experience. Within the mobile tour vehicle witness how school-age Les Paul's inventions evolved into industry-changing technology used today throughout the music industry.

### Roadtrip Nation Bus

Through popular books, a long-running documentary TV series, and a project-based educational curriculum, Roadtrip Nation empowers students to explore their passions, build connections with professionals in their local communities, and construct meaningful lives around the things they love.

### Study Halls

Study Halls are back with terrific, interactive educational programming and will be open only during exclusive exhibit hall hours.

### Popular returning features will include:

Health & Wellness Pavilion  
Music and Arts Main Street  
The Green Zone  
Cutting Edge AveNEW  
Technology Pavilion  
Marketplace

### DLR Group Student Innovation Challenge

Roll up your sleeves, immerse yourself in a learning exercise, and help students solve global problems in the Innovation Challenge. Don't miss the opportunity to see first-hand how the environment and access to expert resources impacts the learning experience.

Visit [www.nsba.org/conference/campusexpo](http://www.nsba.org/conference/campusexpo) for more information

## Exhibit Hours

### Saturday, April 9

10:30 AM – 4:30 PM

*Exclusive Exhibit Hall Only*

11:30 AM – 1:30 PM; 2:45 PM – 3:45 PM

### Sunday, April 10

11:30 AM – 4:00 PM

*Exclusive Exhibit Hall Only*

11:30 AM – 1:30 PM; 2:45 PM – 3:45 PM





# STRENGTHEN

## COMMUNITY ENGAGEMENT

THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

[www.nsba.org/conference](http://www.nsba.org/conference)

### Learning Visits & Meal Events

**These popular programs are ticketed events open to all conference attendees. Fees are in addition to full conference program registration fees. They are limited in size so be sure to register early!**

#### FRIDAY, APRIL 8

##### **Be Inspired! Cambridge Public Schools, MA**

9:00 AM – 3:30 PM

This learning visit will include tours of five Cambridge Public Schools and the extraordinary opportunities this 6,500 student district provides. Covering everything from a state-of-the-art school construction project, to Mandarin Language immersion and a lunch prepared by culinary arts students.

#### SATURDAY, APRIL 9

##### **Fostering STEM Learning – In and Out of Schools**

11:30 AM – 3:45 PM

##### **Location: Museum of Science**

Join Dr. Christine Cunningham, VP and Director of Engineering at Elementary®, as she introduces the benefits of incorporating engineering and what that content looks like for young children.

##### **School Leaders Luncheon**

12:00 PM – 2:00 PM

##### **Speaker: Erik Wahl**

Come and see the “Warhol of Wall Street,” Erik Wahl, as he pulls from his history as both a business strategist and artist, using on-stage painting

as a visual metaphor to his message of spurring organizational innovations and superior levels of performance. Sponsored by Sodexo, this luncheon also will celebrate the spirit of innovation and excellence in public education by honoring the 2016 Magna Award winners.

##### **National Caucus of American Indian/Alaska Native School Board Members Luncheon**

12:00 PM – 2:00 PM

##### **Presenter: Dr. Brenda J. Child**

Dr. Brenda Child, born on the Red Lake Ojibwe Reservation in northern Minnesota, is a Professor of American Studies at the University of Minnesota where she was a recipient of the President’s Award for Outstanding Community Service and served as Chair of the Department of American Indian Studies.

#### SUNDAY, APRIL 10

##### **National Hispanic Council of School Board Members Breakfast**

8:00 AM – 9:30 AM

##### **Presenter: Alberto Carvalho**

A nationally recognized expert on education transformation and finance, Superintendent Alberto Carvalho successfully elevated Miami-Dade

County Public Schools’ academic profile and streamlined its business operations and financial systems to become one of the nation’s highest-performing urban school systems.

##### **Civic Engagement Through Innovation**

2:00 PM – 5:30 PM

##### **Location: The Edward M. Kennedy Institute for the United States Senate & John F. Kennedy Presidential Library and Museum**

This interactive visit introduces the virtual resources your district can access through the new EMK Institute dedicated to educating the public about the important role of the Senate in our government, encouraging participatory democracy, invigorating civil discourse, and inspiring the next generation of citizens and leaders to engage in the civic life of their communities.

