



# Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

## Board of Trustees Meeting Agenda

**Monday, March 11, 2019 • 5:30 PM (Closed Session), 6:30 PM (Open Session)**

Hydesville School Library

3050 Johnson Road Hydesville, CA 95547

### 1.0 Call to Order

2.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

3.0 Convene to Closed Session *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.*

3.1 Collective Bargaining Negotiations (Cal. Gov. Code § 54957)

3.2 Personnel (Cal. Gov. Code § 54957)

### 4.0 Reconvene to Open Session

4.1 Report Any Action Taken During Closed Session

4.2 Flag Salute and Reading of School Vision & Mission

### 5.0 Approval of Agenda Order

### 6.0 Student Report

### 7.0 Guest

7.1 School Resource Officer Lindsey Frank

### 8.0 Awards and Recognitions

8.1 Ashlee Byrd

### 9.0 Reports

9.1 Hydesville Parent Group

9.2 Hydesville Sports Booster Club

9.3 Athletic Director

9.4 Staff

9.5 Superintendent-Principal

### 10.0 Consent Agenda

10.1 Approval of Minutes, February 11, 2019, Regular Board Meeting

10.2 Approval of Warrants

11.0 Public Comment *Members of the public may comment on non-agenda matters related to District business. No action may be taken on topics not listed on the agenda. Individual speakers shall be allowed three (3) minutes to address the Board. The Board shall limit the total time for public input on each item to twenty (20) minutes.*

12.0 Public Comment on LCAP *Members of the public may provide input pertaining to the Local Control Accountability Plan (LCAP) in an effort to address State Priority 8 (Increase opportunities for stakeholders to be involved in the decision making process).*

### 13.0 Discussion/Action Items

#### 13.1 Discussion Items:

- 13.1.1 Superintendent-Principal Hiring Procedure  
Guest: Stephanie Jackson  
Personnel Coordinator Humboldt County Office of Education
- 13.1.2 Second Grade Class Update
- 13.1.3 Superintendent-Principal Goals and Evaluation Process
- 13.1.4 2019-2020 Budget Options and Potential Budget Workshop

#### 13.2 Possible Action Items:

- 13.2.1 Consider Adoption of 2019-2020 Calendar
- 13.2.2 Consider Approval of Increasing RST to 1.0 FTE
- 13.2.3 Consider Approval of Second Interim Report
- 13.2.4 Consider Approval of Board Policy Development Workshop
- 13.2.5 Consider Adoption of Revised Discipline Board Policy and Corresponding Administrative Regulation (BP 5144 and AR 5144)
- 13.2.6 Consider Approval of Updated Board Policies:
  - District Residency (5111.1)
  - Student Records (5125)
  - Release of Directory Information (5125.1)
  - Bullying (5131.2)
  - Response to Immigration Enforcement (5145.13)

### 14.0 Board Member Comments

### 15.0 Announcements

- 15.1 Next Regular Board Meeting is Monday, April 8, 2019. Closed session begins at 5:30 PM, reconvening to open session at 6:30 PM.
- 15.2 Recommended additions to the agenda can be submitted to the board president or superintendent seven days prior to the next regular meeting date.

### 16.0 Adjournment

*NOTICE: Any writing, not exempt from public disclosure under the California Public Records Act, which is distributed to all or a majority of the members of the governing board by any person in connection with a matter subject to discussion or consideration at an open meeting of the board is available for public inspection at the Hydesville Elementary School office.*

*NOTICE: Hydesville Elementary School adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the superintendent at least three (3) days prior to the meeting.*



# Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

As of February 28

	2016-17	2017-18	2018-19
Transitional Kindergarten	--	--	3
Kindergarten	19	21	19
First	23	18	22
Second	21	25	22
Third	22	18	23
Fourth	20	21	19
Fifth	18	26	21
Sixth	23	20	26
Seventh	20	20	19
Eighth	24	20	15
<b>TOTAL</b>	<b>190</b>	<b>189</b>	<b>189</b>

## AVERAGE DAILY ATTENDANCE

February 1-28

2016-17	2017-18	2018-19
<b>93.92%</b>	<b>93.07%</b>	<b>92.94%</b>





# Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

## Board of Trustees Meeting Minutes

Monday, February 11, 2019 • 5:30 PM (Closed Session), 6:30 PM (Open Session)

Hydesville School Library  
3050 Johnson Road Hydesville, CA 95547

### 1.0 Call to Order/Flag Salute

**Meeting called to order at 5:30pm.**

**Governance Roll Call: Thomas Valterria, Mandy Marquez, Dave Fisch, Mollie Holmgren, and Clint Victorine**

### 2.0 Public Comment

**No comments were made.**

3.0 Convene to Closed Session With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.

3.1 Conference with Legal Council- Significant Exposure to Litigation (Cal. Gov. Code § 54956.9(d)(2))

3.2 Consider Resignations (Superintendent and Classroom Teacher) (Cal. Gov. Code § 54957, 54957.1)

3.3 Personnel (Cal. Gov. Code § 54957)

3.4 Collective Bargaining Negotiations (Cal. Gov. Code § 54957)

### 4.0 Reconvene to Open Session

4.1 Report Any Action Taken During Closed Session

**The resignations of August Deshais (superintendent-principal) and Katie Briseno (classroom teacher) were accepted unanimously by the board.**

### 5.0 Approval of Agenda Order

**Moved/seconded to approve agenda order (Mandy/Thomas). VOTE: 5 ayes / 0 noes. Motion carried.**

### 6.0 Student Report Delivered by Piper Murray

### 7.0 Awards and Recognitions

7.1 Arlene Polansky

### 8.0 Reports

8.1 Hydesville Parent Group **Delivered by Shiloh Mitten**

8.2 Hydesville Sports Booster Club **Delivered by Nicole Genaro**

8.3 Athletic Director **Delivered by Travis Victorine**

8.4 Staff Report *Delivered by Tessa Griffith and Georgia Bertolini*

8.5 Superintendent-Principal *Delivered by August Deshais*

#### 9.0 Consent Agenda

9.1 Approval of Minutes, January 14, 2019, Regular Board Meeting

9.2 Approval of Warrants

***Moved/seconded to pull warrants and approve agenda order (Mandy/Thomas). VOTE: 5 ayes / 0 noes. Motion carried.***

#### 10.0 Public Comment

***Several members of the public spoke positively regarding the after school program. A question was also asked regarding the credentially requirements for music teacher.***

#### 11.0 Public Comment on LCAP

***No comments were made.***

#### 12.0 Discussion/Action Items

12.1 Discussion Items:

12.1.1 District Goal Setting

***The board discussed how best to facilitate priorities and district goal setting involving the public in the process. Dr. Hartley may be invited to lead a meeting in the future depending on how the Masters in Governance courses go for the board.***

12.1.2 Review Community Relations AR (1114)

***August reviewed the difference between board policy and administration regulations.***

12.1.2 First Reading of Communication with the Public (BP 1110)

***The board had questions regarding the district's current presence on social media (namely Facebook), which August stated was limited. The board wants to ensure that the Facebook page is being monitored by the superintendent and that events for all stakeholder groups have equitable access.***

12.1.4 8th Grade Advisor Job Description Update

***Consultation with eighth grade teacher added to description as well as clarification of job duties based on previous practice and current need. The board also discussed the need to clarify how fundraising events are overseen. The updated fundraising event request form should solve this, stated August, since it ensures the superintendent can require attendance of a faculty or staff members if needed.***

12.1.5 Potential 2019-2020 School Year Calendar

***Three possible calendars were shared with the board (Fortuna High, Fortuna Elementary, and HCOE). The board was most interested in beginning the final week of August to avoid conflict with the county fair. The calendar will be reviewed by the teachers' association, and their input will be brought back before the board next month for possible adoption.***

12.2 Possible Action Items:

12.2.1 Consider Approval of Class of 2020 Trip

**Jennifer Lourenzo shared the process used to develop the budget, based on student and parent input. Moved/seconded to approve class of 2020 Trip (Mandy/Thomas). VOTE: 5 ayes / 0 noes. Motion carried.**

**12.2.2 Consider Approval of Corrective Actions for 2017-18 Audit**

**Moved/seconded to approve corrective actions for 2017-18 audit (Mollie/Clint). VOTE: 5 ayes / 0 noes. Motion carried.**

**12.2.3 Consider Approval of Low-Performing Student Block Grant Proposal**

**Moved/seconded to approve Low-Performing Student Block Grant Proposal (Mollie/Dave). VOTE: 5 ayes / 0 noes. Motion carried.**

**12.2.4 Consider Approval of Updated Board Policies:**

Nondiscrimination In District Programs And Activities (BP 0410)

Uniform Complaint Procedure Policy (BP 1312.3)

Admission (BP 5111)

Nondiscrimination/Harassment Policy (BP 5145.3)

**Moved/seconded to approve updated board policies (Mandy/Thomas). VOTE: 5 ayes / 0 noes. Motion carried.**

**13.0 Board Member Comments**

**Mollie encouraged considering music as an enrichment activity at the after school program.**

**Thomas expressed the value of the Masters in Governance training the trustees are attending. Clint concurred.**

**14.0 Announcements**

14.1 Next Regular Board Meeting is Monday, March 11, 2019. Closed session begins at 5:30 PM, reconvening to open session at 6:30 PM.

14.2 Recommended additions to the agenda can be submitted to the board president or superintendent seven days prior to the next regular meeting date.

14.3 Community Dinner (LCAP Stakeholders Meeting #2) will be Tuesday, February 26, 5:30-7:00 PM, in the gymnasium.

**15.0 Reconvene to Closed Session With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54945.5.**

3.3 Personnel (Cal. Gov. Code § 54957)

3.4 Collective Bargaining Negotiations (Cal. Gov. Code § 54957)

**16.0 Reconvene to Open Session**

16.1 Report Any Action Taken During Closed Session

**No action was taken.**

**15.0 Adjournment**

**Meeting adjourned at 9:30pm.**

AFYS09  
DORA  
14 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT PRELIST  
ALL BATCH TYPES

03/19/19 02/28/2019  
PAGE 1

BATCH: 0031

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099								
REQ NO	REF NO	INV DATE	INV DEDC DTLE LN	Pu Rec	Y Goal Func Obj	Sch Mgmt	AMOUNT	UT	UT OBJ RATE	USE TAX AMT	FLAG
002450-01	ACSA										
	PV-190568 01/06/19 16371	01	01-0000-0-0000-7200-5800-000-1820				1,000.00	N		0.00	N
			TOTAL PAYMENT AMOUNT				1,000.00 *			0.00 *	
030087-01	DESHAIS, AUNTANT										
	PV-190562 02/04/19 COFFEE W/PRINCIPAL 01	01	01-0000-0-0000-7100-4391-000-0000				47.01	N		0.00	N
			TOTAL PAYMENT AMOUNT				47.01 *			0.00 *	
001294-01	FORTIMA ACE HARDWARE										
	PV-190569 12/27/18 290841	01	01-0000-0-1193-8100-4377-000-0000				40.96	N		0.00	N
			TOTAL PAYMENT AMOUNT				40.96 *			0.00 *	
001301-01	HYDESVILLE COUNTY WATER DIST.										
	PV-190563 02/01/19 020700 DEC/JAN	01	01-0000-0-1193-8100-5510-000-0000				927.00	N		0.00	N
			TOTAL PAYMENT AMOUNT				927.00 *			0.00 *	
000275-01	MENDES SUPPLY CO										
	PV-190575 01/01/19 ML84228	01	01-0000-0-1193-8100-4374-000-0000				340.52	N		0.00	N
			TOTAL PAYMENT AMOUNT				340.52 *			0.00 *	
002160-01	P G & K										
	PV-190566 02/01/19 6420751736-7	01	01-0000-0-1193-8100-5520-000-0000				1,590.19	N		0.00	N
			TOTAL PAYMENT AMOUNT				1,590.19 *			0.00 *	
002198-01	STURDEVANT, ALISON										
	PV-190559 01/31/19 CLASS SUPPLIES	01	01-1100-0-1110-1000-4310-000-0114				38.58	N		0.00	N
			TOTAL PAYMENT AMOUNT				38.58 *			0.00 *	
001000-01	SYSCO FOODS OF SACRAMENTO										
	PV-190561 02/04/19 211117075	01	01-0010-0-8500-5000-4710-000-0000				52.90	N		0.00	N
			TOTAL PAYMENT AMOUNT				52.90 *			0.00 *	

