



# Kings County Board of Education

Area 1  
Mickey Thayer

Area 2  
Mary Gonzales-Gomez

Area 3  
Tawny Robinson

Area 4  
Adam T. Medeiros

Area 5  
Alicia Ramirez

## Kings County Board of Education

### Regular Meeting

Wednesday, February 10, 2021

4:00 p.m.

Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230

*On March 12, 2020, as part of a larger effort to address the outbreak of COVID-19, Governor Gavin Newsom issued an executive order allowing state and local legislative bodies to hold meetings via conference calls. Board members may attend regular, special, or emergency meetings by telephone (or video conference), and the Governor's executive order waives requirements which normally apply to teleconference attendance. Some or all board members may attend this meeting by phone.*

**Please join the meeting from your computer, tablet, or smartphone by clicking on the link below:**

<https://www.google.com/url?q=https://kingscoe.zoom.us/j/85388111476?pwd%3DS3F0RjIDTDI4bIFyYmE0eTg4SWMxZz09&sa=D&source=calendar&usq=AOvVaw2LySCNAXWnlz1ZHm0qf5Dg>

1. Call to Order ~ *President Gonzales-Gomez*
2. Pledge of Allegiance ~ *President Gonzales-Gomez*

### COMMENTS FROM THE PUBLIC

*Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comment to no more than 3 minutes and the total time for public input on an agenda item shall not exceed 20 minutes.*

### ACTION:

3. Approve Amended Minutes of December 15, 2020, Organizational Meeting ~ *President Gonzales-Gomez (Pgs. 1-6)*
4. Approve Minutes of January 13, 2021, Regular Meeting ~ *President Gonzales-Gomez (Pgs. 7-10)*
5. Approve 2019-20 Audited Financial Statements ~ *Gus Corona, of Borchardt, Corona, Faeth, & Zakarian (Pgs. 11-79)*
6. Approve Resolution A021021 *King County Director of Finance's Statement of Investment Policy and Delegating Investment Authority to the Kings County Director of Finance* ~ *Jamie Dial (Pgs. 80-82)*
7. Approve Comprehensive School Safety Plan for Shelly Baird School 2020-2021 ~ *Rebecca Jensen (Pgs. 83-214)*
8. Approve Comprehensive School Safety Plan for J.C. Montgomery 2020-2021 ~ *Joy Santos (Pgs. 215-243)*
9. Approve Shelly Baird School Plan for Student Achievement ~ *Joy Santos (Pgs. 244-309)*
10. Approve J.C. Montgomery School Plan for Student Achievement ~ *Joy Santos (Pgs. 310-381)*

### DISCUSSION:

1. Review Quarterly Williams Complaint Report Summary ~ *Joy Santos (Pgs. 382-383)*
2. Review Board Policy 0420.4 *Charter School Authorization (1<sup>st</sup> reading)* ~ *Joy Santos (Pgs. 384-390)*
3. Superintendent's Report ~ *Todd Barlow*

### COMMENTS FROM THE BOARD

***Disclaimer: Public health officials recommend against large gatherings and that anyone attending today's meeting does so at their own risk. We may limit the number of attendees, and we will ensure social distancing is practiced. Effective December 5, 2020, and per CDPH guidelines masks are required to be worn.***

### Coming Events

Next Board Meeting: Budget Advisory Committee ~ March 10, 2021 ~ 3:00 p.m.

Regular Board Meeting ~ March 10, 2021 ~ 4:00 p.m.

**Holiday** ~ President's Day, February 15, 2021

**Minutes of  
Kings County Board of Education  
Organizational Meeting  
December 15, 2020**

CALL TO ORDER:	President Gonzales-Gomez called the meeting of the Kings County Board of Education to order at 4:00 p.m. This meeting was held via Zoom call-in with the option of attending in-person. Mrs. Robinson led in reciting the Pledge of Allegiance.
MEMBERS PRESENT:	Board members present were: Mrs. Gonzales-Gomez, Mr. Adam T. Medeiros, Mrs. Tawny Robinson, Mrs. Mickey Thayer, and Ms. Alicia Ramirez. Mr. Estes was absent from the meeting. Mr. Barlow served as ex officio secretary and a quorum was established.
OTHER PARTICIPANTS:	Others participating via Zoom were: Mrs. Andrea Perez, Mrs. Dawn Sanger, and Mr. Richard Valle, Kings County Board of Supervisor. In attendance were: State Assemblyman Rudy Salas, Mr. Raul Gomez, Mr. Ivo Denham, Mrs. Joy Santos, Mrs. Michelle Shannon, Mrs. Jamie Dial, and Mr. Ed Bonham. Guests of Ms. Ramirez were also present. Mrs. Cathy Marroquin served as the recording secretary.
ADMINISTER OATH OF OFFICE:	Assemblyman Salas administered the oath of office to Mrs. Mickey Thayer, Mrs. Mary Gonzales-Gomez, Mrs. Tawny Robinson, and Ms. Alicia Ramirez. A brief intermission immediately followed.
CONDUCT ANNUAL ORGANIZATIONAL OF THE KINGS COUNTY BOARD OF EDUCATION:	<p>President Gonzales-Gomez called for nominations for the positions of President and Vice-President. Member Thayer nominated Mrs. Gonzales-Gomez to serve as President and also nominated Mr. Medeiros to the position of Vice President. The motion was seconded by Ms. Ramirez and the motion was carried.</p> <p>On motion by Vice-President Medeiros, the board shall continue to meet the 2<sup>nd</sup> Wednesday with the exception of December, which shall be held on the 3<sup>rd</sup> Wednesday. Meetings will begin at 4:00 p.m. The motion was seconded by Member Thayer and the motion was carried.</p> <p>On motion by Member Thayer, seconded by Vice-President Medeiros, newly elected member Ms. Ramirez was appointed to represent the Kings County Board of Education on the Kings County School Boards Association.</p>
COMMENTS FROM THE PUBLIC:	Mr. Valle extended congratulations to the newly elected and reelected board members to the Kings County Board of Education and for their service to the communities they represent.
APPROVE MINUTES OF NOVEMBER 4, 2020:	<p>On motion by Member Thayer, seconded by Vice-President Medeiros, the minutes of the November 4, 2020, meeting were unanimously approved as follows:</p> <p>AYES: 4, Ramirez, Robinson, Medeiros, Thayer, Gonzales-Gomez NOES: 0 ABSENT: 1, Estes</p>



**APPROVE TEMPORARY COUNTY  
CERTIFICATES:**

Mrs. Shannon presented Temporary County Certificates for the period of September through December 2020. On motion by Member Robinson, seconded by Member Thayer, the Temporary County Certificates were approved as presented:

**Temporary County Certificates  
September/October/November/December 2020**

**Kings Co. District's Consortium (Substitutes)**

Carrigan, Zachary – Emergency Career Substitute Permit  
Eddy, Stanley – Emergency Career Substitute Permit, Renewal  
Lopez, Kleo – Emergency Career Substitute Permit, Renewal  
Martyn, Grant – Emergency Career Substitute Permit, Renewal  
Zoldak, Dominic – Emergency Substitute Permit for Prospective Teachers, Renewal

**Armona Unified SD**

Huntsman, Gabriela – Emergency Substitute Permit for Statutory Leave, Multiple Subject  
Parreira, Holly – Emergency Short Term Staff Permit/Multiple Subject  
Sharma, Desiree – Emergency Special Education Limited Assignment/M/S; ASD

**Corcoran Unified SD**

Martinez, Stephanie – Emergency Short Term Staff Permit/Math  
Schales, Samantha – Emergency Teaching Permit for Statutory Leave, Social Science  
Wooden, Rebecca – Preliminary Multiple Subject/based on OOS license  
Wooden, Rebecca – Emergency CLAD Permit

**Hanford Elementary SD**

Faccinto, Marissa – Emergency Teaching Permit for Statutory Leave, Renewal  
Robertson, Haily – Emergency Teaching Permit for Statutory Leave, Renewal

**Hanford Joint Union High SD**

Cordero, Matthew - Emergency Teaching Permit for Statutory Leave, mild/moderate  
Schneider, Karen – Waiver Designated Subjects Special Subject Teaching Credential, NJROTC

**Kit Carson**

Hofer, Rebecca – Emergency CLAD Permit  
Leonardo, Jennifer – Emergency Teaching Permit for Statutory Leave, Multiple Subject

**Lakeside Unified SD**

Ramirez, Summer – Emergency Provisional Internship Permit/Multiple Subject

**Lemoore Elementary SD**

Adams, Katie – Emergency Teaching Permit for Statutory Leave, Multiple Subject, Special Education

**Lemoore High SD**

Burkett, Valarie – Waiver, Single Subject/Physical Education  
Calderon, Armando – Waiver, 30 day substitute basic skills requirement  
Castaneda, Lourdes – Emergency Provisional Internship Permit/Mild-Moderate  
Guzman, Merissa – Emergency Short Term Staff Permit/Mild-Moderate  
Hurd, Brandy – Emergency Provisional Internship Permit/Special Ed/Mild-Moderate  
Lerma, Robert – Waiver, Single Subject/Geo Science  
Lopez Juarez, Jennifer – Emergency Short Term Staff Permit/Mild-Moderate  
Luikart, Julie – Emergency General Education Limited Assignment Permit/Chemistry  
Rice, Bryan – Waiver, Administrative Services, Renewal  
Rodriguez, Sarah – Emergency CLAD Permit, Renewal

**Pioneer USD**

Barragan, Lindsey – last name is Lara Ramirez, Renewal

**Kings County Office of Education**

Murrill, Crystal – Preliminary Education Specialist Teaching Credential, Moderate/Severe  
Slaughter, Janelle - Emergency Teaching Permit for Statutory Leave, M/M; M/S  
Kiedrowski, Paige – Emergency CLAD Permit, Renewal  
Martinez, Natalia – Emergency Teaching Permit for Statutory Leave, Visual Impairments  
Sanchez, Destiny – Emergency Teaching Permit for Statutory Leave, M/M; M/S  
Thull-Askins, Christina – Preliminary Administrative Service Credential

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

Mrs. Dial presented Resolution A121520 CalPERS Retiree Exemption on behalf of the Hanford Elementary School District (HESD). On motion by Member Medeiros, seconded by Member Robinson, Resolution A121520 CalPERS Retiree Exemption was unanimously approved as follows:

**KINGS COUNTY OFFICE OF EDUCATION  
RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION  
G.C. sections 7522.56 & 21221(h)  
Resolution A121520  
December 15, 2020**

WHEREAS, in compliance with Government Code section 7522.56 the Kings County Board of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days has passed since his or her retirement date; and

WHEREAS, Jeri Higdon, PERS ID #4049489317 retired from Hanford Elementary School District in the position of Classified Program Manager, effective December 31, 2020; and

WHEREAS, section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is June 29, 2021 without this certification resolution; and

WHEREAS, section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Kings County Board of Education, the Hanford Elementary School District and Jeri Higdon certify that Jeri Higdon has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Kings County Board of Education hereby appoints Jeri Higdon as an interim appointment retired annuitant to the vacant position of Classified Program Manager for the Hanford Elementary School District under Government Code section 21221(h), effective January 4, 2020; and

WHEREAS, an appointment under Government Code section 21221(h) requires an active, publicly posted recruitment for a permanent replacement; and

WHEREAS, the current status of this recruitment is beginning on November 5, 2020 by Hanford Elementary School District; and

WHEREAS, this section 21221(h) appointment shall only be made once and therefore will end on June 30, 2021; and

WHEREAS, no matters, issues, terms or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 174 to equal the hourly rate; and

WHEREAS, the maximum base salary for this position is \$8,862.42 and the hourly equivalent is \$50.93, and the minimum base salary for this position is \$7,575.67 and the hourly equivalent is \$43.54; and

WHEREAS, the hourly rate paid to Jeri Higdon will be \$50.93; and

WHEREAS, Jeri Higdon has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and

THEREFORE, BE IT RESOLVED THAT the Kings County Board of Education hereby certifies the nature of the employment of Jeri Higdon as described herein and detailed in the employment agreement /contract/appointment document held with Hanford Elementary School District and that this appointment is necessary to fill the critically needed position of Classified Program Manager for the Hanford Elementary School District by January 4, 2020 because of the need for specified knowledge and oversight that would be hindered by the hiring and training limitations related to the COVID-19 pandemic.



APPROVE RESOLUTION A121520  
CALPERS RETIREE EXEMPTION  
(CON'T):

PASSED AND ADOPTED this 15 day of December, 2020, by the following vote:

AYES: 5  
NOES: 0  
ABSENT: 0

/s/ Mary Gonzales-Gomez, President

/s/ Alicia Ramirez, Member

/s/ Mickey Thayer, Member

/s/ Adam T. Medeiros, Member

/s/ Tawny Robinson, Member

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE BUDGET OVERVIEW FOR  
PARENTS (BOP):

Mrs. Perez reported in accordance with Education Code §52064.1, the *Budget Overview for Parents* is prepared to serve as transparency for stakeholders in reviewing the overall budgets of school districts in areas of State, Local, and Federal funding revenue.

On motion by Member Thayer, seconded by Member Robinson, the Budget Overview for Parents was approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE 2020-2021 FIRST INTERIM  
REPORT:

Mrs. Dial provided a summary of the 2020-21 First Interim Budget for the Kings County Office of Education. The report was prepared with the most recent state, federal, and local information available at the time of reporting. The General Fund budget is over \$39 million at this reporting and the unrestricted balance is approximately \$8,668,545 of which \$1,500,000 is reserved for economic uncertainties. On motion by Member Medeiros, seconded by Member Ramirez, the 2020-21 First Interim Budget Report was approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE PLAN FOR STUDENT  
ACHIEVEMENT FOR J.C.  
MONTGOMERY SCHOOL:

Mrs. Santos requested the Plan for Student Achievement for J.C. Montgomery School be tabled until the February meeting.