##### **Education Technology Luncheon, hosted by the Technology Leadership Network**

12:00 PM – 2:00 PM

##### **Speaker: Fredi Lajvardi**

Join Arizona educator Fredi Lajvardi as he shares the story about his diverse team of students who were the real-world inspiration for the movie *Spare Parts*, where against all odds, they won a national underwater robotics competition. *Underwater*

*Dreams*, a documentary about Lajvardi’s program, was selected by President Obama for a White House screening to draw attention to STEM education for underserved students.

##### **National Black Council of School Board Members Luncheon**

12:00 PM – 2:00 PM

##### **Presenter: Dr. Lonise Bias**

An internationally known motivational speaker, trainer, certified youth and family life coach and consultant, Dr. Lonise Bias brings a message of hope to inspire and motivate individuals and organizations that provide services to our nation’s greatest natural resources – our youth. She is a community activist addressing topics dealing with the declining social health within schools, bullying, gangs, and violence.

#### MONDAY, APRIL 11

##### **Fab Labs - Sharing Knowledge on a Global Scale**

8:30 AM – 11:30 AM

The Fab Foundation emerged from MIT’s Center for Bits & Atoms Fab Lab Program with a mission to provide access to the tools, the knowledge and the financial means to educate, innovate and invent using technology and digital fabrication to allow anyone to make (almost) anything, and thereby creating opportunities to improve lives and livelihoods around the world.



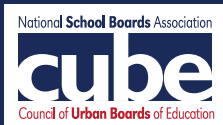
# DECLARE

## EXCELLENCE IN PUBLIC EDUCATION



THE CONFERENCE FOR PUBLIC EDUCATION LEADERS

[www.nsba.org/conference](http://www.nsba.org/conference)



**Council of Urban Boards of Education  
Programming at Annual Conference**  
Boston Convention & Exposition Center

*CUBE's two-day programming is open to all conference attendees;  
separate registration and fees apply.*

### **Saturday, April 9, 2016**

11:45 AM – 1:45 PM

#### **Lunch & Keynote Presentation**

2:15 PM – 4:00 PM

#### **Recruiting, Preparing and Retaining the Next Generation of Urban Educators: Whose job is it anyway?**

There is growing recognition that teachers who are effectively trained to serve in urban contexts require a specialized set of knowledge, skills and dispositions. Join us as an esteemed panel of university deans address the challenges and also share what's working.

6:30 PM – 9:00 PM

#### **Urban Night Out (UNO)**

After a full day of education sessions, it's time to relax, dance, and network with fellow board members from around the country. Connect with friends and make new ones – you don't want to miss this CUBE staple event.

### **Sunday, April 10, 2106**

7:45 AM – 9:45 AM

CUBE Annual Business Meeting  
and Breakfast

(Elections for Steering Committee)

2:45 PM – 5:00 PM

#### **Where Does Your 2016 Presidential Candidate Stand Regarding Urban Education?**

It is essential that national leaders dialogue with local leaders in urban education with regard to the challenges urban students face. If we are to “turn the page” on these unique urban challenges, our national and local leaders must be “on the same page”.

#### **Price:**

**\$140 for CUBE Members;  
\$250 for Non-CUBE Members**

*For more information about  
CUBE contact Deborah Keys  
at [dkeys@nsba.org](mailto:dkeys@nsba.org).*



#### **National Connection Programming**

*Open to all National Connection Districts  
In addition to the 20% registration discount and early access to housing enjoyed by all National Connection participants, while in Boston you'll also enjoy access to a special National Connection networking room and programming track. For more information about National Connection contact Ron Skinner at [rskinner@nsba.org](mailto:rskinner@nsba.org).*



#### **Technology Leadership Network (TLN)**

*TLN-hosted sessions are open to all conference attendees  
TLN sessions highlight the intersection of technology policy and practice through innovative workshops, engaging off-site programs, and a special luncheon featuring Fredi Lajvardi, the teacher who inspired the movie Spare Parts. For more information about the Technology Leadership Network contact Ann Flynn at [aflynn@nsba.org](mailto:aflynn@nsba.org).*