*[Handwritten Signature]*  
2/1/19



431905 02/08/2019

PAGE 2

FUND: 61 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO																	1099
REQ NO	REF NO	INV DATE	INV DESC DPLY LN	Pt Rec	Y	Cash Pmt Crj	Sch Mgmt				AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG					
000753-01	WYCROFF PLUMBING	(C)	941501039																
MV-190565	01/31/19	1901-157193	01	01-0000-0-1123-2100-5000-000-0000							\$04.45	N			0.00	*		N	
TOTAL PAYMENT AMOUNT											\$04.45	*			0.00	*			
TOTAL FUND PAYMGNT											6.849.61	**			0.00	**			

2/14/12



02/08/2019

PAGE 3

FUND: 13 CAFETERIA FUND

VENDOR NO		VENDOR REMIT NAME		TAX ID NO				1099												
REQ NO	REF NO	INV DATE	INV DESC	OTLN LN	Fr Rsn	Y	Scal	Punc	Obj	Ret	Misc	AMOUNT	UT	UT	OBJ	RATE	USE	TAX	AMT	PLAC

002541-01 CRYSTAL CREAMERY

PV-190570	01/04/19	17170694	01	13-5310-0-0000-3700-4710-000-0000	54.38	N	0.00	N
PV-190571	01/08/19	17177537	01	13-5310-0-0000-3700-4710-000-0000	161.70	N	0.00	N
PV-190572	01/15/19	17193664	01	13-5310-0-0000-3700-4710-000-0000	147.13	N	0.00	N
PV-190573	01/22/19	17208951	01	13-5310-0-0000-3700-4710-000-0000	132.95	N	0.00	N
PV-190574	01/29/19	17226743	01	13-5310-0-0000-3700-4710-000-0000	127.91	N	0.00	N
TOTAL PAYMENT AMOUNT:					564.10	*	0.00	*

001711-01 PILANE FAMILY BANKRUPTCY

PV-190566	01/23/19	04900044202307	01	13-5310-0-0000-1700-4710-000-0000	65.78	N	0.00	N
TOTAL PAYMENT AMOUNT					65.78	*	0.00	*

802505-01 8Y800 WOODS OF SACRAMENTO

PV-190560	02/04/19	231137074	01	13-5310-0-0000-3700-4396-000-0000	94.59	M	0.00	M
PV-190560	02/04/19	231137074	01	13-5310-0-0000-3700-4710-000-0000	497.62	M	0.00	M
TOTAL PAYMENT AMOUNT					596.21	*	0.00	+

TOTAL FUND PAYMENT	1.336 09 **	0.00 **
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TOTAL BATCH PAYMENT	6.075.70 ***	0.00 ***
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TOTAL ACCOUNTS PAYABLE	6.075.70 ****	0.00 ****
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2/11/19

RJ1905 02/08/2019

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FUND: 01 CENTRAL FUND

2/8/19

APT500  
DOBA  
24 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT PRELIST  
ALL BATCH TYPES

02/06/2019  
PAGE 2

BATCH: 0031

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099																
REQ NO	REF NO	INV DATE	INV DESC DTL LN	CU	RAW	Y	Goal	Purc	Obj	Sch	Mgmt	AMOUNT	UT	UT ORJ	RATE	USE	TAX	AMT	FLAT
000752-01	WYNDOFF PLUMBING	(C)	941501030																
	PV-190565	01/31/19	1901-157391	01			01-0000-0-1103-2100-5000-000-0000					854.45	N				0.00		N
			TOTAL PAYMENT AMOUNT									854.45	*				0.00		*
	TOTAL FUND PAYMENT											4,849.61	**				0.00		**

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2/8/19

HJ1905 02/08/2019  
PAGE 3

FUND: 13 CAPITALIA FUND

[illegible]

DD2541-01 CRYSTAL CREAMERY

PV-190570	01/04/19	17170494	01	13-5310-0-0000-3700-4710-000-0000	54.30	N	0.00	N
PV-190571	01/06/19	17177537	01	13-5310-0-0000-3700-4710-000-0000	101.70	N	0.00	N
PV-190572	01/15/19	17193644	01	13-5310-0-0000-3700-4710-000-0000	147.13	N	0.00	N
PV-190573	01/22/19	17208763	01	13-5310-0-0000-3700-4710-000-0000	112.90	N	0.00	N
PV-190574	01/29/19	17226743	01	13-5310-0-0000-3700-4710-000-0000	127.51	N	0.00	N
TOTAL PAYMENT AMOUNT					564.10	*	0.00	*

001711-01 FRANK FAMILY HANSENEN

PV-198564	01/21/19	0498044262307	01	11-5110-0-0000-1760-4710-000-0000	65.78 N		0.00 H
				TOTAL PAYMENT AMOUNT	65.78 *		0.00 *

002505-01 HYPER FOODS OF SACRAMENTO

PV-190560	02/04/19	231117074	01	13-5320-0-0000-3760-4396-000-0000	88.50	N	0.00	N
PV-190560	02/04/19	231127074	01	13-5320-0-0000-3760-4710-000-0000	497.62	N	0.00	N
TOTAL PAYMENT AMOUNT					586.21	*	0.00	*

TOTAL FUND PAYMENT	1,326.09 **	0.00 **
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TOTAL BATCH PAYMENT	6,075.70 ***	0.00 ***
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TOTAL ACCOUNTS PAYABLE	6,075.70 ****	0.00 ****
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avg msh  
2/8/19



APY500  
DORA  
24 HYDESVELLE

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT PRELIST  
ALL BATCH TYPES

AJ4510 02/18/2019  
PAGE 1

BATCH: 0032

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO VENDOR NAME TAX ID NO 1099  
REQ NO KEY NO INV DATE INV DESC DTL# LN Fu Res Y Goal Fund Obj Sch Mgmt AMOUNT UT UT OBJ RATE USE TAX AMT FLAG  
030090-01 AT&T

PV-190584 02/04/19 12567242 01 01-0000-0-1193-8190-5309-000-0000 02.67 N 0.00 N  
TOTAL PAYMENT AMOUNT 02.67 \* 0.00 \*

002079-01 DEPARTMENT OF JUSTICE

PV-190583 02/05/19 141462 01 01-0000-0-0000-7260-5861-000-0000 32.00 N 0.00 N  
TOTAL PAYMENT AMOUNT 32.00 \* 0.00 \*

001041-02 EMPLOYMENT DEVELOPMENT DEPT.

PV-190585 02/06/19 L1163851920 02 01-0000-0-1110-1000-1511-000-0000 517.50 N 0.00 N  
TOTAL PAYMENT AMOUNT 517.50 \* 0.00 \*

002142-01 BUNKER HUMB FIRE EXT

941555848

PV-190587 02/07/19 171584 01 01-0000-0-1193-8190-5800-000-0000 463.94 N 0.00 N  
TOTAL PAYMENT AMOUNT 463.94 \* 0.00 \*

010094-01 FEDERAL LICENSING INC

PV-190582 02/01/19 WJXD962 01 01-0000-0-1110-1000-5884-000-0000 119.00 N 0.00 N  
TOTAL PAYMENT AMOUNT 119.00 \* 0.00 \*

010160-01 FERNDALE TECH

352258638

PV-190589 02/09/19 727497 01 01-0000-0-1133-1000-5800-000-0000 739.00 N 0.00 Y  
TOTAL PAYMENT AMOUNT 739.00 \* 0.00 \*

000275-01 MEMBER SUPPLY CO

PV-190579 01/17/19 M163048 01 01-0000-0-1193-8190-4374-000-0000 374.19 N 0.00 N  
PV-190580 01/23/19 M163331 01 01-0000-0-1193-8190-4374-000-0000 48.77 N 0.00 N  
TOTAL PAYMENT AMOUNT 422.96 \* 0.00 \*

Chet H  
2/25/19

APY500  
DORA  
24 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT PRELIST  
ALL BATCH TYPES

834516 02/18/2019  
PAGE 2

BATCH: 0012

<< Held for Audit >>

FUND: 01 GENERAL FUND

													1099								
VENDOR NO	VENDOR REMIT NAME		TAX ID NO																		
REQ NO	HRF NO	INV DATE	INV DESC	DTL#	LIN	Pa	Res	T	Goal	Punc	Obj	Sch	Negot	AMOUNT	UT	UT OBJ	RATE	USE	TAX	AMT	FLAG
002145-01 REEBER																					
		PV-190592	01/31/19	713795		01			01-0210-0-1194-3600-4365-000-0000					156.24	N				0.00		N
									TOTAL PAYMENT AMOUNT					156.24	*				0.00	*	
002117-01 REVOLVING CASH FUND																					
		PV-190576	02/14/19	1054	SOUSA	01			01-1100-0-1300-4200-5800-000-0000					430.00	N				0.00		Y
		PV-190577	02/11/19	1057	CC JAYCEES	01			01-1100-0-1300-4200-5801-000-0000					110.00	N				0.00		N
		PV-190578	02/11/19	1056	CC JAYCEES	01			01-1100-0-1300-4200-5801-000-0000					180.00	N				0.00		N
									TOTAL PAYMENT AMOUNT					920.00	*				0.00	*	
002673-01 RIGGS, RACHAEL																					
		PV-190593	01/26/19	CLAS SUPPLIES		01			01-1100-0-1110-1000-4310-000-0103					232.78	N				0.00		N
									TOTAL PAYMENT AMOUNT					232.78	*				0.00	*	
002222-01 SONOMA COUNTY OFFICE OF ED																					
		PV-190588	01/31/19	INTL-02024		01			01-0000-0-0000-7200-5210-000-0000					20.00	N				0.00		N
									TOTAL PAYMENT AMOUNT					20.00	*				0.00	*	
001933-01 SPURR																					
		PV-190591	01/11/19	96419		01			01-0000-0-1193-8100-5511-000-0000					801.88	N				0.00		N
									TOTAL PAYMENT AMOUNT					801.88	*				0.00	*	
002690-01 U.S.BANK CORPORATE PAYMENT CTR																					
		CH-190006	01/19/19	AMAZON		01			01-9012-0-1110-1000-4310-000-1908					31.33	N				0.00		N
		CH-190008	02/01/19	WATERBROT		01			01-9012-0-1110-1000-4310-000-1905					315.00	N				0.00		N
		CH-190009	02/01/19	MAXIMIST		01			01-0000-0-1110-1000-4310-000-0000					2.90	N				0.00		N
		PV-190594	01/09/19	AMAZON		01			01-9012-0-1110-1000-4310-000-1902					451.00	Y	9560-00	7.750%		34.95		N
		PV-190594	01/09/19	AMAZON		01			01-1100-0-1110-1000-4310-000-0116					101.40	Y	9560-00	7.750%		8.01		N
		PV-190596	01/15/19	AMAZON		01			01-9012-0-1110-1000-4310-000-1908					95.90	N				0.00		N
		PV-190596	01/15/19	AMAZON		01			01-9012-0-1110-1000-4310-000-1908					299.57	N				0.00		N
		PV-190597	01/16/19	PROMERVO		01			01-0000-0-1111-1000-4310-000-0000					309.00	Y	9560-00	7.750%		23.95		N
		PV-190598	01/16/19	GOPHER SPORTS		01			01-0000-0-1110-1000-4310-000-1819					1,037.31	N				0.00		N
		PV-190598	01/16/19	GOPHER SPORTS		01			01-9012-0-1110-1000-4310-000-1908					66.42	N				0.00		N
		PV-190599	01/18/19	CSBA MID PRES		01			01-0000-0-1192-7110-5210-000-0000					2,990.00	N				0.00		N
		PV-190600	01/18/19	CSBA MID PRES		01			01-0000-0-1192-7110-5210-000-0000					1,495.00	N				0.00		N
		PV-190601	01/28/19	AMAZON		01			01-0000-0-0000-7200-4321-000-0000					19.48	N				0.00		N