APPROVE PLAN FOR STUDENT  
ACHIEVEMENT FOR KINGS COUNTY  
SPECIAL EDUCATION SCHOOLS:

Mrs. Santos requested the Plan for Student Achievement for Kings County Special Education be tabled until the February meeting.

APPROVE BOARD/SUPERINTENDENT  
POLICY AND ADMINISTRATION  
REGULATION #5125 STUDENT  
RECORDS:

Mr. Bonham submitted for second reading Board/Superintendent Policy and Administrative Regulation #5125 *Student Records*. No further changes have been incorporated into the policy and it's the administration's recommendation to approve the policy as presented. On motion by Member Thayer, seconded by Member Robinson, Board/Superintendent Policy and Administrative Regulation #5125 *Student Records* was unanimously approved.

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE REVIEW  
BOARD/SUPERINTENDENT POLICY,  
ADMINISTRATION REGULATION WITH  
EXHIBIT #5125.1 RELEASE OF  
DIRECTOR INFORMATION:

Mr. Bonham submitted for second reading Board/Superintendent Policy, Administration Regulation with Exhibit #5125.1 *Release of Directory Information*. No further changes have been incorporated into the policy and it's the administration's recommendation to approve the policy as presented. On motion by Member Thayer, seconded by Member Ramirez, Board/Superintendent Policy, Administration Regulation with Exhibit #5125.1 *Release of Directory Information* was unanimously approved.

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

REVIEW DISPOSAL OF FIXED  
ASSETS:

Mr. Denham provided the Fixed Asset Disposal list as informational purposes for the county board. No action is required.

REVIEW BOARD/SUPERINTENDENT  
POLICY WITH EXHIBITS #1312.3  
UNIFORM COMPLAINT PROCEDURES:

Mrs. Perez reported this past September, the county board approved Board/Superintendent Policy #1312.3 *Uniform Complaint Procedures*; however, the California Department of Education has undergone a federal review, revealing further changes are required to the latest version. Changes have been incorporated to comply with current law. The policy will be presented in January for final adoption following the board's review.

REVIEW BOARD POLICY AND  
ADMINISTRATION REGULATION  
#6020 PARENT INVOLVEMENT:

Mrs. Perez submitted Board Policy and Administrative Regulation #6020 *Parent Involvement* for first reading. Updates have been incorporated to meet compliance of Title 1 Part A mandates. The policy will be presented in January for final adoption following the board's review.



**SUPERINTENDENT'S REPORT:**

Mr. Barlow provided the Superintendent's Report:

- Mr. Barlow, along with Mr. Bonham, reported delivery of 13,000 lbs. of equipment to begin upgrading the current Internet system has been received. Following the unpacking, labeling, and configuration installations began at Kettleman City and Avenal districts;
- The county office will be closed December 28 through January 1;
- As of this reporting COVID data is not favorable to Kings County. Districts strive to continue with in-person instruction to the best of their ability; however, inconsistent messages reported by state agencies creates a difficult ship to sail;
- Visitations to several districts for the purpose of administering oaths to newly elected or reelected board members has been uplifting and confirms Kings County board members truly have the best interest in bringing students back to school;
- The annual Excellence in Education annual event was ultimately cancelled for 2020-21. In lieu, recognition was provided in a newsletter illustrating the recipients and their represented school districts.

**BOARD COMMENTS:**

Member Medeiros extended his appreciation to Mr. Barlow and his staff for their diligence and communicative efforts in coping with the COVID crisis. The professionalism of the staff never wavered during this time;

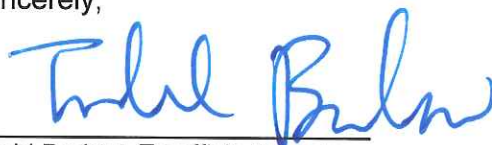
Member Ramirez thanked the board and Mr. Barlow for the kindness shown in welcoming her to the board;

Member Robinson stated the Reading Literacy Program is in the planning stages in conjunction with Fresno State. More information will be made available as the date approaches.

**ADJOURN:**

There being no further comments, the meeting adjourned at 5:30 p.m.

Sincerely,



Todd Barlow, Ex officio Secretary

**Minutes of  
Kings County Board of Education  
Regular Meeting  
January 13, 2021**

**CALL TO ORDER:**

President Gonzales-Gomez called the meeting of the Kings County Board of Education to order at 4:03 p.m. This meeting was held via Zoom call-in with the option of attending in-person. Mrs. Robinson led in reciting the Pledge of Allegiance.

**MEMBERS PRESENT:**

Board members in attendance were: Mrs. Gonzales-Gomez, Mr. Adam T. Medeiros, and Mrs. Tawny Robinson. Ms. Alicia Ramirez and Mrs. Mickey Thayer attended via Zoom. Mr. Barlow served as ex officio secretary and a quorum was established.

**OTHER PARTICIPANTS:**

Others participating via Zoom were: Mrs. Rebecca Jensen. Staff in attendance were Mrs. Joy Santos, Mrs. Jamie Dial, and Mrs. Lisa Horne. Mrs. Cathy Marroquin served as the recording secretary.

**COMMENTS FROM THE PUBLIC:**

None.

**APPROVE MINUTES OF DECEMBER  
15, 2020, ORGANIZATIONAL  
MEETING:**

Approval of the December 15, 2020, minutes were tabled until the February 10, 2021, meeting.

**APPROVE RESOLUTION A011321  
CALPERS RETIREE EXEMPTION:**

Mrs. Dial presented Resolution A011321 CalPERS Retiree Exemption on behalf of the Hanford Elementary School District (HESD). Resolution A121520, adopted by the board in December, required an amendment by the district and the revised Resolution A011321 is being resubmitted for approval:

**KINGS COUNTY OFFICE OF EDUCATION  
RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION  
G.C. sections 7522.56 & 21221(h)  
Resolution A011321  
January 13, 2021**

WHEREAS, in compliance with Government Code section 7522.56 the Kings County Board of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days has passed since his or her retirement date; and

WHEREAS, Jeri Higdon, PERS ID #4049489317 retired from Hanford Elementary School District in the position of Classified Program Manager, effective December 31, 2020; and

WHEREAS, section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is June 29, 2021 without this certification resolution; and

WHEREAS, section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Kings County Board of Education, the Hanford Elementary School District and Jeri Higdon certify that Jeri Higdon has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Kings County Board of Education hereby appoints Jeri Higdon as an interim appointment retired annuitant to the vacant position of Classified Program Manager for the Hanford Elementary School District under Government Code section 21221(h), effective January 4, 2021; and



**APPROVE RESOLUTION A011321  
CALPERS RETIREE EXEMPTION  
(CON'T):**

WHEREAS, an appointment under Government Code section 21221(h) requires an active, publicly posted recruitment for a permanent replacement; and  
WHEREAS, the current status of this recruitment is beginning on November 5, 2020 by Hanford Elementary School District; and  
WHEREAS, this section 21221(h) appointment shall only be made once and therefore will end on June 30, 2021; and  
WHEREAS, no matters, issues, terms or conditions related to this employment and appointment have been or will be placed on a consent calendar; and  
WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and  
WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 174 to equal the hourly rate; and  
WHEREAS, the maximum base salary for this position is \$8,862.42 and the hourly equivalent is \$50.93, and the minimum base salary for this position is \$7,575.67 and the hourly equivalent is \$43.54; and  
WHEREAS, the hourly rate paid to Jeri Higdon will be \$50.93; and  
WHEREAS, Jeri Higdon has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and  
THEREFORE, BE IT RESOLVED THAT the Kings County Board of Education hereby certifies the nature of the employment of Jeri Higdon as described herein and detailed in the employment agreement /contract/appointment document held with Hanford Elementary School District and that this appointment is necessary to fill the critically needed position of Classified Program Manager for the Hanford Elementary School District by January 4, 2021 because of the need for specified knowledge and oversight that would be hindered by the hiring and training limitations related to the COVID-19 pandemic.

**PASSED AND ADOPTED** this 13 day of January 2021, by the following vote:

AYES: 5  
NOES: 0  
ABSENT: 0

/s/ Mary Gonzales-Gomez, President  
\*Mickey Thayer, Member  
/s/ Tawny Robinson, Member

\*Alicia Ramirez, Member  
/s/ Adam T. Medeiros, Vice-President

\*Verbally approved via Zoom

On motion by Mrs. Thayer, seconded by Mrs. Robinson, A011321 CalPERS Retiree Exemption on behalf of the Hanford Elementary School District (HESD) was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE SCHOOL ACCOUNTABILITY  
REPORT CARD 2019-20 KINGS  
COUNTY SPECIAL EDUCATION  
SHELLY BAIRD SCHOOL:**

On motion by Mr. Medeiros, seconded by Mrs. Thayer, the 2019-20 School Accountability Report Card for Shelly Baird School was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE SCHOOL ACCOUNTABILITY  
REPORT CARD 2019-20 J.C.  
MONTGOMERY SCHOOL:**

On motion by Mrs. Robinson, seconded by Mr. Medeiros, the 2019-20 School Accountability Report Card for J.C. Montgomery School was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE LOCAL CONTROL  
ACCOUNTABILITY PLAN FEDERAL  
ADDENDUM FOR APPROVAL:**

Mrs. Santos also presented the Local Control Accountability Plan Federal Addendum for approval. The addendum supplements the LCAP to ensure eligible LEA'S and COE'S meet the provisions contained in the Every Student Succeeds Act. On motion by Mrs. Thayer, seconded by Ms. Ramirez, the Local Control Accountability Plan Federal Addendum was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE BOARD/SUPERINTENDENT  
POLICY WITH EXHIBITS 1312.3  
UNIFORM COMPLAINT PROCEDURES:**

Hearing no comment at this second reading of Board/Superintendent Policy with Exhibits, *Uniform Complaint Procedures* 1312.3 and on motion by Mrs. Robinson, seconded by Mr. Medeiros, the policy was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE BOARD POLICY AND  
ADMINISTRATION REGULATION 6020  
PARENT INVOLVEMENT:**

Hearing no comments at this second reading of Board Policy and Administrative Regulation 6020 *Parent Involvement* and on the motion by Mr. Medeiros, seconded by Mrs. Ramirez, the policy was unanimously approved as follows:

AYES: 5, Ramirez, Thayer, Robinson, Medeiros, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**SUPERINTENDENT'S REPORT:**

Mr. Barlow provided the Superintendent's Report:

- Mr. Barlow provided an overview of the Governor's budget proposal, which is better than expected due to unanticipated tax revenues. The budget proposes an investment of 36%, to K-12 public schools. The proposal also includes additional funding for the *Safe Schools for All* plan targeting the date of February 1 for California schools to reopen. The board was polled and March 10 was confirmed for a board budget study session beginning at 3:00 p.m.;
- Appreciation was extended to Lisa Horne for her diligence in establishing surveillance COVID testing at county office sites for employees. The process is noninvasive, has a testing time of minutes, and is conveniently located;
- Referencing a CDPH eligibility vaccination chart, educators are in the category of Phase 1b. This is the next group eligible for COVID vaccinations. and all employees, county board members included, are encouraged to get vaccinated;



**SUPERINTENDENT'S REPORT  
(CON'T):**

- Kings County remains on the COVID purple tier along with most of the state. As a result, Hanford Elementary schools, the largest district in the county, is continuing with distance learning until February 1; other districts may follow.
- Last September, the board received information of an Internet project upgrade, which would span across the county, improving connections for schools and students. The project was quite extensive and with the support, cooperation, and confidence of districts, and the IT Department, the project is nearing completion. As students return from winter break, the true success of the project will be determined; however, the engineering team indicates the project will be optimized in the coming weeks and will serve students well into the future;
- Mrs. Andrea Perez, Director, in the Educational Services Department, has accepted a position as an Assistant Superintendent, in Tulare County. We wish Andrea the best.

**BOARD COMMENTS:**

President Gonzales-Gomez and Ms. Ramirez both commented they participated in food distributions prior to the holidays in their respective communities. Ms. Ramirez shared a number of services such as assistance with food, utilities, and unemployment are being offered to the community through Kings Community Action. Please share the information with interested parties.

**ADJOURN:**

There being no further comments, the meeting adjourned at 5:30 p.m.

Sincerely,



Todd Barlow, Ex officio Secretary

## BOARD ACTION ITEM

TOPIC	2019-2020 AUDITED FINANCIAL STATEMENTS
DATE	February 10, 2021
ISSUE	The 2019-2020 annual audited financial statements need the approval of the Board.
BACKGROUND	The Kings County Office of Education's financial results are audited annually to comply with regulatory and accounting standards. The audited financial statements report the results of the fiscal year and report any weaknesses in internal controls.
RESOURCE	Gus Corona Borchardt, Corona, Faeth & Zakarian
CONTACT	Ivo Denham / Jamie Dial 2019-2020 Audited Financial Statements
RECOMMENDATION	We recommend that the Board of Education approve the financial statements of the County Office for the 2019-2020 fiscal year.