## NSBA Conference Housing

No.	Hotel	Single	Double	Extra Person
<b>Boston Convention &amp; Exposition Center Area</b>				
1	Aloft Boston Seaport	\$219	\$219	\$20
2	Element Boston Seaport	\$219	\$219	\$20
3	Seaport Hotel	\$239	\$239	\$25
4	Renaissance Boston Waterfront	\$247	\$247	\$20
5	Westin Boston Waterfront*	\$247	\$267	\$20
<b>Financial District Area</b>				
6	Hyatt Regency Boston	\$199	\$199	\$25
7	Omni Parker House	\$198	\$198	\$30
<b>Chinatown/Theater District</b>				
8	Boston Park Plaza Hotel & Towers	\$205	\$225	\$20
9	Courtyard Marriott Boston Tremont Hotel	\$189	\$209	\$20
<b>Back Bay Area</b>				
10	Boston Marriott Copley Place	\$229	\$229	\$20
11	Hilton Back Bay	\$205	\$205	\$20
12	Sheraton Boston Hotel**	\$226	\$246	\$20
13	Westin Copley Place	\$237	\$257	\$20
<b>Airport Area</b>				
14	Embassy Suites Boston Logan Airport	\$174	\$174	\$10

\*Headquarters Hotel—no general housing available  
 \*\*COSA

## Housing Information

You must be registered for the conference and receive a confirmation I.D. number before you can reserve your housing.

Online: Visit NSBA's Attendee's Housing website [www.nsba.org/conference/travel/housing](http://www.nsba.org/conference/travel/housing) and follow the instructions to reserve your room online.

Call: 1-800-616-8210 (U.S./Canada) or 1-415-979-2264 (International). Service is available Monday through Friday 9:00 a.m. – 9:00 p.m. ET

Fax: 1-415-216-2535

All reservations should be made prior to March 11, 2016. Room availability and special conference rates cannot be guaranteed after this date. Should you fail to arrive on your confirmed date, one night's room plus tax will be charged to your credit card or forfeiture of your check deposit and your reservation will be cancelled for the remainder of your stay.

## Travel Information

MacNair Travel has been selected as the official Travel agency for the 2016 NSBA Annual Conference.

Go to the conference website [www.nsba.org/conference](http://www.nsba.org/conference) and click on the Travel tab for information. Or contact MacNair by visiting [www.macnairtravel.com](http://www.macnairtravel.com) or call 877-761-3727

Book air travel directly using the following I.D.

**Delta Airlines:** Meeting code NMLS3 or call 800-328-1111

**United Airlines:** Zcode ZVHP; agreement code: 657714

**Register Early and Save**

Early registration discount ends January 15, 2016.

# SCHEDULE AT A GLANCE

## CONFERENCE FEE

### NC/TLN/CUBE

By 1/15/16	After 1/15/16
\$740	\$770

### REGULAR

By 1/15/16	After 1/15/16
\$915	\$965

## Friday—April 8

8:00 a.m. – 6:00 p.m.	Registration
9:00 a.m. – 12:00 p.m.	Pre-conference, Half-day Workshops
9:00 a.m. – 4:30 p.m.	Pre-conference, Full-day Workshop
1:30 p.m. – 4:30 p.m.	Pre-conference, Half-day Workshops

## Saturday—April 9

7:00 a.m. – 5:00 p.m.	Registration
8:30 a.m. – 10:00 a.m.	<b>General Session</b>
10:30 a.m. – 11:45 a.m.	Sessions
10:30 a.m. – 4:30 p.m.	Exhibit Hall
12:00 p.m. – 2:00 p.m.	Luncheons
1:30 p.m. – 2:45 p.m.	Sessions
3:45 p.m. – 5:00 p.m.	Sessions

## Sunday—April 10

7:00 a.m. – 4:30 p.m.	Registration
7:00 a.m. – 8:15 a.m.	Inspiration Session
8:30 a.m. – 9:45 a.m.	Sessions
10:00 a.m. – 11:30 a.m.	<b>General Session</b>
11:30 a.m. – 4:00 p.m.	Exhibit hall
12:00 p.m. – 2:00 p.m.	Luncheons
1:30 p.m. – 2:45 p.m.	Sessions
3:45 p.m. – 5:00 p.m.	Sessions
5:15 p.m. – 5:45 p.m.	Drum circle

## Monday—April 11

7:30 a.m. – 12:00 p.m.	Registration
8:30 a.m. – 9:45 p.m.	Sessions
10:00 a.m. – 11:15 a.m.	Sessions
11:30 a.m. – 1:00 p.m.	<b>Closing General Session</b>

Purchase Orders must be paid by March 9, 2016. Badges will not be printed onsite without full payment.