*CSA H*  
2/25/19

BATCH: 0032

cc: Held for Audit »

FUND: 01 GENERAL FUND

VENDOR REMIT NAME													TAX ID NO		1099			
REQ NO	REY NO	INV DATE	INV DESC	UTL\$ LN	PU Res	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT OBJ	RATE	USE TAX	AMT	FLAG
=====																		
002490	01	(CONTINUED)																

PV-190601	01/28/19	AMAZON	01	01-0000-0-1193-8100-4377-000-0000	76.65	N	0.00	N
PV-190602	03/01/19	AMAZON	01	01-0000-0-1223-1000-4310-000-0000	36.65	N	0.00	N
PV-190604	01/09/19	GREEN'S	01	01-0000-0-0000-7200-4391-000-0000	500.00	N	0.00	N
PV-190605	01/10/19	AMAZON	01	01-0000-0-0000-7200-4351-000-0000	16.16	N	0.00	N
PV-190606	01/10/19	AMAZON	01	01-0000-0-0000-7200-4351-000-0000	15.06	N	0.00	N
PV-190606	01/10/19	AMAZON	01	01-0000-0-1110-1000-4310-000-0000	13.89	N	0.00	N
PV-190607	01/22/19	SCHOLASTIC	01	01-0000-0-1110-1000-4310-000-0000	29.99	Y	9560-00	7.750%
				TOTAL PAYMENT AMOUNT	7,206.34	*	69.33	*

010074-01 YATES, GENE

567633820

DU-190581 02/12/19 REF SERVICES	01	01-1100-0-1300-4200-5800-000-0000	240.00	M	0.00	Y
		TOTAL PAYMENT AMOUNT	240.00	A	0.00	A

TOTAL FUND PAYMENT

12,091.21 \*\*

69.23 \*\*

2/25/09

PAGE 9

FUND: 13 CAFETERIA FUND

TOTAL ACCOUNTS PAYABLE	12,187.05 ****	70.90 ****
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2/25/19



APR200  
OCRA  
24 HYDESVILLE

HAMBOLET COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT TWELIST  
ALL BATCH TYPES

03/04/2019  
PAGE 1

BATCH: 0034

<< Held for Audit >>

FUND: 01 GENERAL FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099																	
REQ NO	REF NO	INV DATE	INV DESC DTL# 12	Fu Bsc	Y	Goal	Fund	Obj	Sch	Msgt	AMOUNT	UT	UT	OBJ	RATE	ISS	TAX	AMT	FLAG	
010018-01	BRISENO, KATHERINE																			
PV-190621	02/15/19	CLASS SUPPLIES	01	01-1100-0-1110-1000-4310-000-0117							156.73	N					0.00		N	
PV-190622	02/15/19	GATE SUPPLIES	01	01-1100-0-1110-1000-4310-000-0000							47.53	N					0.00		N	
		TOTAL PAYMENT AMOUNT									204.26	*					0.00		*	
010039-01	COASTAL BUSINESS SYSTEMS INC																			
PV-190611	02/06/19	24230289	01	01-0000-0-1110-1000-5617-000-0000							940.18	N					0.00		N	
		TOTAL PAYMENT AMOUNT									940.18	*					0.00		*	
010121-01	DOVE, MAYLEE																			
PV-190620	02/27/19	CHEN SUPPLIES	01	01-1100-0-1200-4200-4310-000-0000							305.19	N					0.00		N	
		TOTAL PAYMENT AMOUNT									305.19	*					0.00		*	
002362-01	RURERA HUMB FIRE EXT	941555048																		
PV-190610	02/12/19	172222	01	01-0000-0-1193-8100-5800-000-0000							30.27	N					0.00		N	
		TOTAL PAYMENT AMOUNT									30.27	*					0.00		*	
002547-01	FORTUNA FIRE PROTECTION DIST																			
PV-190609	02/15/19	204-321-014	01	01-0000-0-1193-8100-5800-000-0000							216.00	N					0.00		N	
		TOTAL PAYMENT AMOUNT									216.00	*					0.00		*	
003166-01	P G & E																			
PV-190617	03/11/19	3662253047-9	01	01-0000-0-1193-8100-5520-000-0000							11.12	N					0.00		N	
		TOTAL PAYMENT AMOUNT									11.12	*					0.00		*	
001516-01	RECOLOGY RBL RIVER	942293478																		
PV-190619	02/28/19	110751 FEB	01	01-0000-0-1193-8100-5560-000-0000							399.26	N					0.00		N	
		TOTAL PAYMENT AMOUNT									399.26	*					0.00		*	

A  
3/4/19

APY500  
DORA  
24 HYDESVILLE

HEMLOCK COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT PRELIST  
ALL BATCH TYPES

BJR034 03/04/2019  
PAGE 2

BATCH: 0034

<< Held for Audit >>

FUND: 01 GENERAL FUND

														1099									
VENDOR NO	VENDOR NAME			TAX ID NO																			
REQ NO	REF NO	INV DATE	INV DESC	LTLE	LN	Pa	Row	Y	Goal	Func	Obj	Sch	Mgmt	AMOUNT	UT	UT	CHG	RATE	USE	TAX	AMT	FLAG	
-----																							
002570-01 DUDHEMLINK																							
PV-190612		02/19/19	02/20-1/19		01		01-0000-0-1193-8100-5903-000-0000							242.33	N					0.00		N	
TOTAL PAYMENT AMOUNT														242.33	*					0.00	*		
002690-01 U.S.BANK CORPORATE PAYMENT CTR																							
PV-190625		12/06/18	BANK FEE		01		01-0000-0-0000-7200-5886-000-0000							8.99	N					0.00		N	
PV-190626		02/06/19	BANK FEE		01		01-0000-0-0000-7200-5886-000-0000							28.88	N					0.00		N	
TOTAL PAYMENT AMOUNT														37.87	*					0.00	*		
002637-01 WELLS FARGO FINANCIAL LEASING																							
PV-190618		02/24/19	5005959149		01		01-0000-0-1110-1000-5637-000-5637							317.87	N					0.00		N	
TOTAL PAYMENT AMOUNT														317.87	*					0.00	*		
TOTAL FUND PAYMENT														2,733.35	**					0.00	**		

*Signature*  
3/4/19

APY500  
DORA  
24 HYDESVILLE

HUMBOLDT COUNTY OFFICE OF EDUCATION  
ACCOUNTS PAYABLE DISTRICT VENDOR LIST  
ALL BATCH TYPES

\$78034 03/04/2019  
PAGE 3

BATCH: 0034

<< Held for Audit >>

FUND: 13 CAFETERIA FUND

VENDOR NO	VENDOR REMIT NAME	TAX ID NO	1099
REQ NO	REP NO	INV DATE	INV DESC DETL LN Fu Rec Y Goal Func Obj Sch Ngst
AMOUNT	UT	UT OBJ RATE	USE TAX AMT FLAG
030074-01 CIVIL CARDS			
PV-190623	02/02/19	COSTCO	01
13-5310-0-0000-3700-4396-000-0000	29.06	N	0.00 N
PV-190624	02/05/19	SMART FOODSERVIC	01
13-5310-0-0000-3700-4710-000-0000	60.41	N	0.00 N
TOTAL PAYMENT AMOUNT			89.47 *
001711-01 FRANZ FAMILY BAKERIES			
PV-190613	02/04/19	049044203505	01
13-5310-0-0000-3700-4710-000-0000	27.18	N	0.00 N
PV-190614	02/04/19	049044203705	01
13-5310-0-0000-3700-4710-000-0000	25.74	N	0.00 N
PV-190615	02/13/19	049044204408	01
13-5310-0-0000-3700-4710-000-0000	25.74	N	0.00 N
TOTAL PAYMENT AMOUNT			88.66 *
002505-01 HYCO FOODS OF SACRAMENTO			
PV-190616	02/25/19	233365471	01
13-5310-0-0000-3700-4710-000-0000	485.30	N	0.00 N
PV-190616	02/25/19	233365471	01
13-5310-0-0000-3700-4396-000-0000	26.77	N	0.00 N
TOTAL PAYMENT AMOUNT			512.07 *
TOTAL FUND PAYMENT			690.28 **
TOTAL BATCH PAYMENT			3,423.55 ***
TOTAL ACCOUNTS PAYABLE			3,423.55 ****

*gymkh*  
3/4/19

## Salary & Contract

- Minimum salary \$ 85,000, negotiable
- Length of work year is 220 days
- Effective date of employment is July 1, 2019
- A multiple year contract is negotiable

Benefits will include medical, dental and vision insurance for the employee and family.

## Application Procedure

The Board of Trustees encourages applications from within and outside the district and intends to give full consideration to each complete application. All applications will be held strictly confidential.

An application will be considered complete upon receipt of the following documents no later than March 15, 2019, at 4:00 p.m.

1. A letter of intent summarizing one's candidacy, qualifications, and interest in the position
2. A professional resume
3. A certificated management application form completed as instructed. Applications can be downloaded from the Humboldt County Office of Education's website at [www.hcoe.org](http://www.hcoe.org) or contact the Personnel Department for an application, job description and assistance by calling 707/445-7039.
4. A minimum of five current letters of recommendation

All application materials and the placement file are to be sent to:

**Stephanie Jackson**  
Coordinator of Personnel Services  
Humboldt County Office of Education  
901 Myrtle Avenue | Eureka, CA 95501  
[sjackson@hcoe.org](mailto:sjackson@hcoe.org)



## Selection Procedure

Applications received by March 15, 2019 will be screened by the Hydenville School Board. After screening, the Board will select and interview the top candidates on or about March 30, 2019. The Board may choose to make on-site visitations of the top candidates following interviews.

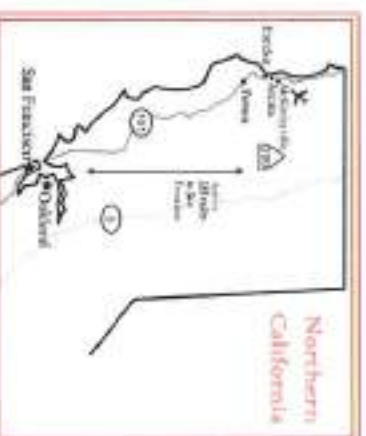
Candidates will be interviewed by a district stakeholder committee comprised of staff and community members, and by the Board.