**KINGS COUNTY OFFICE OF EDUCATION  
COUNTY OF KINGS  
HANFORD, CALIFORNIA**

**AUDIT REPORT**

**JUNE 30, 2020**

**BORCHARDT, CORONA, FAETH & ZAKARIAN  
Certified Public Accountants  
1180 E. Shaw Ave., Ste. 110  
Fresno, California 93710-7809**



**KINGS COUNTY OFFICE OF EDUCATION**  
**AUDIT REPORT**  
**YEAR ENDED JUNE 30, 2020**

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## Independent Auditor's Report

Board of Trustees  
Kings County Office of Education  
Hanford, California

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kings County Office of Education (the Office of Education), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Office of Education's basic financial statements as listed in the table of contents.

### Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Kings County Office of Education as of June 30, 2020, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### Emphasis of Matter - Change in Accounting Principle

As described in Note A.2.a. to the financial statements, for the fiscal year ended June 30, 2020, Kings County Office of Education adopted new accounting guidance, Governmental Accounting Standards Board (GASB) Statement No. 84, Fiduciary Activities. Our opinion is not modified with respect to this matter.

## Other Matters

### Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, Schedules of the Office of Education's Proportionate Share of the Net Pension Liability, Schedules of the Office of Education's Pension Contributions, and Schedule of Changes in the Total OPEB Liability and Related Ratios, as listed in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Kings County Office of Education's basic financial statements. The other supplementary information schedules listed in the table of contents are presented for purposes of additional analysis as required by the State's audit guide, *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and is also not a required part of the basic financial statements.

The other supplementary information schedules listed in the table of contents and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information schedules listed in the table of contents and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

### Other Reporting Required by Governmental Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 16, 2020, on our consideration of Kings County Office of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Kings County Office of Education's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Kings County Office of Education's internal control over financial reporting and compliance.

*Borchardt, Corona, Faeth  
& Hakarian*

Fresno, California  
December 16, 2020



## **Introductory Section**

**KINGS COUNTY OFFICE OF EDUCATION**  
**Management's Discussion and Analysis (MD&A)**  
**June 30, 2020**

**INTRODUCTION**

Our discussion and analysis of the Kings County Office of Education (Office of Education) financial performance provides an overview of the Office of Education's financial activities for the fiscal year ended June 30, 2020. It should be read in conjunction with the Office of Education's financial statements, which follow this section.

**FINANCIAL HIGHLIGHTS**

- ❑ The Government-wide Statement of Net Position illustrates total net position of \$(43,650), the result of assets of \$50,245,936 and deferred outflows of \$10,981,507 less liabilities of \$57,875,850 and deferred inflows of \$3,395,243. This represents a decrease of \$377,331 when compared to the prior year's ending net position of \$333,681.
- ❑ Total revenues were \$65,839,593 and expenses totaled \$66,216,924, resulting in a current year decrease in net position of \$377,331.
- ❑ Total fund balance in the General Fund was \$12,699,813 at June 30, 2020. This was an increase of \$2,623,209 (26.03%) over the prior year ending fund balance of \$10,076,604.
- ❑ Overall revenues and other financing sources in the General Fund were \$35,808,124 which was more than expenditures and other financing uses of \$33,184,915 by \$2,623,209.
- ❑ The Kings County Office of Education implemented GASB 84 for proper recognition of Fiduciary Activities for payroll tax withholding and payments.

**OVERVIEW OF FINANCIAL STATEMENTS**

This annual report consists of three parts – Management's Discussion and Analysis (this section), the Financial Statements, and Required Supplementary Information. The three sections together provide a comprehensive overview of the Office of Education. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ❑ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- ❑ **Fund financial statements** focus on reporting the individual parts of the Office of Education operations in more detail. The fund financial statements comprise the remaining statements.
  - **Governmental funds** statements tell how general government services were financed in the short term as well as what remains for future spending.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required supplementary information that further explains and supports the financial statements.

**Government-Wide Statements**

The government-wide statements report information about the Office of Education as a whole using accounting methods similar to those used by private-sector companies. The Statement of Net Position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the Statement of Activities regardless of when cash is received or paid.

The two government-wide statements report the Office of Education's net position and how they have changed. Net position, the difference between the assets and liabilities, are one way to measure the Office of Education's financial health or position.

- ❑ Over time, increases or decreases in the Office of Education's net position are an indicator of whether its financial health is improving or deteriorating, respectively.
- ❑ To assess the overall health of the Office of Education, one needs to consider additional nonfinancial factors such as changes in enrollment, changes in the property tax base, and changes in program funding by the Federal and State governments, and condition of facilities.

The government-wide financial statements of the Office of Education include government activities. Most of the Office of Education's basic services are included here, such as alternative education, special education, maintenance, and general administration. LCFF funding and federal and state grants finance most of these activities.

## Fund Financial Statements

The fund financial statements provide more detailed information about the Office of Education's most significant funds, not the Office of Education as a whole. Funds are accounting devices that the Office of Education uses to keep track of specific sources of funding and spending for particular programs. Some funds are required to be established by state law and by bond covenants. The Board of Trustees establishes other funds to control and manage money for particular purposes or to show that the Office of Education is meeting legal responsibilities for using certain revenues. The Office of Education has two kinds of funds:

- ❑ **Governmental funds** - Most of the Office of Education's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets, that can readily be converted to cash, flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the Office of Education's programs. Because this information does not encompass the additional long-term focus of the government-wide statements, we provide additional information at the bottom of the governmental funds statements that explain the relationship (or differences) between them.
- ❑ **Fiduciary funds** - The Office of Education is the trustee, or fiduciary, for assets that belong to others; for the Office of Education, payroll and warrant clearing account is a custodial fund. The Office of Education is responsible for ensuring that assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All of the Office of Education's fiduciary activities are reported in the fiduciary fund financial statements. We exclude these activities from the government-wide financial statements because the Office of Education cannot use the assets to finance its operations.

## FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

### Net Position

The Office of Education's combined net position was \$(43,650) at June 30, 2020. See Table 1.

**Table 1**  
**Net Position**

	<b>Governmental Activities</b>		<b>Total Percentage Change</b>
	<b>2020</b>	<b>2019</b>	<b>2020-2019</b>
<b>Assets:</b>			
Current and Other Assets	\$ 23,085,072	\$ 12,521,673	84.36%
Capital Assets, Net of Accumulated Depreciation	27,160,864	27,811,583	(2.34%)
<b>TOTAL ASSETS</b>	<b>50,245,936</b>	<b>40,333,256</b>	<b>24.58%</b>
<b>Deferred Outflows of Resources:</b>			
Deferred Outflows of Resources	10,981,507	9,515,635	15.40%
<b>TOTAL DEFERRED OUTFLOWS OF RESOURCES</b>	<b>10,981,507</b>	<b>9,515,635</b>	<b>15.40%</b>
<b>Liabilities:</b>			
Current and Other Liabilities	9,831,822	1,908,642	>100.00%
Long-Term Liabilities	48,044,028	45,078,411	6.58%
<b>TOTAL LIABILITIES</b>	<b>57,875,850</b>	<b>46,987,053</b>	<b>23.17%</b>
<b>Deferred Inflows of Resources</b>			
Deferred Inflows of Resources	3,395,243	2,528,158	34.30%
<b>Net Position:</b>			
Net Investment in Capital Assets	25,324,252	25,628,206	(1.19%)
Restricted	308,358	565,624	(45.48%)
Unrestricted	(25,676,260)	(25,860,150)	(0.71%)
<b>TOTAL NET POSITION</b>	<b>\$ (43,650)</b>	<b>\$ 333,680</b>	<b>(&gt;100.00%)</b>



## Changes in Net Position

The Office of Education's total revenues were \$65,839,593. LCFF Sources accounted for 11.91% of total revenue. Operating grants and contributions for specific programs accounted for another 78.38% of the total revenue.

The total cost of all programs and services was \$66,216,924. The Office of Education's expenses are predominately related to educating and caring for students (41.55%). General administration accounted for 10.82% of total costs and community services accounted for another 2.46%. The remaining expenses (45.17%) were for plant services (maintenance and operations), enterprise activities, interest on long-term obligations, and other outgo and unallocated depreciation. As shown in Table 2 below, the Office of Education's change in net position for the current year was (\$377,731).

**Table 2**  
**Changes in Net Position**

	<b>Total Activities</b>		<b>Total Percentage Change</b>
	<b>2020</b>	<b>2019</b>	<b>2020-2019</b>
<b>Revenues:</b>			
Program Revenues:			
Charges for Services	\$ 4,840,846	\$ 4,317,870	12.11%
Operating Grants and Contributions	51,605,140	39,283,547	31.37%
General Revenues:			
LCFF Sources	7,840,112	7,339,524	6.82%
Federal Revenues	719,921	414,047	73.87%
State Revenues	105,949	155,982	(32.08%)
Local Revenues	732,375	592,503	23.61%
Transfers	(4,750)	(4,750)	0.00%
<b>TOTAL REVENUES AND TRANSFERS</b>	<b>65,839,593</b>	<b>52,098,723</b>	<b>26.37%</b>
<b>Expenditures:</b>			
Instruction	8,626,129	8,148,971	5.86%
Instruction-Related Services	7,216,589	6,551,791	10.15%
Pupil Services	11,670,052	10,904,524	7.02%
Ancillary Services	15,434	-	N/A
Community Services	1,627,385	1,552,339	4.83%
Enterprise	498	-	N/A
General Administration	7,164,405	6,941,339	3.21%
Plant Services	1,854,852	1,780,850	4.16%
Interest on Long-Term Obligations	73,515	86,503	(15.01%)
Other Outgo and Unallocated Depreciation	27,968,065	17,093,627	63.62%
<b>TOTAL EXPENDITURES</b>	<b>66,216,924</b>	<b>53,059,944</b>	<b>24.80%</b>
<b>INCREASE (DECREASE) IN NET ASSETS</b>	<b>(377,331)</b>	<b>(961,221)</b>	<b>(60.74%)</b>
<b>BEGINNING NET POSITION</b>	<b>333,681</b>	<b>545,687</b>	<b>(38.85%)</b>
<b>PRIOR PERIOD ADJUSTMENT</b>	<b>-</b>	<b>749,215</b>	<b>(100.00%)</b>
<b>ENDING NET POSITION</b>	<b>\$ (43,650)</b>	<b>\$ 333,681</b>	<b>&lt;100%</b>

## Governmental Activities

The cost of all governmental activities this year was \$66,216,924.

Table 3 presents the cost of each of the Office of Education's functions as well as each function's net cost (total cost less fees generated by the activities and intergovernmental aid). The net cost reflects what was not funded by charges for services and operating grants and contributions.

**Table 3**  
**Net Cost of Governmental Activities**

	Total Cost of Services		Net Cost of Services	
	2020	2019	2020	2019
Instruction	\$ 8,626,129	\$ 8,148,971	\$ 2,138,000	\$ 2,396,180
Instruction-Related Services	7,216,589	6,551,791	1,755,568	1,401,842
Pupil Services	11,670,052	10,904,524	2,726,640	2,363,844
Ancillary Services	15,434	-	2,208	-
Community Services	1,627,385	1,552,339	286,966	222,230
Enterprise	498	-	498	-
General Administration	7,164,405	6,941,339	2,102,472	2,062,962
Plant Services	1,854,852	1,780,850	636,364	689,331
Interest on Long-Term Obligations	73,515	86,503	73,515	86,503
Other Outgo and Unallocated				
Depreciation	27,968,065	17,093,627	48,707	235,636
<b>TOTAL</b>	<b>\$ 66,216,924</b>	<b>\$ 53,059,944</b>	<b>\$ 9,770,938</b>	<b>\$ 9,458,528</b>

As Table 3 illustrates, the total cost of services increased by \$13,156,980 and relates to the special education pass-through fund's gross up accrual activity for year-end that was not accounted for in the financial statement presentation in prior years, the change did not impact net position or fund balance.

## FINANCIAL ANALYSIS OF THE OFFICE OF EDUCATION'S FUNDS

### Governmental Funds

The financial performance of the Office of Education as a whole is reflected in its governmental funds as well. As the Office of Education completed the year, its governmental funds reported a combined fund balance of \$13,346,819. This represents an increase of \$2,608,101 over last year's ending fund balance of \$10,738,718. See Table 4.

**Table 4**  
**Governmental Funds Balances and Activity**

	Balances and Activity			
	July 1, 2019	Revenues and Other Sources	Expenditures and Other Uses	June 30, 2020
General	\$ 7,773,726	\$ 35,764,458	\$ 33,184,915	\$ 10,353,269
Child Development	662,114	2,408,889	2,423,997	647,006
Special Education Pass-Through	-	27,919,358	27,919,358	-
Special Reserve Fund for Other than Capital Outlay Projects	2,302,878	43,666	-	2,346,544
<b>Total</b>	<b>\$ 10,738,718</b>	<b>\$ 66,136,371</b>	<b>\$ 63,528,270</b>	<b>\$ 13,346,819</b>

The primary reason for this increase relates to additional state aid from an increase in ADA as well as Medical Administrative Activities (MAA) revenues received relating to prior years. The County Office also experienced a slowing of expenditures that resulted in expenditure savings for the organization for the year associated with COVID related school closures.

## General Fund Budgetary Highlights

Over the course of the year, the Office of Education revises its annual budget to reflect unexpected changes in revenues and expenditures. A schedule of the Office of Education's original and final budget amounts compared with actual revenues and expenses of the Office of Education's major funds are provided in the required supplementary information section of the audited financial report.