## National School Boards Association

1680 Duke Street FL2,  
Alexandria, VA 22314

Phone: (703) 838-6722 E-mail: [info@nsba.org](mailto:info@nsba.org)





## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 1/24/16	<b>Agenda Item: 131.726</b> Board Consideration of Approval of BP/AR 1312.3 Uniform Complaint Procedures
<b>Presenter:</b> Robert Nacario	<b>Action Item:</b> XX <b>Information Item:</b>

Due to recent changes in the Education Code it is necessary to amend our Board Policy and Administrative Regulations regarding Uniform Complaint Procedures. Highlighted areas reflect changes from current policy.

Galt Joint Union Elementary School District  
Board Policy  
BP 1312.3  
Community Relations

Uniform Complaint Procedures

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

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

1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)

(cf. 3553 - Free and Reduced Price Meals)  
(cf. 3555 - Nutrition Program Compliance)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5148 - Child Care and Development)  
(cf. 6159 - Individualized Education Program)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 6178 - Career Technical Education)  
(cf. 6178.1 - Work-Based Learning)  
(cf. 6178.2 - Regional Occupational Center/Program)  
(cf. 6200 - Adult Education)

2. Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any person, based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics, in district programs and activities,

including, but not limited to, those funded directly by or that receive or benefit from any state financial assistance (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)  
(cf. 3320 - Claims and Actions Against the District)

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

(cf. 0460 - Local Control and Accountability Plan)

5. Any complaint alleging that the district has failed to provide a course of study that includes the minimum number of minutes of Physical Education (Education Code 51210).

6. Any complaint alleging that the district failed to place foster pupils who are homeless in appropriate schools or programs (Education Code 48853).

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

6.8. Any other complaint as specified in a district policy

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

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

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

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

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

(cf. 3580 - District Records)

#### Non-UCP Complaints

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

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

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.
3. Any complaint alleging employment discrimination shall be sent to the California Department of Fair Employment and Housing and the compliance officer shall notify the complainant by first class mail of the transfer.
4. Any complaint alleging fraud shall be referred to the California Department of Education.

In addition, the district's Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments. (Education Code 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams uniform complaint procedures

48853 Education of pupils in foster care who are homeless

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

51210 Courses of study

52060-52077 Local control and accountability plan, especially

52075 Complaint for lack of compliance with local control and accountability plan requirements

52160-52178 Bilingual education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs  
56000-56867 Special education programs  
59000-59300 Special schools and centers  
64000-64001 Consolidated application process  
GOVERNMENT CODE  
11135 Nondiscrimination in programs or activities funded by state  
12900-12996 Fair Employment and Housing Act  
PENAL CODE  
422.55 Hate crime; definition  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 5  
3080 Application of section  
4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX of the Education Amendments of 1972  
6301-6577 Title I basic programs  
6801-6871 Title III language instruction for limited English proficient and immigrant students  
7101-7184 Safe and Drug-Free Schools and Communities Act  
7201-7283g Title V promoting informed parental choice and innovative programs  
7301-7372 Title V rural and low-income school programs  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy Act  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
Dear Colleague Letter: Title IX Coordinators, April 2015  
Questions and Answers on Title IX and Sexual Violence, April 2014  
Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Sexual Violence, April 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School

Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition  
Against National Origin Discrimination Affecting Limited English Proficient Persons,  
2002

WEB SITES

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

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

Family Policy Compliance Office: <http://familypolicy.ed.gov>

U.S. Department of Education, Office for Civil Rights:

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

U.S. Department of Justice: <http://www.justice.gov>

(2//16)

Galt Joint Union Elementary School District  
Administrative Regulation  
AR 1312.3  
Community Relations

#### Uniform Complaint Procedures

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

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

#### Compliance Officers

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

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

Superintendent  
Galt Joint Union Elementary School District  
1018 C St., Suite 210  
Galt, CA 95632  
[superintendent@galt.k12.ca.us](mailto:superintendent@galt.k12.ca.us)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against or implicating a compliance officer may be filed with the Superintendent or designee.



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

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

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

#### Notifications

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

The Superintendent or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees and local control and accountability plan (LCAP) requirements, to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 3260 - Fees and Charges)  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)  
(cf. 5145.6 - Parental Notifications)

The annual notification and complete contact information of the compliance officer(s) may be posted on the district web site and, if available, provided through district-supported social media.

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

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

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

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.

c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

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

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

f. The district implements a broad course of study that includes physical education.

g. The district provides stability for foster and homeless youth.