Final selection and notification of appointment is anticipated to be made by the Board of Trustees at the April or May board meeting.

Board Members	Term Expires
Thomas Valterila	2020
Mandy Marquez	2020
David Fisch	2022
Mollie Hidingren	2022
Clint Victroine	2022

**NOTICE OF NON-DISCRIMINATION**  
The Hydenville Elementary School District is an equal opportunity affirmative action employer.

**H**UMBOLDT COUNTY, BEST known for its beautiful redwoods, fishing and an abundance of working artists is located about 285 miles north of San Francisco and about 70 miles south of Oregon. The major industries include forest products, agriculture, fishing and tourism. Best Humboldt State University and College of the Redwoods contribute greatly to the cultural and educational opportunities of the county. With a moderate coastal climate, good air quality and great recreational opportunities, Humboldt County is truly a delightful place to live and work.



For additional information on Humboldt County please check these Internet links:  
**Hydenville School District**  
<http://www.hydenvilleschools.org>  
**Convention & Visitors Bureau**  
[www.visit-humboldt.com](http://www.visit-humboldt.com)  
**Humboldt County Office of Education**  
<http://www.hcoe.org>  
**Humboldt State University**  
<http://www.humboldt.edu>  
**County of Humboldt**  
<http://www.humboldt.org>



## The Board of Trustees of the Hydenville School District



Invites Applications for  
**District  
Superintendent/  
Principal**



## AN INVITATION TO APPLY

### ON BEHALF OF THE Governing Board of the Hydenville Elementary School District,

the Humboldt County Office of Education is conducting a search for a progressive, innovative, student-centered, District Superintendent/Principal. The District Superintendent/Principal serves as the executive officer of the Board of Trustees and assumes overall leadership in finance and budgeting, curriculum and instruction, personnel management and community relations.

### Community & District



The community of Hydenville is ruraly located 3 miles east of Fortuna in the beautiful Van Duzen River Valley, well known for its redwood forests and fishing. Hydenville is a non-incorporated community with a population of 1200. The Hydenville Elementary School District is a one-school K-8 district that places a premium on excellence. The district serves about 188 students, 50% of whom attend from out of the traditional district boundaries.

The present instructional staff consists of 9 classroom teachers, part-time special education, a part-time counselor and instructional aides. The Hydenville Elementary School District has long been



recognized for its outstanding educational programs and has been honored as a California Distinguished School. Parent participation and involvement is high in the district. The district is involved in and committed to participation in the *LCFF*, *LCAP*, *Title I* and *II*, *Master Plan for Special Education*, and *State Compensatory Education*. The school also operates cafeteria and transportation programs.

### Professional Qualifications

- California Administrative credential, Masters degree preferred
- Successful teaching experience at the K-8 level
- Successful administrative and/or supervisory experience

### Personal Characteristics

An individual who:

- Displays exemplary qualities essential to the highly visible leadership position- integrity, honesty, sincerity, and flexibility.
- Has strong interpersonal skills; is active, friendly, compassionate, and visible in the school, in the classroom, and in the community.
- Is comfortable with and embraces strong, active community involvement in the school.
- Has excellent communication skills-both oral and written.
- Is creative, enthusiastic, and self-confident.
- Is equitable in relationships with students, staff and community.

- Has a strong work ethic.
- Has an open-door policy.
- Keeps students in the center of the decision process.

### Professional Skills

The ideal candidate is one who:

- Has a strong working knowledge and skills in all aspects of school management: finance, personnel, curriculum, instruction, and working with the board.
- Has knowledge and experience with special education programming, law, practices and procedures.
- Has a vision for the district, contracting, experiential learning and staff development, and can articulate that vision.
- Promotes a school program balancing academics with life skills such as character development, conflict resolution, communicating, and positive relationships.
- Demonstrates leadership skills and is receptive to input from a dedicated staff, an involved community, and the student body.
- Has the demonstrated ability to set priorities; makes appropriate decisions- listening to and considering alternative opinions and ideas- and accepts responsibility for decisions that are made.
- Demonstrates skills in developing and maintaining a strong Superintendent/Principal/Board governance team.
- Understands the dual Superintendent/Principal role, and can effectively balance them.

## 2019 TIMELINE FOR A SUPERINTENDENT/PRINCIPAL SEARCH HYDESVILLE ELEMENTARY SCHOOL DISTRICT

1. Declare vacancy.	February 12, 2019
2. Approve announcement and brochure	February 22, 2019
3. Post vacancy: EdJoin online; CSU systems; Local newspapers and targeted mailings	Advertise February 25 – March 15
Regular Board Meeting March 11, 2019	
4. Written screening by committee or board at the Hydesville School office	March 18 - 20
5. Special Board Meeting Review/Selection of candidates by the Board	Thursday March 21, 2019 5:30 PM*
6. Conduct interviews	Saturday, March 30, 2019
7. Board meets to select finalists.	Saturday, March 30, 2019 Immediately following interviews
Regular Board Meeting April 8, 2019	
8. Conduct background review/site visit	Week of April 8 or 15 <sup>th</sup> (Hydesville Spring Break April 15-19)
9. Appoint Superintendent/Principal	Regular Board Meeting May 13

**New Superintendent would start no later than July 1, 2019**

\* Friday March 22, 2019 all HESD Board members at training in Eureka

**\*\*Note:** Dates of the various Board meetings need to be confirmed. Some of the activities can be held during regular meetings; however, the typical timeline usually requires some special meetings in order to facilitate the decision-making process.



## Community/Stakeholder Panel Options

The panel should be 10 people maximum and better at eight.

### Option 1:

Hydesville Teacher Association (1)  
Vice Principal (1)  
Classified staff member (1) - After school coordinator  
Athletic Director (1)  
Parent/Guardian/Community member (1)  
Hydesville Parent Group (1)  
Booster Club (1)  
School Site Council (1)

### Option 2:

Hydesville Teacher Association (1)  
Vice Principal (1)  
Classified staff member (1)  
Parents/Guardian/Community member (K-4) (1)  
Parents/Guardian/Community member (4-8) (1)  
Hydesville Parent Group (1)  
Booster Club (1)  
Hydesville Educational Foundation (1)

### Other Options?



HYDESVILLE SCHOOL DISTRICT  
SUPERINTENDENT/PRINCIPAL INTERVIEWS  
SATURDAY March 30, 2019

**COMMUNITY/STAFF**

Arrive 9:40

**BOARD**

Arrive 9:40

**Saturday March 30, 2019**

(Both groups interviews at the same time. Candidate A starts with the community/staff group, candidate B starts with the board then they switch)

10 am		
11 am		
12 pm		
1 pm – 1:30 pm	Break	
1:30 pm		
2:30 pm		
4 pm	Group Meeting	

# HYDESVILLE ELEMENTARY SCHOOL DISTRICT

## Administrator Evaluation (Oct. 2018)

Administrator: \_\_\_\_\_

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

P = Proficient; S = Satisfactory; E = Emerging; NI = Needs Improvement; N/A = Not Applicable

**Standard I - VISION OF LEARNING** - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Item	Mark
Creates and promotes a school-wide focus on student learning, including instructional and student engagement.	
Creates and promotes a school-wide vision of learning inclusive of all student groups (e.g. special education, English learner, low SES).	
Communicates the shared vision of learning to all stakeholders.	
Directs the site's fiscal, personnel and time resources toward achieving the LCAP goals.	

**Comments:**

**Standard II - SCHOOL CULTURE and INSTRUCTIONAL PROGRAM** - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Item	Mark
Actively monitors teaching and learning to ensure student mastery of content standards.	
Creates and promotes a school-wide culture of high expectations for all students.	
Routinely monitors instructional practices with specific and timely feedback for teachers.	
Effectively analyses and utilizes student data, including benchmarks and summative assessments.	
Promotes and contributes to standards-based assessments and interventions to ensure student success.	
Develops and supports an instructional program for EL students designed to advance them through ELPAC levels, with the ultimate goal of re-designation.	
Provides access to grade level standards and effective instructional practices for special education students designed to accelerate them to grade level and then keep them there.	
Guides and supports the long-term professional development of all staff consistent with site and district goals.	

**Comments:**

--

Standard III - <b>LEARNING ENVIRONMENT</b> - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	
Item	Mark
Effectively manages custodial and facility resources.	
Effectively implements safety and civility in the learning environment.	
Effectively manages the fiscal resources of the site.	
Effectively works with the counselor and administrative assistant to promote high student attendance rates.	
Effective and timely management of site personnel, including meaningful evaluations and, when necessary, corrective action.	
Implements effective grade-level teacher assignments.	
<b>Comments:</b>	

Standard IV - <b>FAMILIES and COMMUNITY</b> - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs and mobilizing community resources.	
Item	Mark
Promotes a family friendly school environment that engages families in student learning.	
Demonstrates effective communication with parents through regular newsletters, a current web-site and public forums such as back-to-school night and open house.	
Effectively builds partnerships with the community.	
<b>Comments:</b>	

Standard V - <b>MODELING LEADERSHIP</b> - A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	
Item	Mark
Serves as the instructional leader of the school, including high visibility throughout the school.	
Models personal and professional ethics, integrity, justice and fairness, and expects the same behavior from others.	
Motivates and inspires staff to perform at a higher level.	



Develops leadership capacity of staff members at their school site.	
Comments:	

Standard VI - <b>THE BIG PICTURE</b> - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
Item	Mark
Actively contributes as a member of the Humboldt County administrative team through participation in activities of the Eel River Valley Administrators (ERVA) and the Humboldt County Office of Education (HCOE).	
Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.	
Plans and prioritizes according to district vision and direction.	
Comments:	

Overall Comments:
-------------------

**Overall Evaluation and Employment Recommendation:**

- ☐ Satisfactory - Retain
 ☐ Retain - But must show improvement
 ☐ Unsatisfactory

**Certification:** I acknowledge that I have seen this evaluation and have been provided with suggestions where improvement in performance is indicated. I understand that a copy of this document will be placed in my personnel file in ten (10) calendar days and that I have the right to respond in writing and, if I choose to do so, my response will be attached to the copy placed in my personnel file. I also understand that my signature does not necessarily mean that I agree with this evaluation.

_____ Administrator	_____ Date	_____ Board Evaluator	_____ Date
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## Hydesville Elementary School District Administrator Evaluation

Superintendent/Principal Evaluation

Date:

<b>Standard I- VISION OF LEARNING-</b> A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school.	
Item	Mark
Creates and promotes a school-wide focus on student learning, including instructional and student engagement.	
Creates and promotes a school-wide vision of learning inclusive of all student groups (e.g. special education, English learner, low socioeconomic status).	
Communicates the shared vision of learning to all the stakeholders.	
Directs the school's fiscal, personnel and time resources toward achieving LCAP goals.	
<b>Comments:</b>  	

<b>Standard II- School Culture and Instructional Program-</b> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	
Item	Mark
Actively monitors teaching and learning to ensure student mastery of content standards.	
Creates and promotes a school-wide culture of high expectations for all students.	
Routinely monitors instructional practices with specific and timely feedback for teachers.	
Effectively analyzes and utilizes student data, including the benchmarks and summative assessments.	
Promotes and contributes to intervention and standards based assessments.	