The primary factors for the variation between original and final budget amounts are as follows:

- ❑ Revenues – increased by \$2,473,697 mainly due to state aid from increased ADA (\$521K), additional prior year MAA revenue (\$378K), on-behalf pension contributions associated with STRS (\$322K) as well as additional Information Technology revenue (\$447K).
- ❑ Salaries and Benefits – increased by \$582,933 due to on-behalf pension contribution associated with STRS.
- ❑ Other non-personnel expenditures – increased by \$102,441 due in part to purchases made in accordance with Coronavirus Relief Funding.

## CAPITAL ASSETS AND DEBT ADMINISTRATION

### Capital Assets

At June 30, 2020, the Office of Education had invested \$27,160,864 in a broad range of net capital assets, including land, buildings, site improvements, equipment and work in progress (See Table 5). More detailed information about the Office of Education's capital assets is presented in the notes to the financial statements.

**Table 5**  
**Capital Assets**

	<b>Governmental Activities</b>		<b>Percentage of Change</b>
	<b>2019</b>	<b>2018</b>	<b>2019-2018</b>
Land	\$ 1,693,706	\$ 1,693,706	0.00%
Buildings	18,347,908	18,347,908	0.00%
Site Improvements	634,760	560,626	13.22%
Equipment	18,657,638	18,711,662	(0.29%)
Work In Progress	18,795	-	N/A
Total at Historical Cost	39,352,807	39,313,902	12.93%
Total Accumulated Depreciation	(12,191,943)	(11,502,319)	6.00%
<b>NET CAPITAL ASSETS</b>	<b>\$ 27,160,864</b>	<b>\$ 27,811,583</b>	<b>(2.34%)</b>

The Office of Education decreased net capital assets by \$650,719 mainly due to depreciation as illustrated by Table 5.

### Long-Term Debt

At year-end, the Office of Education had \$48,044,028 in debt, as shown in Table 6. More detailed information about the Office of Education's debt is presented in the notes to the financial statements.

**Table 6**  
**Long-Term Debt**

	<b>Governmental Activities</b>		<b>Percentage of Change</b>
	<b>2020</b>	<b>2019</b>	<b>2020-2019</b>
Net Pension Liability	\$ 35,060,345	\$ 33,261,806	5.41%
Capital Leases	1,836,612	2,183,377	(15.88%)
OPEB Liability	10,806,104	9,325,432	15.88%
Compensated Absences	340,967	307,796	10.78%
<b>TOTAL LONG-TERM DEBT</b>	<b>\$ 48,044,028</b>	<b>\$ 45,078,411</b>	<b>6.58%</b>



## **ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES**

At the time these financial statements were prepared and audited, the Office of Education was aware of several circumstances that could affect its future financial health:

- ❑ The uncertainty of Federal and State funding will have a profound impact on the financial health of the Office of Education, as will the impact of increases on PERS and STRS rates.
- ❑ Some of the assumptions used to prepare the 2020-21 budget are as follows: a 2.31% COLA accompanied by a 0.90 deficit factor for LCFF and state categorical revenue and a step/range increase on the Office of Education salary schedule
- ❑ With school closures in March 2020, the County Office experienced a slowing of expenditures that resulted in expenditure savings for the organization for the year.
- ❑ The County Office has also received a \$3.3M Inclusive Early Education Expansion Program Grant to renovate the Highland facility into an Early Learning Center for preschool students.

## **CONTACTING THE OFFICE OF EDUCATION'S FINANCIAL MANAGEMENT**

This financial report is designed to provide our citizens, taxpayers, parents, participants, investors and creditors with a general overview of the Office of Education's finances and to demonstrate the Office of Education's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Jamie Dial or Ivo Denham at Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA, 93230 (559) 584-1441

## **Financial Section**

**KINGS COUNTY OFFICE OF EDUCATION**  
**STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

	Governmental Activities
<b>ASSETS:</b>	
Cash in County Treasury	\$ 8,211,943
Cash in Revolving Fund	2,150
Accounts Receivable	14,870,429
Prepaid Expenses	550
Capital Assets:	
Land	1,693,706
Land Improvements, Net	217,057
Buildings, Net	13,211,102
Equipment, Net	12,020,204
Work in Progress	18,795
Total Assets	<u>50,245,936</u>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>	
Deferred Expenses	264,053
Deferred Outflows of Resources - Pensions	8,496,607
Deferred Outflows of Resources - OPEB	2,220,847
Total Deferred Outflows of Resources	<u>10,981,507</u>
<b>LIABILITIES:</b>	
Accounts Payable	9,647,478
Unearned Revenue	184,344
Noncurrent Liabilities:	
Net Pension Liability	35,060,345
Total OPEB Liability	10,806,104
Due within one year	407,261
Due in more than one year	1,770,318
Total Liabilities	<u>57,875,850</u>
<b>DEFERRED INFLOWS OF RESOURCES:</b>	
Deferred Inflows of Resources - Pensions	2,407,567
Deferred Inflows of Resources - OPEB	987,676
Total Deferred Inflows of Resources	<u>3,395,243</u>
<b>NET POSITION:</b>	
Net Investment in Capital Assets	25,324,252
Restricted For:	
Federal and State Programs	308,358
Unrestricted	(25,676,260)
Total Net Position	<u>\$ (43,650)</u>

The accompanying notes are an integral part of this statement.

# KINGS COUNTY OFFICE OF EDUCATION

STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2020

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	
<b>PRIMARY GOVERNMENT:</b>				
Governmental Activities:				
Instruction	\$ 8,626,129	\$ 1,120,239	\$ 5,367,890	\$ (2,138,000)
Instruction-Related Services	7,216,589	921,372	4,539,649	(1,755,568)
Pupil Services	11,670,052	1,625,724	7,317,688	(2,726,640)
Ancillary Services	15,434	2,404	10,822	(2,208)
Community Services	1,627,385	68,886	1,271,533	(286,966)
Enterprise	498	--	--	(498)
General Administration	7,164,405	892,491	4,169,442	(2,102,472)
Plant Services	1,854,852	209,730	1,008,758	(636,364)
Other Outgo	27,942,965	--	27,919,358	(23,607)
Interest on Long-Term Obligations	73,515	--	--	(73,515)
Depreciation - Unallocated	25,100			(25,100)
Total Governmental Activities	66,216,924	4,840,846	51,605,140	(9,770,938)
Total Primary Government	\$ 66,216,924	\$ 4,840,846	\$ 51,605,140	(9,770,938)
General Revenues:				
LCFF Sources				7,840,112
Federal Revenues				719,921
State Revenues				105,949
Local Revenues				732,375
Transfers				(4,750)
Total General Revenues and Transfers				9,393,607
Change in Net Position				(377,331)
Net Position - Beginning				333,681
Net Position - Ending				\$ (43,650)

The accompanying notes are an integral part of this statement.



# KINGS COUNTY OFFICE OF EDUCATION

## BALANCE SHEET - GOVERNMENTAL FUNDS

JUNE 30, 2020

	General Fund	Special Education Pass-Through	Child Development Fund	Total Governmental Funds
<b>ASSETS:</b>				
Cash in County Treasury	\$ 7,824,908	\$ --	\$ 387,035	\$ 8,211,943
Cash in Revolving Fund	2,150	--	--	2,150
Accounts Receivable	7,057,677	7,467,083	345,669	14,870,429
Due from Other Funds	6,918	--	--	6,918
Prepaid Expenditures	550	--	--	550
Total Assets	<u>14,892,203</u>	<u>7,467,083</u>	<u>732,704</u>	<u>23,091,990</u>
<b>DEFERRED OUTFLOWS OF RESOURCES:</b>				
Deferred Expenditures	264,053	--	--	264,053
Total Deferred Outflows of Resources	<u>264,053</u>	<u>--</u>	<u>--</u>	<u>264,053</u>
Total Assets and Deferred Outflows	<u>\$ 15,156,256</u>	<u>\$ 7,467,083</u>	<u>\$ 732,704</u>	<u>\$ 23,356,043</u>
<b>LIABILITIES AND FUND BALANCE:</b>				
<b>Liabilities:</b>				
Accounts Payable	\$ 2,320,229	\$ 7,467,083	\$ 30,650	\$ 9,817,962
Due to Other Funds	--	--	6,918	6,918
Unearned Revenue	136,214	--	48,130	184,344
Total Liabilities	<u>2,456,443</u>	<u>7,467,083</u>	<u>85,698</u>	<u>10,009,224</u>
<b>Fund Balance:</b>				
<b>Nonspendable Fund Balances:</b>				
Revolving Cash	2,150	--	--	2,150
Prepaid Items	550	--	--	550
All Others	264,053	--	--	264,053
Restricted Fund Balances	3,365,261	--	21,758	3,387,019
Assigned Fund Balances	5,979,539	--	625,248	6,604,787
<b>Unassigned:</b>				
Reserve for Economic Uncertainty	1,500,000	--	--	1,500,000
Other Unassigned	1,588,260	--	--	1,588,260
Total Fund Balance	<u>12,699,813</u>	<u>--</u>	<u>647,006</u>	<u>13,346,819</u>
Total Liabilities and Fund Balances	<u>\$ 15,156,256</u>	<u>\$ 7,467,083</u>	<u>\$ 732,704</u>	<u>\$ 23,356,043</u>

The accompanying notes are an integral part of this statement.

**KINGS COUNTY OFFICE OF EDUCATION**  
**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET**  
**TO THE STATEMENT OF NET POSITION**  
**JUNE 30, 2020**

Total fund balances - governmental funds balance sheet	\$ 13,346,819
--	---------------

Amounts reported for governmental activities in the Statement of Net Position  
are different because:

Capital assets used in governmental activities are not reported in the funds.	27,160,864
Payables for capital leases which are not due in the current period are not reported in the funds.	(1,836,612)
Payables for compensated absences which are not due in the current period are not reported in the funds.	(170,483)
Recognition of the Office of Education's proportionate share of the net pension liability is not reported in the funds.	(35,060,345)
Deferred Resource Inflows related to the pension plans are not reported in the funds.	(2,407,567)
Deferred Resource Outflows related to the pension plans are not reported in the funds.	8,496,607
Recognition of the Office of Education's proportionate share of the net OPEB liability is not reported in the fund	(10,806,104)
Deferred Resource Inflows related to the OPEB plans are not reported in the funds.	(987,676)
Deferred Resource Outflows related to the OPEB plans are not reported in the funds.	<u>2,220,847</u>

Net position of governmental activities - Statement of Net Position	\$ <u>(43,650)</u>
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The accompanying notes are an integral part of this statement.

# KINGS COUNTY OFFICE OF EDUCATION

## STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2020

	General Fund	Special Education Pass-Through	Child Development Fund	Total Governmental Funds
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 4,054,605	\$ --	\$ --	\$ 4,054,605
Education Protection Account Funds	419,456	--	--	419,456
Local Sources	3,366,051	--	--	3,366,051
Federal Revenue	5,467,380	10,777,649	200,242	16,445,271
Other State Revenue	2,995,917	17,141,709	945,788	21,083,414
Other Local Revenue	19,504,715	--	1,084,760	20,589,475
Total Revenues	<u>35,808,124</u>	<u>27,919,358</u>	<u>2,230,790</u>	<u>65,958,272</u>
Expenditures:				
Current:				
Instruction	7,642,940	--	465,805	8,108,745
Instruction - Related Services	6,249,866	--	473,254	6,723,120
Pupil Services	10,704,790	--	--	10,704,790
Ancillary Services	15,434	--	--	15,434
Community Services	365,170	--	1,159,358	1,524,528
General Administration	5,965,662	--	183,432	6,149,094
Plant Services	1,392,672	--	36,247	1,428,919
Other Outgo	23,607	27,919,358	--	27,942,965
Capital Outlay	221,645	--	105,901	327,546
Debt Service:				
Principal	346,765	--	--	346,765
Interest	73,515	--	--	73,515
Total Expenditures	<u>33,002,066</u>	<u>27,919,358</u>	<u>2,423,997</u>	<u>63,345,421</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>2,806,058</u>	<u>--</u>	<u>(193,207)</u>	<u>2,612,851</u>
Other Financing Sources (Uses):				
Transfers In	--	--	178,099	178,099
Transfers Out	(182,849)	--	--	(182,849)
Total Other Financing Sources (Uses)	<u>(182,849)</u>	<u>--</u>	<u>178,099</u>	<u>(4,750)</u>
Net Change in Fund Balance	2,623,209	--	(15,108)	2,608,101
Fund Balance, July 1	10,076,604	--	662,114	10,738,718
Fund Balance, June 30	<u>\$ 12,699,813</u>	<u>\$ --</u>	<u>\$ 647,006</u>	<u>\$ 13,346,819</u>

The accompanying notes are an integral part of this statement.

**KINGS COUNTY OFFICE OF EDUCATION**

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2020

Net change in fund balances - total governmental funds	\$ 2,608,101
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:	
Capital outlays are not reported as expenses in the SOA.	346,341
The depreciation of capital assets used in governmental activities is not reported in the funds.	(926,990)
The gain or loss on the sale of capital assets is not reported in the funds.	(70,070)
Repayment of capital lease principal is an expenditure in the funds but is not an expense in the SOA.	346,765
Compensated absences are reported as the amount earned in the SOA but as the amount paid in the funds.	(16,586)
Implementing GASB 68 required certain expenditures to be de-expended and recorded as DRO.	3,715,566
Pension expense relating to GASB 68 is recorded in the SOA but not in the funds.	(6,033,614)
Implementing GASB 75 required certain expenditures to be de-expended and recorded as DRO.	471,798
OPEB expense relating to GASB 75 is recorded in the SOA but not in the funds.	<u>(818,642)</u>
Change in net position of governmental activities - Statement of Activities	\$ <u><u>(377,331)</u></u>

The accompanying notes are an integral part of this statement.