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

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

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

#### District Responsibilities

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

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

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as

discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

### Filing of Complaints

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

All complaints shall be filed in accordance with the following:

1. A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)

2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)

3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.

5. When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

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

### Mediation

Within three business days after the compliance officer receives the complaint, he/she may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed to through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

### Investigation of Complaint

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

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

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

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

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

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

Report of Findings

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

#### OPTION 2:

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

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

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

#### Final Written Decision

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

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties that may be involved in implementing the decision or affected by the complaint, as long as the privacy of the parties is protected.

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

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

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
  - a. Statements made by any witnesses
  - b. The relative credibility of the individuals involved
  - c. How the complaining individual reacted to the incident
  - d. Any documentary or other evidence relating to the alleged conduct
  - e. Past instances of similar conduct by any alleged offenders
  - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

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

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

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals



5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

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

- a. The corrective actions imposed on the individual found to have engaged in the conduct that relate directly to the subject of the complaint
  - b. Individual remedies offered or provided to the subject of the complaint
  - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

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

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

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

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited

to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

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

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

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

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team

6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

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

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

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

#### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 49013, 52075; 5 CCR 4632)

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

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision

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

(02//16)



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> 2/24/16	<b>Agenda Item: 131.727</b> Board Consideration of Approval of Wilderness Inquiry Services Agreement for Outdoor Education
<b>Presenter:</b> John Durand	<b>Action Item:</b> XX <b>Information Item:</b>

This is the second year GJUESD 6<sup>th</sup> grade students will participate in the Canoemobile program at the Cosumnes River Preserve. In addition, a small group of McCaffrey Middle School students will participate in an overnight stay. Bureau of Land Management and Wilderness Inquiry are sponsoring this outdoor learning opportunity.

Schools Insurance Authority has reviewed this agreement. We recommend board approval.

## Contracting Organization:

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



# Wilderness Inquiry

## Service Agreement

We are excited to work with you on your Canoemobile Spring 2016 - Galt, CA event(s). Please review the Service Agreement, Event Details, and Invoice carefully. It is important that these materials accurately reflect your event expectations.

### Contract Summary

Wilderness Inquiry's Canoemobile will travel to the Cosumnes River Preserve for 5 days of programming from April 25-29, 2016. Wilderness Inquiry will facilitate the on-water experience and the overall schedule of the days.

Galt School District will bring participants. Each elementary school within Galt School District will attend an event on one scheduled date. Approximately 100 6th-grade students and 10 adult chaperones are expected at each day event.

Bureau of Land Management (BLM) Cosumnes River Preserve will allow use of property for these events, free of charge to Wilderness Inquiry and Galt School District. BLM staff and volunteers will provide land-based activity stations at the events. BLM will also provide lodging for the Wilderness Inquiry crew of 8 in their farm house for the duration of their stay.

As final event details are coordinated, other partner organizations may be involved in program support.

Note: *Activities and locations are subject to change by Wilderness Inquiry based on water levels, wind, the strength of the group and other weather conditions.*

You are scheduled for 6 event(s). Refer to the Event Details page(s) for more information.

### Contract Fees

WI's cost of \$10,500 will be drawn down from BLM Cooperative Agreement. No invoice/fee to Cosumnes River Preserve.

**Total Event Fee:** \_\_\_\_\_

**Balance Due : \$** \_\_\_\_\_

### Registration Forms/Waivers

For each event, WI requires:

Registration Forms  Waivers  N/A

Health Assessments will be completed by:

WI  Contractee  N/A

All participants and volunteers for this event must sign a WI release waiver before they are allowed to participate in the event. Waiver forms for minors must be signed by a parent or legal guardian in advance. A waiver form has been attached to this agreement. Please make copies for all participants and deliver the signed waivers to WI staff on the day of the event.

### Action Items and Due Dates

Sign, date, and return a copy of the Service Agreement. Be sure to double check event date(s), fees, and other details.  
**Due date: 2/5/2016**

Pay N/A% deposit of \$.  
**Due date:**

Pay remaining balance of \$.  
**Due date:**

Please see the attached Event Details page(s) for registration/waiver due dates and cancellation dates.

# Service Agreement

## Group Goals

- Learn cultural and natural history
- Team building
- Wilderness skills
- Have fun

### Notes:

The full-day trip (vs. half day trips in 2015) will offer a longer paddling session as well as more in-depth land-based activities. Galt School District and BLM will work with WI to choose activities and shape the content to fit their goals for the events.