P = Proficient   S = Satisfactory   E = Emerging   NI = Needs Improvement   U = Unsatisfactory   N/A = Not Applicable



Develops and supports an instructional program for EL students designed to advance them through the CELDT levels, with the ultimate goal of re-designation.	
Provides access to grade level standards and effective instructional practices for special education students designed to accelerate them to grade level and keep them there.	
Grades and supports the long-term professional development of all staff consistent with site and district goals.	
<b>Comments:</b>	

Standard III- <b>LEARNING ENVIRONMENT</b> – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	
Item	Mark
Effectively manages custodial and facility resources.	
Effectively manages the fiscal resources of the site.	
Effectively works with the counselor and secretary to promote high student attendance rates.	
Effective and timely management of site personal, including meaningful evaluations, grade level teacher assignments and when necessary corrective action.	
<b>Comments:</b>	

Standard IV- <b>FAMILIES and COMMUNITY</b> - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members responding to diverse community interests and needs and mobilizing community resources.	
Item	Mark
Promotes a family friendly school environment that engages families in student learning.	
Demonstrates effective communication with parents through regular newsletters, a current website and public forums such as back to school night and open house.	

Effectively builds partnerships with the community.	
Solicits parent and community input and commitment to district policies and programs.	
<b>Comments:</b>	

Standard V- <b>MODELING LEADERSHIP</b> - A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	
Item	Mark
Serves as the instructional leader of the school, including high visibility in classrooms.	
Motivates and inspires staff to perform at a higher level.	
Develops leadership capacity of staff members at their school site.	
Demonstrates a positive and professional relationship with teachers and staff.	
<b>Comments:</b>	

Standard VI- <b>THE BIG PICTURE</b> - A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.	
Item	Mark
Ensures that the school operates consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements.	
Plans and prioritizes according to district vision and direction.	
<b>Comments:</b>	

Overall Comments:

**Overall Evaluation and Employment Recommendation**

☐ Satisfactory- Retain    ☐ Retain (must show improvement)    ☐ Unsatisfactory

**Certification:** I acknowledge that I have seen this evaluation and have been provided with suggestions where improvement in performance is indicated. I understand that a copy of this document will be placed in my personnel file in accord with Paragraph 8(b) of my Employment Contract within ten (10) calendar days and that I have the right to respond in writing and, if I choose, to do so, my response will be attached to the copy placed in my personnel file. I also understand that my signature does not necessarily mean that I agree with this evaluation.

\_\_\_\_\_  
Lisa Jager – Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Member

\_\_\_\_\_  
Date

P = Proficient   S = Satisfactory   E = Emerging   NI = Needs Improvement   U = Unsatisfactory   N/A = Not Applicable

## Beginning January 1, 2020- DRAFT

	AIDE	CUSTODIAN	BUS DRIVER	MAINTNANCE	ADMIN ASST	COOK	INTERV TECH	LIB TECH	ASP COORD
1	\$13.00	\$13.00	\$15.00	\$15.00	\$15.00	\$14.00	\$13.00	\$13.00	\$14.00
2	\$13.10	\$13.16	\$15.16	\$15.16	\$15.16	\$14.16	\$13.16	\$13.16	\$14.16
3	\$13.20	\$13.32	\$15.32	\$15.32	\$15.32	\$14.32	\$13.32	\$13.32	\$14.32
4	\$13.30	\$13.47	\$15.47	\$15.47	\$15.47	\$14.47	\$13.47	\$13.47	\$14.47
5	\$13.40	\$13.63	\$15.63	\$15.63	\$15.63	\$14.63	\$13.63	\$13.63	\$14.63
6	\$13.50	\$13.79	\$15.79	\$15.79	\$15.79	\$14.79	\$13.79	\$13.79	\$14.79
7	\$13.60	\$13.95	\$15.95	\$15.95	\$15.95	\$14.95	\$13.95	\$13.95	\$14.95
8	\$13.70	\$14.10	\$16.10	\$16.10	\$16.10	\$15.10	\$14.10	\$14.10	\$15.10
9	\$13.80	\$14.26	\$16.26	\$16.26	\$16.26	\$15.26	\$14.26	\$14.26	\$15.26
10	\$13.90	\$14.42	\$16.42	\$16.42	\$16.42	\$15.42	\$14.42	\$14.42	\$15.42
11	\$14.00	\$14.58	\$16.58	\$16.58	\$16.58	\$15.58	\$14.58	\$14.58	\$15.58
12	\$14.10	\$14.74	\$16.74	\$16.74	\$16.74	\$15.74	\$14.74	\$14.74	\$15.74
13	\$14.20	\$14.89	\$16.89	\$16.89	\$16.89	\$15.89	\$14.89	\$14.89	\$15.89
14	\$14.30	\$15.05	\$17.05	\$17.05	\$17.05	\$16.05	\$15.05	\$15.05	\$16.05
15	\$14.40	\$15.21	\$17.21	\$17.21	\$17.21	\$16.21	\$15.21	\$15.21	\$16.21
16	\$14.50	\$15.37	\$17.37	\$17.37	\$17.37	\$16.37	\$15.37	\$15.37	\$16.37
17	\$14.60	\$15.52	\$17.52	\$17.52	\$17.52	\$16.52	\$15.52	\$15.52	\$16.52
18	\$14.70	\$15.68	\$17.68	\$17.68	\$17.68	\$16.68	\$15.68	\$15.68	\$16.68
19	\$14.80	\$15.84	\$17.84	\$17.84	\$17.84	\$16.84	\$15.84	\$15.84	\$16.84
20	\$15.00	\$16.00	\$18.00	\$18.00	\$18.00	\$17.00	\$16.00	\$16.00	\$17.00



## Beginning January 1, 2021- DRAFT

	AIDE	CUSTODIAN	BUS DRIVER	MAINTNANCE	ADMIN ASST	COOK	INTERV TECH	LIB TECH	ASP COORD
1	\$14.00	\$14.00	\$16.00	\$16.00	\$16.00	\$15.00	\$14.00	\$14.00	\$15.00
2	\$14.20	\$14.16	\$16.16	\$16.16	\$16.16	\$15.16	\$14.16	\$14.16	\$15.16
3	\$14.40	\$14.32	\$16.32	\$16.32	\$16.32	\$15.32	\$14.32	\$14.32	\$15.32
4	\$14.60	\$14.47	\$16.47	\$16.47	\$16.47	\$15.47	\$14.47	\$14.47	\$15.47
5	\$14.80	\$14.63	\$16.63	\$16.63	\$16.63	\$15.63	\$14.63	\$14.63	\$15.63
6	\$15.00	\$14.79	\$16.79	\$16.79	\$16.79	\$15.79	\$14.79	\$14.79	\$15.79
7	\$15.20	\$14.95	\$16.95	\$16.95	\$16.95	\$15.95	\$14.95	\$14.95	\$15.95
8	\$15.40	\$15.10	\$17.10	\$17.10	\$17.10	\$16.10	\$15.10	\$15.10	\$16.10
9	\$15.60	\$15.26	\$17.26	\$17.26	\$17.26	\$16.26	\$15.26	\$15.26	\$16.26
10	\$15.80	\$15.42	\$17.42	\$17.42	\$17.42	\$16.42	\$15.42	\$15.42	\$16.42
11	\$16.00	\$15.58	\$17.58	\$17.58	\$17.58	\$16.58	\$15.58	\$15.58	\$16.58
12	\$16.20	\$15.74	\$17.74	\$17.74	\$17.74	\$16.74	\$15.74	\$15.74	\$16.74
13	\$16.40	\$15.89	\$17.89	\$17.89	\$17.89	\$16.89	\$15.89	\$15.89	\$16.89
14	\$16.60	\$16.05	\$18.05	\$18.05	\$18.05	\$17.05	\$16.05	\$16.05	\$17.05
15	\$16.80	\$16.21	\$18.21	\$18.21	\$18.21	\$17.21	\$16.21	\$16.21	\$17.21
16	\$17.00	\$16.37	\$18.37	\$18.37	\$18.37	\$17.37	\$16.37	\$16.37	\$17.37
17	\$17.20	\$16.52	\$18.52	\$18.52	\$18.52	\$17.52	\$16.52	\$16.52	\$17.52
18	\$17.40	\$16.68	\$18.68	\$18.68	\$18.68	\$17.68	\$16.68	\$16.68	\$17.68
19	\$17.60	\$16.84	\$18.84	\$18.84	\$18.84	\$17.84	\$16.84	\$16.84	\$17.84
20	\$16.00	\$17.00	\$19.00	\$19.00	\$19.00	\$19.00	\$17.00	\$17.00	\$18.00

## Beginning January 1, 2022- DRAFT

	AIDE	CUSTODIAN	BUS DRIVER	MAINTINANCE	ADMIN ASST	COOK	INTERV TECH	LIB TECH	ASP COORD
1	\$15.00	\$15.00	\$17.00	\$17.00	\$17.00	\$16.00	\$15.00	\$15.00	\$18.00
2	\$15.10	\$15.16	\$17.16	\$17.16	\$17.16	\$16.16	\$15.16	\$15.16	\$18.16
3	\$15.20	\$15.32	\$17.32	\$17.32	\$17.32	\$16.32	\$15.32	\$15.32	\$18.32
4	\$15.30	\$15.47	\$17.47	\$17.47	\$17.47	\$16.47	\$15.47	\$15.47	\$18.47
5	\$15.40	\$15.63	\$17.63	\$17.63	\$17.63	\$16.63	\$15.63	\$15.63	\$18.63
6	\$15.50	\$15.79	\$17.79	\$17.79	\$17.79	\$16.79	\$15.79	\$15.79	\$18.79
7	\$15.60	\$15.95	\$17.95	\$17.95	\$17.95	\$16.95	\$15.95	\$15.95	\$18.95
8	\$15.70	\$16.10	\$18.10	\$18.10	\$18.10	\$17.10	\$16.10	\$16.10	\$19.10
9	\$15.80	\$16.26	\$18.26	\$18.26	\$18.26	\$17.26	\$16.26	\$16.26	\$19.26
10	\$15.90	\$16.42	\$18.42	\$18.42	\$18.42	\$17.42	\$16.42	\$16.42	\$19.42
11	\$16.00	\$16.58	\$18.58	\$18.58	\$18.58	\$17.58	\$16.58	\$16.58	\$19.58
12	\$16.10	\$16.74	\$18.74	\$18.74	\$18.74	\$17.74	\$16.74	\$16.74	\$19.74
13	\$16.20	\$16.89	\$18.89	\$18.89	\$18.89	\$17.89	\$16.89	\$16.89	\$19.89
14	\$16.30	\$17.05	\$19.05	\$19.05	\$19.05	\$18.05	\$17.05	\$17.05	\$19.05
15	\$16.40	\$17.21	\$19.21	\$19.21	\$19.21	\$18.21	\$17.21	\$17.21	\$19.21
16	\$16.50	\$17.37	\$19.37	\$19.37	\$19.37	\$18.37	\$17.37	\$17.37	\$19.37
17	\$16.60	\$17.52	\$19.52	\$19.52	\$19.52	\$18.52	\$17.52	\$17.52	\$19.52
18	\$16.70	\$17.68	\$19.68	\$19.68	\$19.68	\$18.68	\$17.68	\$17.68	\$19.68
19	\$16.80	\$17.84	\$19.84	\$19.84	\$19.84	\$18.84	\$17.84	\$17.84	\$19.84
20	\$17.00	\$18.00	\$20.00	\$20.00	\$20.00	\$19.00	\$18.00	\$18.00	\$19.00