**KINGS COUNTY OFFICE OF EDUCATION**

## STATEMENT OF FIDUCIARY NET POSITION

## FIDUCIARY FUNDS

JUNE 30, 2020

	Private Purpose Trust Fund	Custodial Fund Warrant/ Pass-Through Fund
<b>ASSETS:</b>		
Cash in County Treasury	\$ 39,716	\$ 4,675,981
Total Assets	<u>39,716</u>	<u>4,675,981</u>
<b>LIABILITIES:</b>		
Accounts Payable	\$ --	\$ 154,634
Due to Student Groups	--	4,521,347
Total Liabilities	<u>--</u>	<u>4,675,981</u>
<b>NET POSITION:</b>		
Held in Trust	39,716	--
Total Net Position	<u>\$ 39,716</u>	<u>\$ --</u>

The accompanying notes are an integral part of this statement.



**KINGS COUNTY OFFICE OF EDUCATION**  
**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**  
**FIDUCIARY FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	Private Purpose Trust Fund	Custodial Fund Warrant/ Pass-Through Fund
<b>Additions:</b>		
Investment Income	\$ 801	\$ --
Total Additions	801	--
<b>Deductions:</b>		
Administrative Expenses	7,000	--
Total Deductions	7,000	--
<b>Other Financing Sources (Uses):</b>		
Other Transfers In from All Others	4,750	--
Funds Collected for Others	--	237,533,557
Funds Distributed to Others	--	(237,533,557)
Total Other Financing Sources (Uses)	4,750	--
<b>Change in Net Position</b>	<b>(1,449)</b>	<b>--</b>
Net Position-Beginning of the Year	41,165	--
Net Position-End of the Year	\$ 39,716	\$ --

The accompanying notes are an integral part of this statement.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

**A. Summary of Significant Accounting Policies**

The Office of Education accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the Office of Education conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

**1. Reporting Entity**

The Office of Education's combined financial statements includes the accounts of all its operations. The Office of Education evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the Office of Education's reporting entity, as set forth in GASB Statement No. 14 (as amended), *The Financial Reporting Entity*, include whether:

- the organization is legally separate organization (can sue and be sued in its name) for which the primary government is financially accountable.
- the Office of Education holds the corporate powers of the organization
- the Office of Education appoints a voting majority of the organization's board
- the Office of Education is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the Office of Education
- there is fiscal dependency by the organization on the Office of Education

The Office of Education also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the Office of Education to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the Office of Education, its component units or its constituents; and 2) The Office of Education or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the Office of Education.

Based on these criteria, the Office of Education has no component units. Additionally, the Office of Education is not a component unit of any other reporting entity as defined by the GASB Statement.

**2. Basis of Presentation, Basis of Accounting**

**a. Change in Accounting Policies**

The District has adopted accounting policies compliant with new pronouncements issued by the Governmental Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2020. Those newly implemented pronouncements are as follows:

**GASB Statement No.84 Fiduciary Activities**

The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and financial reporting purposes and how those activities should be reported.

This Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019 due to the implementation of GASB Statements No. 95. Earlier implementation is encouraged.

The financial statements and note disclosures have been updated for the effect on the adoption of GASB No. 84. As a result of the implementation of this statement, the Office of Education reports a new fund, the Warrant/Pass-Through Fund, in the Statement of Fiduciary Net Position and Statement of Changes in the Fiduciary Net Position.

b. Basis of Presentation

**Government-Wide Statements:** The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the Office of Education's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The Office of Education does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

**Fund Financial Statements:** The fund financial statements provide information about the Office of Education's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

The Office of Education reports the following major governmental funds:

**General Fund.** This is the Office of Education's primary operating fund. It is used to account for and report all financial resources not accounted for and reported for in another fund.

**Special Education Pass-Through Fund.** This fund is used by the administrative unit (the Office of Education) of a multi-LEA Special Education Local Plan Area (SELPA) to account for Special Education revenue passed through to other member LEAs.

The Office of Education reports the following non-major governmental Funds:

*Special Revenue Funds* are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The following special revenue fund is utilized by the Office of Education:

- The Child Development Fund is used to account separately for federal, state, and local revenues to operate child development programs.

In addition, the Office of Education reports the following fund types:

*Fiduciary Funds* are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are, therefore, not available to support Office of Education programs, these funds are not included in the government-wide statements.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

- The Private-Purpose Trust Funds is used to report trust arrangements, other than those properly reported elsewhere, in which the principal and interest benefit other individuals, private organizations, or other governments.
- The Custodial Fund is used to account for resources in which the Office of Education's role is purely custodial, such as the receipt and remittance of fiduciary resources to individuals or other governments. All assets reported in a custodial are offset by a corresponding liability to the party on whose behalf they are held.

c. Measurement Focus, Basis of Accounting

Government-Wide and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the Office of Education gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The Office of Education considers all revenues reported in the governmental funds to be available if the revenues are collected within one year after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the Office of Education incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the Office of Education's policy to use restricted resources first, then unrestricted resources.

3. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America for all government funds. By state law, the Office of Education's Board of Trustees must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The Office of Education's Board of Trustees satisfied these requirements.

These budgets are revised by the Office of Education's Board of Trustees and County Superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The Office of Education employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

4. Assets, Liabilities, Deferred Outflows/Inflows of Resources, and Net Position/Fund Balance

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized.

In accordance with Education Code Section 41001, the Office of Education maintains substantially all of its cash in the Kings County Treasury. The County pools these funds with those of other entities in the County and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool.

The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the County are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with Kings County Treasury was not available.

b. Prepaid Expenditures

The Office of Education has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The Office of Education has chosen to report the expenditure in the benefitting period.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Buildings	20 - 50
Improvements	20
Equipment	5 - 15

d. Receivable and Payable Balances

The Office of Education has provided detail of the receivable balances in Note F. The Office of Education believes that sufficient detail of payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates the payable balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the Office of Education. The current portion of the liabilities is recognized in the noncurrent liabilities - due within one year at year end.



**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

Accumulated sick leave benefits are not recognized as liabilities of the Office of Education. The Office of Education's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

f. Unearned Revenue

Cash received for federal and state special projects and programs is recognized as revenue to the extent that qualified expenditures have been incurred. Unearned revenue is recorded to the extent cash received on specific projects and programs exceed qualified expenditures.

g. Long-Term Obligation

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position.

h. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefitting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

i. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County of Kings bills and collects the taxes for the Office of Education.

j. Deferred Outflows/Inflows of Resources

Deferred outflows of resources is a consumption of net assets or position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net assets or net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

The Office of Education reported the deferred outflow on advance payments of \$264,053 on a 20 year Dark Fiber Optic Cable lease agreement resulting from the difference in the total lease contract and the current year expense.

k. Fund Balances

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Governmental fund balance is classified as non-spendable, restricted, committed, assigned or unassigned. Following are descriptions of fund classifications used by the Office of Education:

*Non-spendable fund balance* includes items that cannot be spent. This includes activity that is not in a spendable form (inventories, prepaid amounts, long-term portion of loans/notes receivable, or property held for resale unless the proceeds are restricted, committed, or assigned) and activity that is legally or contractually required to remain intact, such as a principal balance in a permanent fund.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

*Restricted fund balance* includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

*Committed fund balance* includes amounts that can be used only for the specific purposes pursuant to constraints imposed by a formal action of the Board, the Office of Education's highest level of decision-making authority. This formal action is the formal resolution of the Board occurring on or before June 30 of each fiscal year.

*Assigned fund balance* includes amounts that are constrained by the Office of Education's intent to be used for a specific purpose but are neither restricted nor committed. For governmental funds, other than the general fund, this is the residual amount within the fund that is not restricted or committed. Assignments of fund balance are created by the County Superintendent and the Assistant Superintendent, Business Services pursuant to authorization established by BP 3100.

*Unassigned fund balance* is the residual classification for the general fund. This classification represents fund balance that has not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.

When expenditures/expenses are incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) resources are available, it is the Office of Education's general policy to use restricted resources first. When expenditures/expenses are incurred for purposes for which unrestricted (committed, assigned, and unassigned) resources are available, and amount in any of these unrestricted classifications could be used, it is the Office of Education's general policy to spend committed resources first, followed by assigned amounts, and then unassigned amounts.

Consistent with the Criteria and Standards for fiscal solvency adopted by the State Board of Education, the Office of Education maintains a Reserve for Economic Uncertainties to safeguard the Office of Education's financial stability. The minimum recommended reserve for an Office of Education of this size is a minimum of three percent of budgeted general fund expenditures and other financing uses. The Office of Education's policy is to maintain the reserve at three percent.

**I. Pensions**

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan) and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2018
Measurement Date (MD)	June 30, 2019
Measurement Period (MP)	July 1, 2018 to June 30, 2019

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

m. Postemployment Benefits Other Than Pensions (OPEB)

For purposes of measuring the OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the Office of Education single-employer defined benefit OPEB Plan ("the Plan") have been determined on the same basis as they are reported by the Plan. For this purpose, the Plan recognizes benefit payments when due and payable in accordance with the benefit terms.

n. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

<u>Violation</u>	<u>Action Taken</u>
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None reported	Not applicable	Not applicable

C. Excess of Expenditures over Appropriations

As of June 30, 2020, expenditures exceeded appropriations in individual funds as follows:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>
General Fund:	
Services and Other Operating Expenditures	\$ 15,533
Special Education Pass-Through Fund:	
Other Outgo	\$ 7,467,083

Variances are due to audit adjustments which were made to record the current year expense for the deferred outflow of resources relating to the Dark Fiber Lease and to properly accrue the payable activity relating to the Special Education Pass-Through Fund for the current fiscal year.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

**D. Cash and Investments**

**Summary of Cash and Investments**

Cash and investments at June 30, 2020 are classified in the accompanying financial statements as follows:

Statement of Net Position:	
Governmental Activities:	
Cash in County Treasury	\$ 8,211,943
Cash in Revolving Fund	2,150
Total	<u>8,214,093</u>
Fiduciary Funds:	
Cash in County Treasury	<u>4,715,697</u>
Grand Total Cash and Investments	<u><u>\$ 12,929,790</u></u>

Cash and investments as of June 30, 2020 consist of the following:

Deposits with County Treasury	\$ 12,927,640
Deposit with Financial Institutions	2,150
Total Cash and Investments	<u><u>\$ 12,929,790</u></u>

**Cash in County Treasury**

In accordance with Education Code Section 41001, the Office of Education maintains substantially all of its cash in the Kings County Treasury as part of the common investment pool (the Office of Education's portion was \$12,927,640 as of June 30, 2020). The Office of Education considered to be an involuntary participant in an external investment pool. The fair value of the Office of Education's portion of this pool as of June 30, 2020, as provided by the pool sponsor, was \$13,059,824. Assumptions made in determining the fair value of the Office of Education's pooled investment portfolios are available from the County Treasurer. The County is restricted by Government Code Section 53635 pursuant to Section 53601 to invest in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The amount recorded on these financial statements is the balance available for withdrawal based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

**Cash in Revolving Fund**

Cash balances in the revolving fund (\$2,150) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). All cash held by the financial institution is fully insured or collateralized.

**Investment Accounting Policy**

The Office of Education is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The Office of Education's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

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The Office of Education's investments in external investment pools are reported at an amount determined by the fair value per share of the pools underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940. The Office of Education's investment policy does not contain any specific provisions intended to limit the Office of Education's exposure to interest rate risk, credit risk, and concentration of credit risk.

Disclosures Relating to Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates.

Disclosures Relating to Credit Risk

Generally, credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization.

Concentration of Credit Risk

The investment policy of the Office of Education contains no limitations on the amount that can be invested in any one issuer beyond that stipulated by the California Government Code. The Office of Education has no investments.

Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover its deposits or will not be able to recover collateral securities that are in the possession of an outside party. The California Government Code and the Office of Education's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provisions for deposits: The California Government Code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies.

None of the Office of Education's deposits with financial institutions is in excess of federal depository insurance limits.

The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty (e.g., broker-dealer) to a transaction, a government will not be able to recover the value of its investment or collateral securities that are in the possession of another party. The California Government code and the Office of Education's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for investments. With respect to investments, custodial credit risk generally applies only to direct investments in marketable securities. Custodial credit risk does not apply to a local government's indirect investment in securities through the use of mutual funds or government investment pools.

**E. Fair Value**

The Office of Education categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 – Quoted prices (unadjusted) in active markets for identical assets.

Level 2 – Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.



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Level 3 – Unobservable inputs should be developed using the best information available under the circumstances, which might include the Office of Education's own data. The Office of Education should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the Office of Education are not available to other market participants.