## Communications

WI information packets containing a packing list, directions to the meeting place, and general information will be sent to participants by:

WI  Contractee  N/A

Pre-trip phone calls and/or a pre-trip meeting to share trip information with participants before the trip will be completed by:  WI  Contractee  N/A

### Notes:

All WI pre-trip information is included with this service agreement. Galt School District will distribute a waiver release form to all trip participants and teachers/chaperones.

## Event Cancellation/Postponement

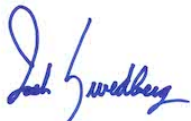
If Galt Joint Union Elementary School District cancels the event and gives WI twelve weeks or more notice, WI will refund all fees paid minus the deposit. If Galt Joint Union Elementary School District cancels the event with less than twelve weeks notice, the full amount of the trip fee as stated in this agreement is due.

Inclement weather may affect an event. WI reserves the right to cancel or postpone an event due to inclement weather. If an event is cancelled due to inclement weather, WI will offer Galt Joint Union Elementary School District the choice of rescheduling the event or a refund of fees paid less the deposit.

Failure of Galt Joint Union Elementary School District to comply with the terms and conditions of this agreement may result in cancellation of the event.

If Galt Joint Union Elementary School District has any questions or concerns, please contact WI as soon as possible.

*A signature by an authorized representative of the contracting organization indicates acceptance of the terms described in this four page Service Agreement. If agreement is not signed and received by WI by 2/5/2016, WI reserves the right to cancel the agreement and its terms.*



Wilderness Inquiry

1/29/2016

Date

Galt School District

Date

Bureau of Land Management

Date

## Contracting Organization:

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



# Wilderness Inquiry

## Event Details

### Summary

**Galt, CA, Cosumnes River Preserve - Day Trip - Galt Schools**

Activity: Voyageur Canoeing

Start: Monday, Apr 25, 2016

Time: 9:30 AM

End: Monday, Apr 25, 2016

Time: 1:30 PM

EVT13948

### Registration

Waivers are due to Wilderness

Inquiry for this event by: 4/25/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

### Group Information

Min: 90 Galt Joint Union Elementary School District is responsible for recruiting a minimum of **90** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.

Max: 108

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

### Staff

7-8 guides will be provided by Wilderness Inquiry.

10+ staff will be provided by Galt Joint Union Elementary School

SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

#### Notes

Galt Schools will provide 10-13 chaperones. BLM and other partners will provide leaders to facilitate land-based activities.

### Food

Food will be provided by:  WI  Contractee  N/A

Contractee will provide food from **Lunch** on the first day of the event to **Lunch** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

#### Notes

Galt Joint Union Elementary School District will bring picnic lunches for all event participants.

### Equipment

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

#### Equipment

WI will provide Voyageur canoes, paddles and PFDs.

#### Other

BLM and other partners will provide equipment for land-based activities.

### Transportation

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center

Time: 9:30 AM

Ends: Cosumnes River Preserve Visitor Center

Time: 1:30 PM

#### Notes

Galt Schools will arrange and provide transportation for all participants to/from the event location.

### Permits & Fees

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees

WI  Contractee  N/A Pays Shuttle / Ferry Fees

WI  Contractee  N/A Pays Other / Special Fees

#### Notes



**Contracting Organization:**

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



**Wilderness Inquiry**

**Event Details**

**Summary**

**Galt, CA, Cosumnes River Preserve - Day Trip - Galt Schools** Activity: Voyageur Canoeing  
Start: Tuesday, Apr 26, 2016 Time: 9:30 AM End: Tuesday, Apr 26, 2016 Time: 1:30 PM EVT13949

**Registration**

Waivers are due to Wilderness Inquiry for this event by: 4/26/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

**Group Information**

Min: 90 Max: 108 Galt Joint Union Elementary School District is responsible for recruiting a minimum of **90** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

**Staff**

7-8 guides will be provided by Wilderness Inquiry.  
10+ staff will be provided by Galt Joint Union Elementary School  
SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

Notes

Galt Schools will provide 10-13 chaperones. BLM and other partners will provide leaders to facilitate land-based activities.