HYDESVILLE ELEMENTARY SCHOOL DISTRICT  
-PROPOSED- 2019-2020 School Calendar

School Month	Mon	Tues	Wed	Thurs	Fri	Week/ Days Taught	
	19	20	21	(22)	23		[Staff Duty Day]
August 26 to September 20	26 2 9	27 3 10	28 4 11	29 5 12	30 6 13		Students start August 26 Labor Day – September 2
<b>FIRST MONTH</b>	16	17	18	19	20	19	
September 23 to October 18	23 30 7	24 1 8	25 2 9	26 3 10	27 4 11	20	
<b>SECOND MONTH</b>	14	15	16	17	18		
October 21 to November 15	21 28 4	22 29 5	23 30 6	24 31 7	25 1 8	19	
<b>THIRD MONTH</b>	11	12	13	14	15*		Veterans' Day Observed – Nov. 11
November 18 to December 13	18 25 2	19 26 3	20 27 4	21 28 5	22 29 6	15	Thanksgiving Holiday Week
<b>FOURTH MONTH</b>	9	10	11	12	13		
December 16 to January 10	16 23 30	17 24 31	18 25 1	19 26 2	20 27 3	10	Winter Break – Dec. 23 – Jan. 3
<b>FIFTH MONTH</b>	6	7	8	9	10		
January 13 to February 7	13 20 27	14 21 28	15 22 29	16 23 30	17 24 31	19	MLK Day – January 20
<b>SIXTH MONTH</b>	3	4	5	6	7		
February 10 to March 6	10 17 24	11 18 25	12 19 26	13 20 27	14 21 28	15	Presidents' Week – Feb 17-21
<b>SEVENTH MONTH</b>	2	3	4	5	6*		
March 9 to April 3	9 16 23	10 17 24	11 18 25	12 19 26	13 20 27	20	
<b>EIGHTH MONTH</b>	30	31	1	2	3		
April 6 to May 1	6 13 20	7 14 21	8 15 22	9 16 23	10 17 24	15	Spring Break – April 13-17
<b>NINTH MONTH</b>	27	28	29	30	1		
May 4 to May 29	4 11 18	5 12 19	6 13 20	7 14 21	8 15 22	19	
<b>TENTH MONTH</b>	25	26	27	28	29		Memorial Day – May 25
June 1 to June 12	1 8	2 9	3 10	4 11*	5 12	10	Last day for students- June 11
<b>ELEVENTH MONTH</b>							
						180	

( ) Potential Staff Duty Days

□ Holiday

Local Recess

\* End of Trimester

1<sup>st</sup> Trimester -

2<sup>nd</sup> Trimester -

3<sup>rd</sup> Trimester -

58

59

63

HYDESVILLE SCHOOL DISTRICT  
2018-2019 2ND INTERIM NOTES

2018-2019

REVENUE:

LCFF Revenue Increase	\$1,500
Classified School Employee Professional Development Block Grant	\$1,632
Low-Performing Students Block Grant	\$29,640
School Fence Donation (Murrish)	\$3,659
After School Revenue	\$10,610
Feuerman Foundation Grant	\$10,000

EXPENDITURES:

Certificated Salaries Increase (Special Ed, maternity leave in May, music reduced by half)	\$8,002
Classified Salaries Increase (After School Program)	\$10,982
Books & Supplies Increase (After School Program, P.E equipment)	\$1,721
Services & Other Operating Increase (One time technology, fence, current year only phone & water services increase, Classified employees professional development, bus maintenance services)	\$18,685

BALANCED USING:

Transfer Out to Special Reserve	\$33,031
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2019-2020

REVENUE:

LCFF Revenue Increase	\$10,620
One-time Mandated Cost (\$184/ADA) taken out	<\$33,580>
Classified School Employee Professional Development Block Grant taken out	<\$1,632>
Low-Performing Students Block Grant taken out	<\$29,640>
Local Donations for School Fence taken out	<\$16,626>
Feuerman Foundation Grant taken out	<\$10,000>

EXPENSES:

Certificated Salaries Increase (maternity leave out, music back to full year)	\$4,887
Step & Column	\$21,025
STRS/PERS Increase	\$19,167
Books & Supplies Decrease (One-time foundation expenses, Fountas & Pinnel, P.E equipment)	<\$40,851>
Services & Other Operating Expenses Decrease (BTSA, Admin Credential Tier II, Fence, Prop 39, Classified professional dev., water & Phone services decreased, one-time technology)	<\$44,376>

BALANCED USING:

Transfer Out to Special Reserve	\$21,251
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2020-2021

REVENUE:

LCFF Revenue Increase	\$42,775
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EXPENSES:

Step & Column	\$21,604
STRS/PERS Increase	\$13,229
Books & Supplies Increase (Low-performing Students Grant expenses, textbooks decreased)	\$14,640

BALANCED USING:

Transfer In from Special Reserve	\$20,276
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Overall

Recommend a positive certification because the district is budgeted to meet it's financial obligations in the current and next two years.





## Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

### Discipline

#### **BP 5144**

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)  
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)  
(cf. 3551 - Food Service Operations/Cafeteria Fund)  
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0415 - Equity)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills

and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

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

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

#### Legal Reference:

##### EDUCATION CODE

32280-32289 School safety plans  
35146 Closed sessions  
35291 Rules  
35291.5-35291.7 School-adopted discipline rules  
37223 Weekend classes  
44807.5 Restriction from recess  
48900-48926 Suspension and expulsion  
48980-48985 Notification of parent/guardian  
49005-49006.4 Seclusion and restraint  
49330-49335 Injurious objects  
49550-49564.5 Meals for needy students  
52060-52077 Local control and accountability plan

##### CIVIL CODE

1714.1 Parental liability for child's misconduct

##### CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus  
353 Detention after school

##### UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

##### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

##### UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program



Management Resources:

CSBA PUBLICATIONS

Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015

The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014

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

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

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





# Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

## Discipline

### AR 5144

#### Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

#### Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension

or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)

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

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

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

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

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

#### Recess Restriction

Teachers may restrict a student's recess time only when they believe that this action is the most effective way to bring about improved behavior. When recess restriction involves the withholding of physical activity from a student, teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher shall inform the principal of any recess restrictions imposed.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

#### Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR 307, 353)

The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of detention.

#### Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

#### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment in the district.





# HYDESVILLE ELEMENTARY SCHOOL DISTRICT 2018-19 Governance Calendar

July	August	September	October	November	December
Adopt Budget and Submit LCAP to HCOE (by July 1st)	Review/Revise Superintendent-Principal Performance Tool	Gann Limit Resolution	Williams Quarterly Report	LCAP Local Indicators (by Nov 15th)	Seat new board members, elect officers, and adopt calendar
	Review/Revise Governance Handbook and Calendar	Unaudited Actuals	Report Assessment Results from Previous School Year (if available)		First Interim Report
	Review District Mission/Vision Statement	Sufficiency of Instructional Materials			Superintendent-Principal Mid-year Performance Report
	Report Regarding Disciplinary Strategies				

January	February	March	April	May	June
Proposed State Budget Released	Certify Corrective Plan for Audit Findings	Second Interim Report	Williams Quarterly Report	Final LCAP Draft Presented to Board	Approve LCAP
Williams Quarterly Report		Certificated Layoff Notifications (by March 15th)	Board Self Evaluation	Third Interim Report (if Applicable)	CS1 and CS7 Authorizations
Accept Prior School Year's Audit Report		Adopt Upcoming School Year Calendar		Classified Layoff Notices Issued	Superintendent-Principal Year-end Performance Report

# Wildcat Way

	<i>Be Safe</i>	<i>Be Respectful</i>	<i>Be Responsible</i>
<b>CLASSROOM</b>	Use materials as intended Keep hands and feet to yourself Walk at all times	Be an attentive listener Take care of school materials Use polite language	Be on time Stay on task Follow directions
<b>CAFETERIA</b>	Walk at all times Stay seated while eating	Use polite language Invite others to sit with you	Eat what you take Clean up after yourself
<b>HALLWAY</b>	Walk at all times Stay in line when expected to do so	Use a quiet voice Politely greet those you see	Wait patiently Head directly to where you're going
<b>PLAYGROUND</b>	Use equipment as it is meant to be used Follow game rules	Include others Show sportsmanship	Put equipment away when done Line up quickly when recess is over
<b>BATHROOM</b>	Use bathrooms as they are meant to be used Wash and dry your hands	Give others privacy Clean up after yourself	Flush Return to class when done
<b>OFFICE</b>	Walk at all times	Use a quiet voice Use polite language	Wait patiently
<b>LIBRARY</b>	Treat books with care Walk at all times	Use a quiet voice Use polite language	Return books on time Wait patiently

## **HYDESVILLE ELEMENTARY SCHOOL DISTRICT**

### **Expectations, Rules, and Consequences Guidelines**

A list of rules can be a challenging thing. It is vital for students to clearly know our expectations, and that those expectations are largely consistent from person to person. However, it is also important to remember no set of rules can cover every situation. Many rules serve the important purpose to keep students safe and are generally non-negotiable. But rules related to respect and responsibility can be more challenging to enforce since so many interactions are not black and white, existing instead in shades of grey.

Having said all of that we have talked several times about producing some clearer direction on how to supervise students throughout the day. So please remember these rules are a guide and depending on the situation, or the student, may require some interpretation.

### **CONSEQUENCES**

The only way to develop and maintain a consistent approach to school-wide expectations is for us all to be as consistent as possible ourselves. Common language, such as framing expectations as safe, respectful, and responsible and addressing what we want students to do (not just what they shouldn't do) is the best way to accomplish this. As the saying goes, *Praise what you want to raise!*

However, we all know sometimes reminding a student to walk in the hall doesn't always mean they will stop running. The most appropriate consequences are those intended to instruct, not simply punish. When we talk about logical consequences we are referring to those that are the logical result of one's actions. For instance, if someone is intentionally making a mess in the cafeteria they will help clean up during some of their recess time, if they continually bring their phone out during school it will be confiscated, and if a student is unkind or unsafe on the playground they miss some of their free time.

To make sure each of those examples offers an opportunity for learning it is important to talk to the student, even if briefly, about what they need to do in the future to be safe, respectful, and/or responsible. Remember that some children (and some adults depending on the situation!) need a few minutes to cool down before having a productive conversation about a frustrating situation. When a conflict needs to be resolved between multiple students give space to all parties to speak and be heard, before deciding what happened. But remember, it is generally ill advised to make a quick decision regarding a complicated situation. Telling a student you don't have time to deal with a situation at that moment but will think about an appropriate consequence later is acceptable as long as you actually remember to get back to it.

As with everything, please ask for assistance whenever in need or doubt. We are all on a team with the sole purpose of supporting our students, all of our students, to be as successful as possible academically, socially, and emotionally. None of us has all of the answers, but together we come very close to having most of the answers most of the time.

If a student is not following adult instructions or refusing to serve a consequence when you direct them to do so, call for backup! I will drop everything (within reason) to personally oversee a student when needed. If I am unavailable focus on the overall safety and wellbeing for the students you are supervising and pass the issue to the classroom teacher when recess is over. They will deliver an appropriate consequence to the student in the classroom.