Uncategorized – Cash in County Treasury (Investments in county treasury) in the Kings County Treasury Investment Pool are not measured using the input levels above because the Office of Education's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The Office of Education's fair value measurements at June 30, 2020 were as follows:

	Uncategorized	Total
Cash in County Treasury (Investments in county treasury)	<u>\$ 12,927,640</u>	<u>\$ 12,927,640</u>

**F. Accounts Receivable**

Accounts receivable as of June 30, 2020, consist of the following:

	General Fund	Special Education Pass-Through	Child Development Fund	Total
Apportionment:	\$ 715,529	\$ -	\$ -	\$ 715,529
Federal Government:				
Federal Programs	4,287,550	5,383,072	81,390	9,752,012
State Government:				
Categorical Aid Programs	497,285	-	74,905	572,190
Lottery	16,580	-	-	16,580
Other	-	2,084,011	-	2,084,011
Total State Government	513,865	2,084,011	74,905	2,672,781
Local Government:				
Other	1,502,709	-	189,374	1,692,083
Miscellaneous	38,024	-	-	38,024
Totals	<u>\$ 7,057,677</u>	<u>\$ 7,467,083</u>	<u>\$ 345,669</u>	<u>\$ 14,870,429</u>

**G. Capital Assets**

Capital asset activity for the period ended June 30, 2020, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 1,693,706	\$ -	\$ -	\$ 1,693,706
Work In Progress	-	18,795	-	18,795
Total capital assets not being depreciated	1,693,706	18,795	-	1,712,501
Capital assets being depreciated:				
Buildings	18,347,908	-	-	18,347,908
Land Improvements	560,626	74,134	-	634,760
Equipment	18,711,662	253,412	307,436	18,657,638
Total capital assets being depreciated	37,620,196	327,546	307,436	37,640,306
Less accumulated depreciation for:				
Buildings	4,766,591	370,215	-	5,136,806
Land Improvements	412,715	4,988	-	417,703
Equipment	6,323,013	551,787	237,366	6,637,434
Total accumulated depreciation	11,502,319	926,990	237,366	12,191,943
Total capital assets being depreciated, net	26,117,877	(599,444)	70,070	25,448,363
Governmental activities capital assets, net	<u>\$ 27,811,583</u>	<u>\$ (580,649)</u>	<u>\$ 70,070</u>	<u>\$ 27,160,864</u>

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Depreciation was charged to functions as follows:

Instruction	\$ 9,634
Instruction-Related Services	12,117
Pupil Services	10,130
Community Services	392
General Administration	495,715
Plant Services	373,902
Unallocated	25,100
	<u>\$ 926,990</u>

**H. Interfund Balances and Activities**

**1. Due To and From Other Funds**

Balances due to and due from other funds at June 30, 2020, consisted of the following:

<u>Due to Other Fund</u>	<u>Due From Other Fund</u>	<u>Amount</u>	<u>Purpose</u>
Child Development Fund	General Fund	\$ 6,918	To correct payroll and indirect charges.
		<u>\$ 6,918</u>	

All amounts due are scheduled to be repaid within one year.

**2. Transfers To and From Other Funds**

Transfers in to and out from other funds at June 30, 2020, consisted of the following:

<u>Transfers Out From</u>	<u>Transfers In To</u>	<u>Amount</u>	<u>Reason</u>
General Fund	Child Development Fund	\$ 178,099	For Impact Aid Contribution.
General Fund	Foundation Private Trust Fund	4,750	For Kings KCAD Scholarship.
		<u>\$ 182,849</u>	

**I. Long-Term Obligations**

**1. Long-Term Obligation Activity**

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the period ended June 30, 2020, are as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Amounts Due Within One Year</u>
Governmental Activities:					
Compensated absences	\$ 307,795	\$ 33,172	\$ -	\$ 340,967	\$ 170,483
Direct Borrowings:					
Capital leases	2,183,377	-	346,765	1,836,612	236,778
Totals	<u>\$ 2,491,172</u>	<u>\$ 33,172</u>	<u>\$ 346,765</u>	<u>\$ 2,177,579</u>	<u>\$ 407,261</u>

The funds typically used to liquidate Compensated Absences in the past are as follows:

<u>Liability</u>	<u>Activity Type</u>	<u>Fund</u>
Compensated absences	Governmental	General

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**2. Capital Leases**

On March 15, 2013, the Office of Education entered into a lease/purchase agreement with Capital One Public Funding, LLC to prepay its obligations related to the lease/purchase agreement with Transocean Funding for the Lemoore Service Center buildings and to refinance the purchase of the Greenfield building with Citizens Bank. The combined values of the buildings are \$5,687,315 and the agreement provides for title to pass upon repayment of the lease. On May 1, 2018 the Office of Education acquired data processing equipment from Dell via a capital financing lease in the amounts of \$353,606 payable in three annual installments beginning May 1, 2018. Future minimum lease payments are as follows:

Year Ended	Lease Payments
2021	\$ 296,783
2022	296,783
2023	296,783
2024	296,783
2025	296,783
2026-2027	593,563
Total Minimum Lease Payments	2,077,478
Amount Representing Interest	(240,866)
Present Value of Net Minimum Lease Payments	<u>\$ 1,836,612</u>

During the year, the Office of Education made payments on capital leases of \$420,280 of which \$73,515 represents interest.

The Office of Education will receive no sublease rental revenues nor pay any contingent rentals associated with these leases.

**J. Commitments Under Noncapitalized Leases**

The Office of Education has entered into various operating facility leases and equipment with lease terms in excess of one year and leases that automatically renew on an annual basis. None of these agreements contain purchase options. All agreements contain a termination clause providing for cancellation after a specified number of days' written notice to lessor, but it is unlikely that the Office of Education will cancel any of the agreements prior to the expiration date. Future minimum lease payments under these agreements are as follows:

Year Ended June 30	Lease Payments
2021	\$ 135,331
2022	84,472
2023	57,600
Total	<u>\$ 277,403</u>

The Office of Education will receive no sublease rental revenues nor pay any contingent rentals for these properties.

The Office of Education paid \$143,876 for these facility and equipment leases during the year ended June 30, 2020.

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**K. Detail of Fund Balance Classifications**

Details of assigned Fund Balances are as follows:

	General Fund	Child Development Fund
Assigned for:		
Differentiated Assistance	\$ 1,264,787	\$ -
Excellence In Education	59	-
Safety Purchases	14,847	-
LCAP	225,952	-
Lottery	72,460	-
Retiree Benefits	2,346,544	-
Deferred maintenance	859,105	-
Maintenance	1,000,000	-
Technology Replacement	195,785	-
Child Development	-	625,248
	<u>\$ 5,979,539</u>	<u>\$ 625,248</u>

**L. Joint Ventures (Joint Powers Agreements)**

The Office of Education participates in joint ventures under joint powers agreements (JPA) with the Self-Insured Schools of California II, Self-Insured Schools of California III, and the Kings County Self-Insured Schools. The relationship between the Office of Education and the JPAs is such that none of the JPAs is a component unit of the Office of Education for financial reporting purposes.

Condensed audited financial information for the above JPAs (the most current information available) can be obtained through each respective authority.

**Self-Insured Schools of California II (SISC II)**

SISC II arranges for and provides property and liability insurance for its members. SISC II is governed by a Board consisting of a representative from each member. The Board controls the operations of SISC II, including the selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the Board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in SISC II.

**Self-Insured Schools of California III (SISC III)**

SISC III arranges for and provides health, dental and vision benefits for its members. SISC III is governed by a Board consisting of a representative from each member. The Board controls the operations of SISC III, including the selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the Board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in SISC III.

**Kings County Self-Insured Schools (KCSIS)**

KCSIS arranges for and provides workers' compensation insurance for its members. KCSIS is governed by a Board consisting of a representative from each member. The Board controls the operations of KCSIS, including the selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the Board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to their participation in KCSIS.

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**M. Pension Plans**

**1. General Information About the Pension Plans**

**a. Plan Descriptions**

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

**b. Benefits Provided**

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits for the measurement period ending June 30, 2019 are summarized as follows:

	CalSTRS		CalPERS	
	Before	After	Before	After
Hire Date	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life	Monthly for Life	Monthly for Life
Retirement Age	55-60	55-62	50-62	52-67
Monthly benefits, as a %				
of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*	1.1 - 2.5%	1.0 - 2.5%

\* Amounts are limited to 120% of Social Security Wage Base.

**c. Contributions – CalPERS**

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the year ended June 30, 2020, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 7.00% of annual pay, and the employer's contribution rate is 19.721% of annual payroll. Office of Education contributions to the pension plan were \$2,212,167 for the year ended June 30, 2020, and equal 100% of the required contributions for the year.

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d. Contributions – CalSTRS

For the year ended June 30, 2020, Section 22950 of the California Education code requires CalSTRS 2% at 60 and 2% at 62 members to contribute monthly to the system 10.25% and 10.205% of the creditable compensation, respectively, upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS Board have been established at 17.10% of creditable compensation. Rates are defined in Section 22950.5 through measurement period ending June 30, 2021. Beginning in the fiscal year 2021-22 and for each year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. Office of Education contributions to the pension plan were \$1,503,399 for the year ended June 30, 2020, and equal 100% of the required contributions for the year.

e. On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the Office of Education. For the year ended June 30, 2020, the State contributed \$1,042,780 on behalf of the Office of Education to CalSTRS. The contributions made by the State included amounts resulting from Senate Bill (SB) 90 which appropriated for an additional 2019-20 contribution on behalf of school employers of \$1.1 billion for CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures.

Accordingly, these amounts have been recorded in these financial statements.

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2020, the Office of Education reported net pension liabilities for its proportionate shares of the net pension liability of each plan. The CalSTRS net pension liability reflects a reduction for State pension support provided to the Office of Education. The amount recognized by the Office of Education as its proportionate share of the net pension liability of each plan, the related CalSTRS State support, and the total portion of the net pension liability that is associated with the Office of Education is as follows:

	CalSTRS	CalPERS	Total
Office of Education's proportionate share of the net pension liability	\$ 13,702,158	\$ 21,358,187	\$ 35,060,345
State's proportionate share of the net pension liability associated with the Office of Education	7,475,502	-	7,475,502
Total	<u>\$ 21,177,660</u>	<u>\$ 21,358,187</u>	<u>\$ 42,535,847</u>

The Office of Education's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2019, and the total pension liability for each Plan used to calculate the net pension liability was determined by the actuarial valuation as of June 30, 2018 rolled forward to June 30, 2019 using standard update procedures. The Office of Education's proportion of the net pension liability was based on a projection of the Office of Education's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.



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The Office of Education's proportionate share of the net pension liability for each Plan as of June 30, 2018 and 2019 was as follows:

	<u>CalSTRS</u>	<u>CalPERS</u>
Proportion - June 30, 2018	0.015562%	0.071106%
Proportion - June 30, 2019	<u>0.015171%</u>	<u>0.073284%</u>
Change - Increase (Decrease)	<u>(0.000391%)</u>	<u>0.002178%</u>

For the year ended June 30, 2020, the Office of Education recognized pension expense of \$6,962,465 and revenue of \$928,851, for support provided by the State. At June 30, 2020, the Office of Education reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Pension contributions subsequent to measurement date	\$ 3,715,566	\$ -
Differences between actual and expected experience	1,586,053	386,111
Change in assumptions	2,749,740	-
Change in employer's proportion and differences between the employer's contributions and the employer's proportionate share of contributions	445,248	1,295,544
Net difference between projected and actual earnings on plan investments	<u>-</u>	<u>725,912</u>
Total	<u>\$ 8,496,607</u>	<u>\$ 2,407,567</u>

\$3,715,566 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2021. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

<u>Year Ended June 30</u>	
2021	\$ (1,868,266)
2022	43,447
2023	(362,035)
2024	(381,320)
2025	87,962
Thereafter	106,738
Total	<u>\$ (2,373,474)</u>

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**a. Actuarial Assumptions**

The total pension liabilities in the June 30, 2018 actuarial valuations were determined using the following actuarial assumptions:

	CalSTRS		CalPERS	
Valuation Date	June 30, 2018		June 30, 2018	
Measurement Date	June 30, 2019		June 30, 2019	
Actuarial Cost Method	Entry Age - Normal		Entry Age - Normal	
	Cost Method		Cost Method	
Actuarial Assumptions:				
Discount Rate	7.10%		7.15%	
Inflation	2.75%		2.50%	
Payroll Growth	3.50%		(4)	
Post Retirement Benefit Increase	(1)		(5)	
Investment Rate of Return	7.10%	(2)	7.15%	(2)
Mortality	(3)		(6)	

(1) CalSTRS post retirement benefit increases assumed at 2% simple for DB (annually) maintaining 85% purchasing power level for DB. Increases are not applicable for DBS/CBB.

(2) Net of pension plan investment expenses, including inflation.

(3) CalSTRS projects mortality by setting the projection scale equal to 110% of the ultimate improvements factor from the Mortality Improvements Scale (MP-2016) table issued by the Society of Actuaries.

(4) Wage growth is a component of inflation for CalPERS assumptions.

(5) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.

(6) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvement using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2017 experience study report (based on CalPERS demographic data from 1997 to 2015) that can be found on the CalPERS website.

**b. Discount Rate**

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 7.15% for CalPERS. The projection of cash flows used to determine the discount rate assumed that contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the Office of Education bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the Office of Education bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from CalSTRS and CalPERS websites.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expenses. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. The last ALM completed by CalSTRS was conducted in 2015. CalSTRS is in process of completing the next ALM and expects to complete the process by November 2019. CalPERS completed their ALM in 2018 with new policies in effect on July 1, 2018. Both CalSTRS and CalPERS conduct new ALM's every four years.