**Food**

Food will be provided by:  WI  Contractee  N/A  
Contractee will provide food from **Lunch** on the first day of the event to **Lunch** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

Notes

Galt Joint Union Elementary School District will bring picnic lunches for all event participants.

**Equipment**

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

Equipment

WI will provide Voyageur canoes, paddles and PFDs.

Other

BLM and other partners will provide equipment for land-based activities.

**Transportation**

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center Time: 9:30 AM  
Ends: Cosumnes River Preserve Visitor Center Time: 1:30 PM

Notes

Galt Schools will arrange and provide transportation for all participants to/from the event location.

**Permits & Fees**

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees  
 WI  Contractee  N/A Pays Shuttle / Ferry Fees  
 WI  Contractee  N/A Pays Other / Special Fees

Notes

**Contracting Organization:**

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



**Wilderness  
Inquiry**

**Event Details**

**Summary**

**Galt, CA, Cosumnes River Preserve - Day Trip - Galt Schools** Activity: Voyageur Canoeing  
Start: Wednesday, Apr 27, 2016 Time: 9:30 AM End: Wednesday, Apr 27, 2016 Time: 1:30 PM EVT13950

**Registration**

Waivers are due to Wilderness  
Inquiry for this event by: 4/27/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

**Group Information**

Min: 90 Galt Joint Union Elementary School District is responsible for recruiting a minimum of **90** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.  
Max: 108

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

**Staff**

7-8 guides will be provided by Wilderness Inquiry.  
10+ staff will be provided by Galt Joint Union Elementary School  
SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

Notes

Galt Schools will provide 10-13 chaperones. BLM and other partners will provide leaders to facilitate land-based activities.

**Food**

Food will be provided by:  WI  Contractee  N/A  
Contractee will provide food from **Lunch** on the first day of the event to **Lunch** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

Notes

Galt Joint Union Elementary School District will bring picnic lunches for all event participants.

**Equipment**

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

Equipment

WI will provide Voyageur canoes, paddles and PFDs.

Other

BLM and other partners will provide equipment for land-based activities.

**Transportation**

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center Time: 9:30 AM  
Ends: Cosumnes River Preserve Visitor Center Time: 1:30 PM

Notes

Galt Schools will arrange and provide transportation for all participants to/from the event location.

**Permits & Fees**

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees  
 WI  Contractee  N/A Pays Shuttle / Ferry Fees  
 WI  Contractee  N/A Pays Other / Special Fees

Notes

## Contracting Organization:

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



# Wilderness Inquiry

## Event Details

### Summary

**Galt, CA, Cosumnes River Preserve - Day Trip - Galt Schools**

Activity: Voyageur Canoeing

Start: Thursday, Apr 28, 2016

Time: 9:30 AM

End: Thursday, Apr 28, 2016

Time: 1:30 PM

EVT13951

### Registration

Waivers are due to Wilderness

Inquiry for this event by: 4/28/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

### Group Information

Min: 90 Galt Joint Union Elementary School District is responsible for recruiting a minimum of **90** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.

Max: 108

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

### Staff

7-8 guides will be provided by Wilderness Inquiry.

10+ staff will be provided by Galt Joint Union Elementary School

SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

#### Notes

Galt Schools will provide 10-13 chaperones. BLM and other partners will provide leaders to facilitate land-based activities.

### Food

Food will be provided by:  WI  Contractee  N/A

Contractee will provide food from **Lunch** on the first day of the event to **Lunch** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

#### Notes

Galt Joint Union Elementary School District will bring picnic lunches for all event participants.

### Equipment

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

#### Equipment

WI will provide Voyageur canoes, paddles and PFDs.

#### Other

BLM and other partners will provide equipment for land-based activities.

### Transportation

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center

Time: 9:30 AM

Ends: Cosumnes River Preserve Visitor Center

Time: 1:30 PM

#### Notes

Galt Schools will arrange and provide transportation for all participants to/from the event location.

### Permits & Fees

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees

WI  Contractee  N/A Pays Shuttle / Ferry Fees

WI  Contractee  N/A Pays Other / Special Fees

#### Notes

## Contracting Organization:

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



# Wilderness Inquiry

## Event Details

### Summary

**Galt, CA, Cosumnes River Preserve - Day Trip - Galt Schools** Activity: Voyageur Canoeing  
Start: Friday, Apr 29, 2016 Time: 9:30 AM End: Friday, Apr 29, 2016 Time: 1:30 PM EVT13952

### Registration

Waivers are due to Wilderness Inquiry for this event by: 4/30/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

### Group Information

Min: 90 Galt Joint Union Elementary School District is responsible for recruiting a minimum of **90** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.  
Max: 108

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

### Staff

7-8 guides will be provided by Wilderness Inquiry.  
10+ staff will be provided by Galt Joint Union Elementary School  
SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

#### Notes

Galt Schools will provide 10-13 chaperones. BLM and other partners will provide leaders to facilitate land-based activities.