## **PLAYGROUND**

### General

#### **Students must:**

- Follow directions
- Include others in play
- Use appropriate language
- Keep phones and electronics in backpacks from 8:05 am to dismissal unless otherwise permitted by an adult for a specific reason and under direct supervision
- Return materials after every recess
- Not lift or carry others
- Only use swings sitting forward and one at a time and not be pushed by other students
- Only play tag or chase on grass (i.e. not on cement or gravel)
- Not jump from play structures when higher than the shortest student on the playground
- Use equipment as intended (e.g. not climb or sit on top of structures designed for hanging from)
- Never climb, hop, or lean over fences
- Not play on or under the after school ramp
- Not play on the field past the "big toy" unless supervised by a recess aide

### Primary

#### **Students must:**

- Play only in the area south of the primary wing and the big toy, but only play in the kindergarten playground area if in kindergarten
- Not play between the main building and after school
- Not play between the bushes and the building

### Upper Grade

#### **Students must:**

- Play in the area north of the upper grade wing, the big toy, and the jungle gym behind the after school room only.
- Only eat snack in the middle school hallway or between the two buildings
- Only play basketball on full court and hotshots on the half court
- Not take half court shots
- Only kick soccer balls, footballs, and kickballs
- Not play in or among the trees or upon the storage container

## **CAFETERIA**

#### **Students must:**

- Walk at all times
- Use inside voices
- Remove hats and hoods
- Place, not throw, trash in the can
- Only bring shelled sunflower seeds
- Only eat their own food
- Leave school work (books, journals, etc) in class or on the back counter
- Wait to be excused or leave the cafeteria

## **HALLWAY AND BATHROOM**

#### **Students must:**

- Walk at all times
- Use inside voices
- Removes hats and hoods
- Finish in a timely manner and never use either space for play



# HYDESVILLE ELEMENTARY SCHOOL DISTRICT

## Student Incident Form

### Student Information:

Student (Full Name): \_\_\_\_\_ Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Reported By: \_\_\_\_\_ Incident Date: \_\_\_\_\_ Time: \_\_\_\_\_

### Location:

Classroom	Playground	Hallway	Bathroom	Cafeteria
Office	Library	Bus	Field Trip	After School
Other: _____				

### Behaviors That Can Be Minor or Major:

Disrespect	Dress Code
Defiance	Physical Contact
Disruption	
Inappropriate Language/Gestures	
Misuse of Property	
Misuse of Technology	
Other: _____	

### Behaviors That Can Be Major Only:

Noncompliance/Defiance/Insubordination	
Physical Aggression	Lying
Abusive Language	Fighting
Property Damage	Cheating
Inappropriate Location	Bullying
Inappropriate Display of Affection	
Harassment	Other: _____

### Possible Motivation:

Obtain Peer Attention	Obtain Adult Attention	Obtain Items/Activities
Avoid Peer Attention	Avoid Adult Attention	Avoid Items/Activities
Unknown	Other: _____	

### Others Involved:

No One      Peer(s)      Teacher      Staff      Substitute      Other: \_\_\_\_\_

### Action Taken for Major:

Parent Contact Date: \_\_\_\_\_ Method of Contact: \_\_\_\_\_

### Action(s) Taken:

Conference w/Student	Time Out	Community Service	Counselor Referral
Loss of Privileges	Bus Suspension	Parent Contact	Time in Office
Restitution	Alternate Placement	Suspension ____ Days (In School / Out of School)	
Action Pending	Other: _____		

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

## A-1: ELEMENTARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<b>SAFETY: Level 2 (K-6)</b>  <b>Fighting: Mutual Combat Minor Injury without Medical Attention</b> (black eye without lacerations to nose, small scratches or cuts without severe bleeding)  <b>Fighting or Assault on a Student: Unprovoked</b>  <b>Fighting: Gang Related</b>	<b>Administrative Action (K-3):</b> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—3 day suspension</li> </ul> <b>Administrative Action (4-6):</b> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <b>Interventions (K-6):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor: targeted skill development</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract*</li> <li><input type="checkbox"/> Assign adult mentor</li> <li><input type="checkbox"/> Parent conference</li> </ul>	<b>Administrative Action (K-3):</b> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> </ul> <b>Administrative Action (4-6):</b> <ul style="list-style-type: none"> <li>• Restrict activity</li> <li>• Assign detention</li> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <b>Interventions (K-6):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> </ul>	<b>Administrative Action (K-3):</b> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <b>Administrative Action (4-6):</b> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <b>Interventions (K-6):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Refer to SST</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>	

## A-1: SECONDARY — SAFETY

EC 48900, A-1	1st Offense	2nd Offense	3rd Offense	4th Offense
<b>SAFETY: Level 1 (6-12)</b>  <b>Verbal Altercation</b>  <b>Verbal Altercation: Threatening Bodily Harm</b>  <b>Fighting: Pushing, Shoving</b> (resulting in minor scuffle)  <b>Fighting: Mutual Combat WITHOUT Injury</b>	<b>Administrative Action (6-8):</b> <ul style="list-style-type: none"> <li>• OCS — 3 day suspension</li> <li>• Contact School Police</li> </ul> <b>Administrative Action (9-12):</b> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <b>Interventions (6-12):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with counselor</li> <li><input type="checkbox"/> Identify contributing Functional and Environmental Factors*</li> <li><input type="checkbox"/> Develop behavior contract*</li> <li><input type="checkbox"/> assign adult mentor</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<b>Administrative Action (6-8):</b> <ul style="list-style-type: none"> <li>• 1—3 day suspension</li> <li>• Contact School Police</li> </ul> <b>Administrative Action (9-12):</b> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <b>Interventions (6-12):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prevention Program — targeted skill development</li> <li><input type="checkbox"/> Evaluate consequence and intervention effectiveness</li> <li><input type="checkbox"/> Review behavior contract</li> <li><input type="checkbox"/> Parent attends school</li> </ul>	<b>Administrative Action (6-8):</b> <ul style="list-style-type: none"> <li>• 1—5 day suspension</li> <li>• Contact School Police</li> </ul> <b>Administrative Action (9-12):</b> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Possible recommendation for expulsion</li> </ul> <b>Interventions (6-12):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Provide Tier Two supports</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Develop BSP</li> <li><input type="checkbox"/> Refer to SST</li> </ul>	<b>Administrative Action (6-8):</b> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <b>Administrative Action (9-12):</b> <ul style="list-style-type: none"> <li>• 5 day suspension</li> <li>• Contact School Police</li> <li>• Recommend expulsion</li> </ul> <b>Interventions (6-12):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counselor provides parent with multiple district and community resources</li> <li><input type="checkbox"/> Provide intervention: counselor</li> <li><input type="checkbox"/> Parent attends school</li> <li><input type="checkbox"/> Review BSP</li> <li><input type="checkbox"/> Review SST process and interventions</li> <li><input type="checkbox"/> Consider Tier Three supports</li> </ul>

# EXAMPLE #2

## 2017-2018 Discipline Grid Grades Pre-K

	Behavior	First Offense	Second Offense	Third Offense
1	Bus Conduct	Conference with students and warning.	Conference with students, parents notified, special seat beside aide, loss of privileges	Bus suspension
2	Disruptive Behavior	Warning and conference with parents; time out	Parent, teacher, student and administrator conference; choices limited; shadowing teacher	Mandatory parent volunteer training – 5 or 1-5 days suspension for student; Parent conference is required.
3	Possession of Drugs, tobacco, and/ or alcohol products	Parent, teacher, student and administrator conference; loss of privileges; school resource officer called	Suspension 1-5 days and parent conference required	
4	Fighting, battery, or biting	Warning and conference with student; time-out and loss of privileges	Parent, teacher, student and administrator conference; loss of privileges; shadowing teacher	Mandatory parent volunteer training 1– 5 days or 1-5 days suspension for student; Parent conference is required.
5	Insubordination	Warning and conference with student; time-out and loss of privileges	Parent, teacher, student and administrator conference; choices limited	Mandatory parent volunteer training 1– 5 days or 1-5 days suspension for student; Parent conference is required.
6	Disrespectful speech/ action	Warning and conference with student, teacher calls parents	Mandatory parent, teacher, student and administrator conference; loss of privileges	Mandatory parent volunteer training 1– 5 days or 1-5 days suspension for student; Parent conference is required.
7	Profanity, foul language, or obscene materials	Warning and conference with student; time –out; loss of privileges	Parent, teacher, student and administrator conference; loss of privileges	Mandatory parent volunteer training 1– 5 days or 1-5 days suspension for student; Parent conference is required.
8	Items not appropriate at school	Item(s) will be confiscated by teacher and parents will be notified to retrieve item(s) from school	Item(s) will be confiscated by teacher and may be held until the end of the school before parents will be able to reclaim property.	
9	Failure to follow school rules	Warning and conference with student; time –out; loss of privileges	Parent, teacher, student and administrator conference; loss of privileges	Mandatory parent volunteer training 1– 5 days or 1-5 days suspension for student; Parent conference is required



# EXAMPLE #3

## 2017-2018 Discipline Grid Grades K-5

### K-5 Campus Behavior Referral Levels

Level 1	Level 2	Level 3	Level 4	Level 5
3 <sup>rd</sup> Dress Code Violation Toys at School Disorderly conduct Classroom Disruption Disrespect to Students Cheating Failure to Follow Instructions Horseplay Name Calling	Defiance Aggression Skipping/Leaving Class Use of Cell Phone Being in unauthorized area Forgery Profanity/improper gestures towards Student	Stealing Defacing Property Destroying Property Profanity/improper gestures towards Staff Intimidating Student Altercation/Fighting Misuse of Electronic Device Extortion Possession of tobacco/drugs in any form: (Lighter, electronic/synthetic smoking products.) Minor Campus Disruption	Bullying Sexual Misconduct Intimidating Staff Battery Use of tobacco/drugs in any form: (Lighter, electronic/synthetic smoking products)	Zero Tolerance Hitting school Staff Bringing a Gun/Knife/Weapon to school Major Campus Disruption

Principals/ Assistant principals/ Deans have the authority to adjust punishment due to the evaluation of the circumstances surrounding the case or incident. A good faith effort to contact Parent or guardian will be made during the referral process.

Discipline for students with disabilities will be handled on an individual basis. The disciplinary decisions belong to the principal or his designee to affect all situations as afforded by law.

Due to privacy and confidentiality, parents may *NOT* view video evidence of inappropriate behavior(s) unless all faces of students not belonging to the viewer's family are blurred or otherwise removed and the video has not been entered into evidence with Law Enforcement Agencies.

If any student reaches 15 referrals he/she will be referred to the Taylor County School Board for expulsion.

#### Examples of Restorative Practice but not limited to:

- Breakfast/Lunch Detention with Essay
- Time Out
- Work Detail
- Loss of Wheel
- Loss of Computer
- Conflict Mediation
- Behavior Reflection
- Guidance Conference
- Apology Letter
- Behavior Essay
- Restore/repair property damage

#### ISS- In School Suspension

\*Any student that miss behaves or receives a referral in ISS will serve an extra day, unless OSS is determined necessary.