# KINGS COUNTY OFFICE OF EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS

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The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return and arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

### CalPERS

Asset Class	Assumed Asset Allocation	Real Return (Years 1-10)(1)	Real Return (Years 11+)(2)
Global Equity	50.00%	4.80%	5.98%
Fixed Income	28.00%	1.00%	2.62%
Inflation Assets	-	0.77%	1.81%
Private Equity	8.00%	6.30%	7.23%
Real Assets	13.00%	3.75%	4.93%
Liquidity	1.00%	-	-0.92%
	<u>100.00%</u>		

(1) An expected inflation of 2.0% used for this period

(2) An expected inflation of 2.92% used for this period

### CalSTRS

Asset Class	Assumed Asset Allocation	Long-Term* Expected Real Rate of Return
Global Equity	47.00%	4.80%
Fixed Income	12.00%	1.30%
Real Estate	13.00%	3.60%
Private Equity	13.00%	6.30%
Risk Mitigating Strategies	9.00%	1.80%
Inflation Sensitive	4.00%	3.30%
Cash/Liquidity	2.00%	-0.40%
	<u>100.00%</u>	

\* 20-year average.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

c. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the Office of Education's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the Office of Education's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	<u>CalSTRS</u>	<u>CalPERS</u>
1% Decrease	6.10%	6.15%
Net Pension Liability	\$ 20,403,648	\$ 30,786,422
Current Discount Rate	7.10%	7.15%
Net Pension Liability	\$ 13,702,158	\$ 21,358,187
1% Increase	8.10%	8.15%
Net Pension Liability	\$ 8,145,347	\$ 13,536,815

d. Pension Plan Fiduciary Net Position

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

N. Post-Employment Benefits Other than Pension Benefits

1. General Information about the OPEB Plan

Plan Description

The Office of Education provides post-employment health care benefits, to all employees who retire from the Office of Education on or after attaining age 55 with at least 10 years of service. The plan is a single-employer defined benefit OPEB plan administered by Office of Education's board of education. Authority to establish and amend the benefit terms and financing requirements lies with the Office of Education's board of directors. No assets are accumulated in a trust that meets the criteria in paragraph 4 of the GASB 75 statement.

Employees Covered by Benefit Terms

As of June 30, 2020, the following employees were covered by the benefit terms:

Inactive Employees or Beneficiaries Currently Receiving Benefits	41
Inactive Employees Entitled to But Not Yet Receiving Benefits	-
Participating Active Employees	307
Total Number of participants	<u>348</u>

Contributions

The contribution requirements of OPEB Plan members and the Office of Education are established and may be amended through negotiations between the Office of Education and the respective bargaining units. The voluntary contribution is based on projected pay-as-you-go financing requirements. For the fiscal year ended June 30, 2020, the Office of Education contributed \$471,798 to the Plan, of which \$471,798 was used for current premiums.

An actuarially determined contribution was not calculated for OPEB for the fiscal year, therefore a 10-year schedule is not presented in the required supplementary information.

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

**2. Total OPEB Liability**

The Office of Education's total OPEB liability of \$10,806,104 was measured as of June 30, 2019 and was determined by an actuarial valuation date of June 30, 2019.

**Actuarial Assumptions and Other Inputs**

The total OPEB liability on the June 30, 2020 actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement, unless otherwise specified.

Inflation	2.75 percent
Salary Increases	2.75 percent, average, including inflation
Discount Rate	3.50 percent
Healthcare Cost Trend Rates	4.00 percent

For certificated employees, the mortality assumptions are based on the 2009 CalSTRS Mortality table created by CalSTRS. CalSTRS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalSTRS analysis.

For classified employees, the mortality assumptions are based on the 2014 CalPERS Active Mortality for Miscellaneous Employees table created by CalPERS. CalPERS periodically studies mortality for participating agencies and establishes mortality tables that are modified versions of commonly used tables. This table incorporates mortality projection as deemed appropriate based on CalPERS analysis.

**Discount Rate**

The discount rate was based on the Bond Buyer 20-bond General Obligation Index. It was assumed that contributions would be sufficient to fully fund the obligation over a period not to exceed 30 years.

**3. Changes in Total OPEB Liability**

	Total OPEB Liability
Balance at June 30, 2019 (Valuation Date of July 1, 2017)	<u>\$ 9,325,432</u>
Changes for the year:	
Service cost	414,670
Interest on Total OPEB Liability	354,882
Expected Investment Income	-
Administrative Expenses	-
Employee Contributions	-
Employee Contributions to Trust	-
Employer Contributions as Benefit Payments	-
Actual Benefit Payments from Trust	-
Actual Benefit Payments from Employer	(386,583)
Experience (Gains)/Losses from Expected Minus Actual Benefit Payments	<u>(954)</u>
Expected Balance at June 30, 2020	<u>9,707,447</u>
Experience (Gains)/Losses	(1,053,009)
Changes in Assumptions	2,151,666
Changes in Benefit Terms	-
Investment Gains/(Losses)	-
Other	-
Net changes	<u>1,480,672</u>
Balance at June 30, 2020 (Measurement Date of June 30, 2019)	<u><u>\$ 10,806,104</u></u>

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

The discount rate of 3.50% for fiscal year ended June 30, 2020 decreased by 0.30% from the discount rate of 3.80% in the prior measurement period of June 30, 2018. There were no other changes in benefit terms or assumptions and other inputs for the fiscal year ended June 30, 2020.

Sensitivity of the Total OPEB Liability to Changes in the Discount Rate

The following presents the total OPEB liability of the Office of Education if it were calculated using a discount rate that is one percentage point lower or one percentage point higher than the current discount rate:

	<u>Office of Education's OPEB Plan</u>
1% decrease	2.50%
Total OPEB Liability	\$ 11,901,244
Current discount rate	3.50%
Total OPEB Liability	\$ 10,806,104
1% increase	4.50%
Total OPEB Liability	\$ 4,860,025

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the Office of Education if it were calculated using health care cost trend rates that are one percentage point lower or one percentage point higher than the current healthcare cost trend rates:

	<u>Office of Education's OPEB Plan</u>
1% decrease	3.00%
Total OPEB Liability	\$ 9,941,038
Current healthcare cost trend rate	4.00%
Total OPEB Liability	\$ 10,806,104
1% increase	5.00%
Total OPEB Liability	\$ 11,736,129

4. OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the fiscal year ended June 30, 2020, the Office of Education recognized OPEB expense of \$818,642. As of fiscal year ended June 30, 2020, the Office of Education reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Contributions made subsequent to measurement date	\$ 471,798	\$ -
Differences between expected and actual experience	-	987,676
Change in assumptions	1,749,049	-
Net difference between projected and actual earnings on OPEB plan investments	-	-
	<u>\$ 2,220,847</u>	<u>\$ 987,676</u>

**KINGS COUNTY OFFICE OF EDUCATION**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

\$471,798 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of total OPEB liability in the year ended June 30, 2021. The Office of Education had no other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB.

<u>Year Ended June 30:</u>	
2021	\$ 49,090
2022	49,090
2023	49,090
2024	49,090
2025	(118,462)
Thereafter	683,475
Total	<u>\$ 761,373</u>

**O. Commitments and Contingencies**

State and Federal Allowances, Awards and Grants

The Office of Education has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

Work in Progress

The Office of Education has the following commitments related to construction contracts:

	<u>Contract</u> <u>Authorization</u>	<u>Expended to</u> <u>June 30 2020</u>	<u>Committed</u>
Accessible Parking and Improvements	<u>\$ 76,518</u>	<u>\$ 18,795</u>	<u>\$ 57,723</u>

**P. Subsequent Events**

Coronavirus Pandemic

Subsequent to year-end, the Office of Education has been negatively impacted by the effects of the global coronavirus (COVID-19) pandemic. The pandemic has adversely affected public education, workforces, economies, and financial markets globally, potentially leading to an economic downturn. The Office of Education is closely monitoring its operations, liquidity, and capital resources and is working to minimize the current and future impact of this unprecedented situation. As of the issuance date of these financial statements, the full impact to the Office of Education's financial position is not known beyond increased cash flow monitoring due to state apportionment deferrals.



## **Required Supplementary Information**

# KINGS COUNTY OFFICE OF EDUCATION

## GENERAL FUND

### BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2020

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 3,378,393	\$ 3,901,545	\$ 4,054,605	\$ 153,060
Education Protection Account Funds	767,329	572,516	419,456	(153,060)
Local Sources	2,924,099	3,366,051	3,366,051	--
Federal Revenue	5,026,613	5,467,380	5,467,380	--
Other State Revenue	2,630,596	2,995,917	2,995,917	--
Other Local Revenue	18,607,397	19,504,715	19,504,715	--
Total Revenues	<u>33,334,427</u>	<u>35,808,124</u>	<u>35,808,124</u>	<u>--</u>
Expenditures:				
Current:				
Certificated Salaries	8,518,944	8,631,054	8,631,054	--
Classified Salaries	10,566,155	10,914,754	10,914,754	--
Employee Benefits	8,553,162	8,675,386	8,675,386	--
Books And Supplies	916,632	1,221,803	1,221,803	--
Services And Other Operating Expenditures	3,206,435	3,061,436	3,076,969	(15,533)
Other Outgo	--	23,607	23,607	--
Direct Support/Indirect Costs	(175,464)	(183,432)	(183,432)	--
Capital Outlay	295,216	221,645	221,645	--
Debt Service:				
Principal	341,114	346,765	346,765	--
Interest	78,965	73,515	73,515	--
Total Expenditures	<u>32,301,159</u>	<u>32,986,533</u>	<u>33,002,066</u>	<u>(15,533)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>1,033,268</u>	<u>2,821,591</u>	<u>2,806,058</u>	<u>(15,533)</u>
Other Financing Sources (Uses):				
Transfers Out	(190,750)	(182,849)	(182,849)	--
Total Other Financing Sources (Uses)	<u>(190,750)</u>	<u>(182,849)</u>	<u>(182,849)</u>	<u>--</u>
Net Change in Fund Balance	842,518	2,638,742	2,623,209	(15,533)
Fund Balance, July 1	10,076,604	10,076,604	10,076,604	--
Fund Balance, June 30	<u>\$ 10,919,122</u>	<u>\$ 12,715,346</u>	<u>\$ 12,699,813</u>	<u>\$ (15,533)</u>

**KINGS COUNTY OFFICE OF EDUCATION**  
**SPECIAL EDUCATION PASS-THROUGH FUND**  
**BUDGETARY COMPARISON SCHEDULE**  
**FOR THE YEAR ENDED JUNE 30, 2020**

	Budgeted Amounts			Variance with Final Budget Positive (Negative)
	Original	Final	Actual	
Revenues:				
Federal Revenue	\$ 4,295,000	\$ 5,366,885	\$ 10,777,649	\$ 5,410,764
Other State Revenue	14,800,000	15,085,390	17,141,709	2,056,319
Total Revenues	<u>19,095,000</u>	<u>20,452,275</u>	<u>27,919,358</u>	<u>7,467,083</u>
Expenditures:				
Other Outgo	19,095,000	20,452,275	27,919,358	(7,467,083)
Total Expenditures	<u>19,095,000</u>	<u>20,452,275</u>	<u>27,919,358</u>	<u>(7,467,083)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Other Financing Sources (Uses):				
Total Other Financing Sources (Uses)	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Net Change in Fund Balance	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Fund Balance, July 1	<u>--</u>	<u>--</u>	<u>--</u>	<u>--</u>
Fund Balance, June 30	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>	<u>\$ --</u>

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF THE OFFICE OF EDUCATION'S PROPORTIONATE**  
**SHARE OF THE NET PENSION LIABILITY**  
**CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS\***

	Fiscal Years**					
	2015	2016	2017	2018	2019	2020
Office of Education's proportion of the net pension liability (asset)	0.016946%	0.017292%	0.016443%	0.015745%	0.015562%	0.015171%
Office of Education's proportionate share of the net pension liability (asset)	\$ 9,902,578	\$ 11,641,539	\$ 13,299,167	\$ 14,561,227	\$ 14,302,651	\$ 13,702,158
State's proportionate share of the net pension liability (asset) associated with the Office of Education	<u>5,979,664</u>	<u>6,157,074</u>	<u>\$ 7,572,093</u>	<u>\$ 8,614,369</u>	<u>8,188,977</u>	<u>7,475,502</u>
Total	<u>\$ 15,882,242</u>	<u>\$ 17,798,613</u>	<u>\$ 20,871,260</u>	<u>\$ 23,175,596</u>	<u>\$ 22,491,628</u>	<u>\$ 21,177,660</u>
Office of Education's covered-employee payroll	\$ 7,550,402	\$ 7,905,011	\$ 8,214,165	\$ 8,480,809	\$ 8,380,122	\$ 8,267,965
Office of Education's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	131.15%	147.27%	161.91%	171.70%	170.67%	165.73%
Plan fiduciary net position as a percentage of the total pension liability	76.52%	74.02%	70.04%	69.46%	70.99%	72.56%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

\*\* Information presented is for the fiscal year ended on the measurement date of the net pension liability.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF THE OFFICE OF EDUCATION'S CONTRIBUTIONS**  
**CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS\***

	Fiscal Years					
	2015	2016	2017	2018	2019	2020
Contractually required contribution	\$ 701,965	\$ 881,380	\$ 1,066,824	\$ 1,209,544	\$ 1,345,616	\$ 1,503,399
Contributions in relation to the contractually required contributions	(701,965)	(881,380)	(1,066,824)	(1,209,544)	(1,345,616)	(1,503,399)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office of Education's covered-employee payroll	\$ 7,905,011	\$ 8,214,165	\$ 8,480,809	\$ 8,380,122	\$ 8,267,965	\$ 8,791,153
Contributions as a percentage of covered-employee payroll	8.88%	10.73%	12.58%	14.43%	16.28%	17.10%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF THE OFFICE OF EDUCATION'S PROPORTIONATE**  
**SHARE OF THE NET PENSION LIABILITY**  
**CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS\***

	Fiscal Years**					
	2015	2016	2017	2018	2019	2020
Office of Education's proportion of the net pension liability	0.075997%	0.077396%	0.074447%	0.074720%	0.071106%	0.073284%
Office of Education's proportionate share of the net pension liability (asset)	\$ 8,627,511	\$ 11,408,302	\$ 14,703,332	\$ 17,837,641	\$ 18,959,155	\$ 21,358,187
Office of Education's covered-employee payroll	\$ 7,647,523	\$ 8,372,602	\$ 8,767,696	\$ 9,409,498	\$ 9,302,406	\$ 10,055,693
Office of Education proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	112.81%	136.26%	167.70%	189.57%	203.81%	212.40%
Plan fiduciary net position as a percentage of the total pension liability	83.38%	79.43%	73.90%	71.87%	70.85%	70.05%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

\*\* Information presented is for the fiscal year ended on the measurement date of the net pension liability.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF THE OFFICE OF EDUCATION'S CONTRIBUTIONS**  
**CALIFORNIA PUBLIC EMPLOYEES' RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS\***

	Fiscal Years					
	2015	2016	2017	2018	2019	2020
Contractually required contribution	\$ 985,539	\$ 1,038,709	\$ 1,306,791	\$ 1,444,716	\$ 1,816,288	\$ 2,212,167
Contributions in relation to the contractually required contribution	(985,539)	(1,038,709)	(1,306,791)	(1,444,716)	(1,816,288)	(2,212,167)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office of Education's covered-employee payroll	\$ 8,372,602	\$ 8,767,696	\$ 9,409,498	\$ 9,302,406	\$ 10,055,693	\$ 11,217,329
Contributions as a percentage of covered-employee payroll	11.771%	11.847%	13.888%	15.531%	18.062%	19.721%

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.