### Food

Food will be provided by:  WI  Contractee  N/A  
Contractee will provide food from **Lunch** on the first day of the event to **Lunch** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

#### Notes

Galt Joint Union Elementary School District will bring picnic lunches for all event participants.

### Equipment

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

#### Equipment

WI will provide Voyageur canoes, paddles and PFDs.

#### Other

BLM and other partners will provide equipment for land-based activities.

### Transportation

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center Time: 9:30 AM  
Ends: Cosumnes River Preserve Visitor Center Time: 1:30 PM

#### Notes

Galt Schools will arrange and provide transportation for all participants to/from the event location.

### Permits & Fees

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees  
 WI  Contractee  N/A Pays Shuttle / Ferry Fees  
 WI  Contractee  N/A Pays Other / Special Fees

#### Notes

## Contracting Organization:

Galt Joint Union Elementary School District  
1018 C Street, Suite 210  
Galt, CA 95632  
C:(916) 801-3741



# Wilderness Inquiry

## Event Details

### Summary

<b>Galt, CA, Cosumnes River Preserve - Overnight</b>	Activity: <u>Overnight Camping</u>
Start: <u>Saturday, Apr 30, 2016</u> Time: <u>2:00 PM</u>	End: <u>Sunday, May 1, 2016</u> Time: <u>10:00 AM</u> <u>EVT13953</u>

### Registration

Waivers are due to Wilderness Inquiry for this event by: 4/30/2016

Waiver forms for minors must be signed by a parent or legal guardian in advance. Please distribute copies to all participants and deliver signed waivers to WI staff on the day of the event.

### Group Information

Min: 30 Max: 40  
Galt Joint Union Elementary School District is responsible for recruiting a minimum of **30** people for this event. This number includes all participants, staff, and support personnel from the contracting organization. This number does not include WI staff. WI is responsible for final approval of all participants.

All 6th graders from Galt School District will be participating in these events. Each of the 5 schools bring 90-100 students on a separate day, including students with special needs. Smaller groups are not eligible for a reduction in price as WI commits staff and resources to the event based on the planned group size. WI may be able to accommodate larger group sizes upon request.

### Staff

7-8 guides will be provided by Wilderness Inquiry.  
3-5 staff will be provided by Galt Joint Union Elementary School  
SLIs and/or PCAs will be provide by:  WI  Contractee  N/A

#### Notes

3-5 adult chaperones will be provided by Galt School District and/or partner organizations.

### Food

Food will be provided by:  WI  Contractee  N/A  
Contractee will provide food from **Dinner** on the first day of the event to **Breakfast** on the last day of the event. Participants may need extra money to cover some personal meals and incidentals while traveling to and from the trip area. If WI is providing food, WI will provide its standard menu options for this event unless indicated in notes.

#### Notes

WI will work with partner organizations to determine who will provide which meals.

### Equipment

For camping trips, WI will provide all group camping gear, such as tents, tarps, first aid kit, cooking gear, and utensils. Participants are required to bring their own personal gear, such as sleeping bags/pads, toothbrush, and clothing. Please notify WI of any request to borrow any personal gear items from WI for your group.

#### Equipment

WI will provide Voyageur canoes, paddles and PFDs.

#### Other

Requests to borrow personal gear will be submitted to WI at least 3 weeks before the event.

### Transportation

Transportation provided by:  WI  Contractee  N/A

Begins: Cosumnes River Preserve Visitor Center Time: 2:00 PM  
Ends: Cosumnes River Preserve Visitor Center Time: 10:00 AM

#### Notes

Galt School District and/or participating organization will arrange and provide transportation for all participants to/from the event location.

### Permits & Fees

WI  Contractee  N/A Pays Entrance / Land Use / Camping Fees  
 WI  Contractee  N/A Pays Shuttle / Ferry Fees  
 WI  Contractee  N/A Pays Other / Special Fees

#### Notes