#### OSS- Out of School Suspension



Level	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	Repeated
1	Parent Contact and Verbal reprimand; timeout remainder of the day	Parent Contact, 1 day restorative practice; timeout remainder of the day	Parent Contact; 3 days restorative practice; timeout remainder of the day and 1 ISS	Parent Contact; 5 days restorative practice; 1-3 days ISS	Parent Contact; 7 days restorative practice; 3-5 days ISS	Mandatory parent conference (face to face) and behavior contract. 1 OSS and 5 days restorative practice upon return.	Parent contact; sequential ISS days 5-10 days restorative practice upon return.
2	Parent Contact and Verbal reprimand; timeout for remainder of the day	Parent Contact, 3 days restorative practice; timeout remainder of the day	Parent Contact; 5 days restorative practice; timeout remainder of the day and 3 days ISS	Parent Contact; 10 days restorative practice; timeout remainder of the day and 5 days ISS	Mandatory parent conference (face to face) and behavior contract. 1 OSS and 5 days restorative practice upon return.		Parent contact; sequential ISS days; 5-10 days restorative practice upon return.
3	Parent Contact, Verbal reprimand, 1 day ISS.	Parent Contact, Verbal reprimand, 3 days ISS, 3 days restorative practice; refer to guidance	Parent Contact, Verbal reprimand, 5 days ISS, 5 days restorative practice; refer to guidance	Mandatory parent conference (face to face); behavior contract 1 days OSS and 5 days of restorative practice upon return.			Parent contact; sequential ISS days; 5-10 days restorative practice upon return.
4	Mandatory parent conference (face to face). 1 day OSS.	Mandatory parent conference (face to face) 3 days OSS, Refer to Guidance	Mandatory parent conference (face to face). 5 days OSS, Behavior contract. 10 days Restorative practice upon return.				Parent contact; sequential ISS days; 5-10 days restorative practice upon return.
5	Parent contact; Immediate 10 days OSS and recommendation to School board for expulsion						



## Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

### District Residency

#### **BP 5111.1**

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record. (5 CCR 432)

(cf. 5111 - Admission)

(cf. 5125 - Student Records)

When establishing students' residency for enrollment purposes, the Superintendent or designee shall not inquire into the citizenship or immigration status of students or their family members.

(cf. 5145.13 - Response to Immigration Enforcement)

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

## Investigation of Residency

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency. (Education Code 48204.1, 48204.2)

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district. (Education Code 48204.2)

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view. (Education Code 48204.2)

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation. (Education Code 48204.2)

## Appeal of Enrollment Denial

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination. (Education Code 48204.2)

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled. (Education Code 48204.2)

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal of the Superintendent's determination that district residency requirements were not met, the Board shall review any evidence provided by the parent/guardian or obtained during the district's



investigation and shall make a decision at its next regularly scheduled meeting following the parent/guardian's request for the appeal. The Board's decision shall be final.

#### Enrollment Not Requiring District Residency

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

(cf. 5111.2 - Nonresident Foreign Students)

(cf. 6145.6 - International Exchange)

#### Legal Reference:

##### EDUCATION CODE

220 Prohibition of discrimination

234.7 Student protections relating to immigration and citizenship status

35160.5 Intradistrict open enrollment

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law, especially:

48204 Residency requirements

48204.1-48204.4 Evidence of residency

48300-48317 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act transfers

48645.5 Former juvenile court school students, enrollment

48852.7 Education of homeless students; immediate enrollment

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

##### FAMILY CODE

6550-6552 Caregivers

##### GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

##### CODE OF REGULATIONS, TITLE 5

432 Retention of student records

##### UNITED STATES CODE, TITLE 8

1229c Immigration and Nationality Act

##### UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

##### COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47

Plyler v. Doe, 457 U.S. 202 (1982)

#### Management Resources:

##### CSBA PUBLICATIONS



Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

CALIFORNIA ATTORNEY GENERAL'S OFFICE PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Adopted \_\_\_\_\_



## Hydesville Elementary School District

P.O. Box 551 • Hydesville, California 95547-0551

### Student Records

#### BP 5125

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

- (cf. 3580 - District Records)
- (cf. 4040 - Employee Use of Technology)
- (cf. 5125.1 - Release of Directory Information)
- (cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

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

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the

request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

#### Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5145.6 - Parental Notifications)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

#### Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

#### Legal Reference:

##### EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement, immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications



48985 Notices in parent/guardian's primary language  
49060-49079 Student records  
49091.14 Parental review of curriculum  
51747 Independent study  
56041.5 Rights of students with disabilities  
56050 Surrogate parents  
56055 Foster parents  
69432.9 Cal Grant program; notification of grade point average  
BUSINESS AND PROFESSIONS CODE  
22580-22582 Digital privacy  
22584-22585 Student Online Personal Information Protection Act  
22586-22587 Early Learning Personal Information Protection Act  
CODE OF CIVIL PROCEDURE  
1985.3 Subpoena duces tecum  
FAMILY CODE  
3025 Access to records by noncustodial parents  
6552 Caregiver's authorization affidavit  
GOVERNMENT CODE  
6252-6260 Inspection of public records  
HEALTH AND SAFETY CODE  
120440 Immunizations; disclosure of information  
PENAL CODE  
245 Assault with deadly weapon  
WELFARE AND INSTITUTIONS CODE  
681 Truancy petitions  
701 Juvenile court law  
16010 Health and education records of a minor  
CODE OF REGULATIONS, TITLE 5  
430-438 Individual student records  
16020-16027 Destruction of records of school districts  
UNITED STATES CODE, TITLE 20  
1232g Family Educational Rights and Privacy Act  
1232h Protection of Pupil Rights Amendment  
UNITED STATES CODE, TITLE 26  
152 Definition of dependent child  
UNITED STATES CODE, TITLE 42  
11434a McKinney-Vento Homeless Assistance Act; definitions  
CODE OF FEDERAL REGULATIONS, TITLE 16  
Part 312 Children's Online Privacy Protection Rule  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy  
300.501 Opportunity to examine records for parents of student with disability

Management Resources:  
CSBA PUBLICATIONS



Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

**CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS**

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

**FEDERAL REGISTER**

Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

**NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS**

Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

IDEA and FERPA Confidentiality Provisions, 2014

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

**WEB SITES**

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

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

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

U.S. Department of Education, Family Policy Compliance, <http://www.ed.gov/policy/gen/guid/fpco>

Adopted \_\_\_\_\_



## Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

### Release Of Directory Information

#### BP 5125.1

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board policy and administrative regulation.

(cf. 1112 - Media Relations)

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students. (Education Code 49073)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with Board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

(cf. 1113 - District and School Web Sites)

#### Legal Reference:

##### EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

49061 Definitions

49063 Notification of parents of their rights

49073 Release of directory information

49073.5 Directory information; military representatives; telephone numbers

49603 Public high schools; military recruiting

##### UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

##### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act  
7908 Armed forces recruiter access to students and student recruiting information  
UNITED STATES CODE, TITLE 42  
11434a McKinney-Vento Homeless Assistance Act; definitions  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.1-99.67 Family Educational Rights and Privacy

Management Resources:

CALIFORNIA ATTORNEY GENERAL'S OFFICE PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Access to High School Students and Information on Students by Military Recruiters, 2002

WEB SITES

California Attorney General's Office: <http://oag.ca.gov>

U.S. Department of Education, Family Policy Compliance Office:  
<http://www.ed.gov/policy/gen/guid/fpco/index.html>

Adopted \_\_\_\_\_



## Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

### Bullying

#### BP 5131.2

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

- (cf. 5131 - Conduct)
- (cf. 5136 - Gangs)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

- (cf. 5145.2 - Freedom of Speech/Expression)
- (cf. 6163.4 - Student Use of Technology)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 0460 - Local Control and Accountability Plan)
- (cf. 1220 - Citizen Advisory Committees)
- (cf. 6020 - Parent Involvement)



As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

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

### Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

#### Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

#### Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

#### Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination



32282 Comprehensive safety plan  
32283.5 Bullying; online training  
35181 Governing board policy on responsibilities of students  
35291-35291.5 Rules  
48900-48925 Suspension or expulsion  
48985 Translation of notices  
52060-52077 Local control and accountability plan  
PENAL CODE  
422.55 Definition of hate crime  
647 Use of camera or other instrument to invade person's privacy; misdemeanor  
647.7 Use of camera or other instrument to invade person's privacy; punishment  
653.2 Electronic communication devices, threats to safety  
CODE OF REGULATIONS, TITLE 5  
4600-4687 Uniform complaint procedures  
UNITED STATES CODE, TITLE 47  
254 Universal service discounts (e-rate)  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
110.25 Notification of nondiscrimination on the basis of age  
COURT DECISIONS  
Wynar v. Douglas County School District, (2013) 728 F.3d 1062  
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094  
Lavine v. Blaine School District, (2002) 279 F.3d 719

#### Management Resources:

##### CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014  
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014  
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012  
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011  
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning: Guiding Principles, 2018  
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008  
Bullying at School, 2003

##### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018



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

Guidance to Schools: Bullying of Students with Disabilities, October 2014

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

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

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

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

Adopted \_\_\_\_\_



## Hydesville Elementary School District

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P.O. Box 551 • Hydesville, California 95547-0551

### Response To Immigration Enforcement

#### **BP 5145.13**

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

(cf. 5145.6 - Parental Notifications)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

Legal Reference:

EDUCATION CODE

200 Educational equity

220 Prohibition of discrimination

234.1 Safe Place to Learn Act

234.7 Student protections relating to immigration and citizenship status

48204.4 Evidence of residency for school enrollment

48980 Parental notifications

48985 Notices to parents in language other than English

GOVERNMENT CODE

8310.3 California Religious Freedom Act

PENAL CODE

422.55 Definition of hate crime

627.1-627.6 Access to school premises, outsiders

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

COURT DECISIONS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

California Department of Justice: <http://www.justice.gov>

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

U.S. Immigration and Customs Enforcement: <http://www.ice.gov>

U.S. Immigration and Customs Enforcement, Online Detainee Locator System:  
<http://locator.ice.gov/odls>

Adopted \_\_\_\_\_

**SAMPLE TIMELINE FOR A SUPERINTENDENT SEARCH  
HYDESVILLE SCHOOL DISTRICT**

- |  |  |
|--|--|
| 1. Declare vacancy.  | February 12, 2018                            |
| 2. Approve announcement and brochure   | By February 19, 2018                         |
| 3. Post vacancy: EdJoin online; CSU systems;<br>Local newspapers and targeted mailings | Advertise February 19 – March 15             |
| 4. Written screening by committee(s)   | At the district office<br>Weeks of 3/19 - 21 |
| 5. Review/Selection of candidates by the Board   | Friday March 23, 2018 10:00 AM               |
| 6. Conduct interviews  | Saturday, March 31, 2018                     |
| 7. Board meets to select finalists.  | Immediately following interviews             |
| 8. Conduct background review/site visit  | Week of April 9 or 16th                      |
| 9. Appoint Superintendent  | At the May board meeting.                    |

**New Superintendent would start no later than July 1, 2018**

**\* Note: Dates of the various Board meetings need to be confirmed. Some of the activities can be held during regular meetings; however, the typical timeline usually requires some special meetings in order to facilitate the decision making process.**



HYDESVILLE SCHOOL DISTRICT  
SUPERINTENDENT/PRINCIPAL INTERVIEWS  
MONDAY April 2, 2018  
WEDNESDAY April 4, 2018

**COMMUNITY/STAFF**

Arrive 4:40

**BOARD**

Arrive 4:40

**Monday April 2, 2018**

(Both groups interviews at the same time. Candidate A starts with the community/staff group, candidate B starts with the board then they switch)

5:00 P.M.    \_\_\_\_\_

6:00 P.M.    \_\_\_\_\_

**Wednesday April 4, 2018**

(Staggered interviews with the candidate meeting the community/staff first, followed by the board to allow for discussion at the end while the board is still interviewing)

5:00 P.M.    \_\_\_\_\_      6:00 PM    \_\_\_\_\_

6:00 P.M.    \_\_\_\_\_      7:00 PM    \_\_\_\_\_

GROUP MEETING 8:00 PM  
7:00 PM