**KINGS COUNTY OFFICE OF EDUCATION****SCHEDULE OF CHANGES IN THE TOTAL OPEB LIABILITY AND RELATED RATIOS  
LAST TEN FISCAL YEARS\***

	Fiscal Year**		
	2018	2019	2020
Total OPEB Liability			
Service Cost	\$ 392,771	\$ 403,572	\$ 414,670
Interest on Total OPEB Liability	312,683	352,317	354,882
Changes of Assumption	-	(307,188)	-
Benefit payments	(371,135)	(385,980)	(386,583)
Expected Minus Actual Benefit Payments	-	-	(954)
Experience (Gains)/Losses	-	-	(1,053,009)
Changes in Assumptions	-	-	2,151,666
Net change in total OPEB liability	334,319	62,721	1,480,672
Total OPEB liability - beginning	8,928,392	9,262,711	9,325,432
Total OPEB liability - ending	\$ 9,262,711	\$ 9,325,432	\$ 10,806,104
Covered-employee payroll	\$ 15,411,792	\$ 14,867,432	\$ 14,659,944
Total OPEB liability as a percentage of covered-employee payroll	60.10%	62.72%	73.71%

\*This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

\*\*Information presented is for the fiscal year ended on the measurement date of the Total OPEB liability.

## **Supplementary Information Section**

**KINGS COUNTY OFFICE OF EDUCATION**  
ORGANIZATION  
YEAR ENDED JUNE 30, 2020

The Office of Education was established in 1852, and is comprised of an area of 1,391 square miles located in Kings County. There were no changes in the boundaries of the Office of Education during the year ended June 30, 2019. The Office of Education is currently operating special education, court, and career education.

**Board of Trustees**

<b><u>Name</u></b>	<b><u>Office</u></b>	<b><u>Term Expires</u></b>
Mary Gonzales-Gomez	President	November 2020
Glenn Estes	Vice President	November 2020
Adam Medeiros	Member	November 2022
Mickey Thayer	Member	November 2020
Tawny Robinson	Member	November 2020

**Administration**

Todd Barlow  
County Superintendent Since September 2018

Jamie Dial  
Assistant Superintendent, Business Services Since March 2019

Lisa Horne  
Assistant Superintendent, Human Resources Since June 2018

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2020**

	<u>*Second Period Report</u>	<u>*Annual Report</u>
District Funded County Programs		
TK/K-3:		
Special Education - Special Day Class	84	84
Extended Year Special Education - Nonpublic, Nonsectarian Schools	-	1
TK/K-3 Totals	<u>84</u>	<u>85</u>
Grades 4-6:		
Special Education - Special Day Class	55	55
Extended Year Special Education - Nonpublic, Nonsectarian Schools	-	2
Grades 4-6 Totals	<u>55</u>	<u>57</u>
Grades 7 and 8:		
Special Education - Special Day Class	38	38
Extended Year Special Education - Nonpublic, Nonsectarian Schools	-	1
Grades 7 and 8 Totals	<u>38</u>	<u>39</u>
Grades 9-12:		
Special Education - Special Day Class	93	93
Extended Year Special Education - Nonpublic, Nonsectarian Schools	-	2
Grades 9-12 Totals	<u>93</u>	<u>95</u>
Total District Funded County Programs	<u>270</u>	<u>276</u>
County Office of Education		
Elementary:		
Juvenile Halls, Homes and Camp	<u>2</u>	<u>2</u>
High School:		
Juvenile Halls, Homes and Camp	<u>40</u>	<u>49</u>
Total County Office of Education	<u>42</u>	<u>51</u>
ADA Totals	<u>312</u>	<u>327</u>

Average daily attendance is a measurement of the number of pupils attending classes of the Office of Education. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school Office of Education s. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

\*The average daily attendance above are the original and audited amounts, since the Office of Education did not have findings that impact average daily attendance.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS**  
**YEAR ENDED JUNE 30, 2020**

<u>General Fund</u> <sup>(2)</sup>	(Budget) <sup>(1)</sup> <u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Revenues and Other Financial Sources	\$ 40,460,012	\$ 35,808,124	\$ 33,885,357	\$ 30,229,484
Expenditures	35,649,531	33,002,066	32,058,712	30,545,376
Other Uses and Transfers Out	192,486	182,849	234,744	232,534
Total Outgo	35,842,017	33,184,915	32,293,456	30,777,910
Change in Fund Balance (Deficit)	4,617,995	2,623,209	1,591,901	(548,426)
Prior Period Adjustment	-	-	749,215	-
Ending Fund Balance	\$ 17,317,808	\$ 12,699,813	\$ 10,076,604	\$ 7,735,488
Available Reserves <sup>(3)</sup>	\$ 4,823,886	\$ 3,088,260	\$ 2,656,354	\$ 1,626,136
Available Reserves as a Percentage of Total Outgo	13.46%	9.31%	8.23%	5.28%
Total Long-Term Debt	\$ 47,636,767	\$ 48,044,028	\$ 45,078,411	\$ 44,483,390
Average daily attendance	305	312	309	304

- (1) Budget 2021 is included for analytical purposes only and has not been subjected to audit.
- (2) The Special Reserve Fund for Other Than Capital Outlay Projects has been included due to its consolidation into the General Fund.
- (3) Available reserves consist of all unassigned fund balance and all funds reserved for economic uncertainties contained within the General Fund.

This schedule discloses the Office of Education's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the Office of Education's ability to continue as a going concern for a reasonable period of time

The General Fund balance has increased by \$4,964,325 over the past two years. The fiscal year 2020-21 budget projects an increase of \$4,617,995 (36.36%). For an Office of Education of this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses (total outgo).

The Office of Education has incurred an operating deficit in one of the past three years, and does not anticipate incurring an operating deficit during the 2020-21 fiscal year. Total long-term debt has increased by \$3,560,638 over the past two years. This increase is a result of an increase in the OPEB liability as well as an increase in Net Pension liability.

Average daily attendance (ADA) has increased by eight over the past two years. A decrease of seven ADA is anticipated during fiscal year 2020-21.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2020**

Federal Grantor/Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
<b>U.S. Department of Health and Human Services:</b>			
Passed through California Department of Education (CDE):			
CCDF Cluster:			
Child Development: Quality Improvement Activities	93.575	13979	\$ 100,088
Child Development: Federal Local Planning Councils	93.575	13946	71,686
Child Development: Early Learning and Care Workforce Development	93.575	15472	28,468
Subtotal CCDF Cluster			<u>200,242</u>
Total Passed through CDE			<u>200,242</u>
Passed through Madera County Superintendent of Schools (MCSOS):			
Medi-Cal Administrative Activities (MAA)	93.778	10060	<u>528,216</u>
Total Passed through MCSOS			<u>528,216</u>
Total U.S. Department of Health and Human Services			<u>728,458</u>
<b>U.S Department of Education:</b>			
Passed through California Department of Education (CDE):			
ESSA: Title I, Part D, Subpart 2 Local Delinquent Programs	84.010	14357	169,924
ESSA: School Improvement (CSI) Funding for LEAs	84.010	15438	<u>57,389</u>
Subtotal			<u>227,313</u>
Special Education (IDEA) Cluster:			
Special Ed: IDEA Basic Local Assistance Entitlement, Part B	84.027	13379	4,052,377
Special Ed: IDEA Basic Local Assistance Entitlement, Part B-Pass through	84.027	13379	10,174,648
Special Ed: IDEA Mental Health Allocation Plan, Part B	84.027A	15197	16,377
Special Ed: IDEA Mental Health Allocation Plan, Part B-Pass thru	84.027A	15197	<u>603,001</u>
Subtotal			<u>14,846,403</u>
Special Ed: Alternate Dispute Resolution	84.173A	13007	15,100
Special Ed: IDEA Preschool Grants, Part B	84.173	13430	113,984
Special Ed: IDEA Preschool Grants, Part B	84.173A	13839	12,000
Special Ed: IDEA Preschool Staff Development, Part B	84.173A	13431	<u>1,000</u>
Subtotal			<u>142,084</u>
Subtotal Special Education (IDEA) Cluster			<u>14,988,487</u>
ESSA Title VII: Federal Impact Aid	84.041	10015	191,705
Department of Rehab: Workability II, Transition Partnership	84.126	10006	181,250
Special Ed: IDEA Early Intervention Grants Part C	84.181	23761	35,989
ESSA: Education for Homeless Children and Youth	84.196	14332	73,292
ESSA: Title IV, Part B, 21st Century Community Learning Centers Program	84.287	14349	1,046
ESSA: Title III, Technical Assistance	84.365	14967	6,196
ESSA: Title II, Part A, Supporting Effective Instruction	84.367	14341	<u>11,534</u>
Total Passed through CDE			<u>15,716,812</u>
Total U.S. Department of Education			<u>15,716,812</u>
<b>U.S Department of the Treasury:</b>			
Passed through California Department of Education (CDE)			
Coronavirus Relief Fund (CRF): Learning Loss Mitigation	21.019	25516	<u>187,055</u>
<b>Total Expenditures of Federal Awards</b>			<u><u>\$ 16,632,325</u></u>

The accompanying notes are an integral part of this schedule.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**YEAR ENDED JUNE 30, 2020**

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the federal award activity of Kings County Office of Education under programs of the federal government for the year ended June 30, 2020. The information in this schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Office of Education, it is not intended to and does not present the financial position, or changes in financial position of the Office of Education.

Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Costs Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures may or may not be allowable or may be limited as to reimbursement.

The Office of Education has elected not to use the 10-percent de minimis indirect cost rate as allowable under the Uniform Guidance.

Reconciliation of Expenditures

Reconciliation of expenditures per schedule of federal grant activity with the federal revenue reported on the Office of Education's Statement of Revenue, Expenditures, and Changes in Fund Balances - Governmental and Enterprise Funds follows:

Schedule of Expenditures of Federal Awards	\$ 16,632,325
Coronavirus Relief Fund (CRF): Learning Loss Mitigation - spent in 2019-20	(187,055)
Rounding	<u>1</u>
Federal Revenue Reported on the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds	<u><u>\$ 16,445,271</u></u>



**KINGS COUNTY OFFICE OF EDUCATION**  
**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET**  
**REPORT WITH AUDITED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2020**

	<u>General Fund</u>
June 30, 2020 Annual Financial and Budget Report Fund Balances	<u>\$ 12,715,346</u>
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance:	
Deferred Outflow Overstatement	<u>(15,533)</u>
Net Adjustments and Reclassifications	<u>(15,533)</u>
June 30, 2020 Audited Financial Statement Fund Balances	<u><u>\$ 12,699,813</u></u>
	<u>Noncurrent Liabilities</u>
June 30, 2020 Annual Financial and Budget Report - Form Debt	<u>\$ 46,245,489</u>
Adjustments and Reclassifications:	
Increase (Decrease) in Total Liabilities:	
Net Pension Liability	<u>1,798,539</u>
Net Adjustments and Reclassifications	<u>1,798,539</u>
June 30, 2020 Noncurrent Liabilities	<u><u>\$ 48,044,028</u></u>

This schedule provides the information necessary to reconcile the fund balances of all funds and the total long-term liabilities as reported on the annual financial and budget report to the audited financial statements. Funds that required no adjustment are not presented.

## **Other Independent Auditor's Reports**

Independent Auditor's Report on Internal Control Over Financial Reporting  
and on Compliance and Other Matters Based on an Audit of Financial  
Statements Performed in Accordance With *Government Auditing Standards*

Board of Trustees  
Kings County Office of Education  
Hanford, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Kings County Office of Education, as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Kings County Office of Education's basic financial statements, and have issued our report thereon dated December 16, 2020.

### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Kings County Office of Education's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Kings County Office of Education's internal control. Accordingly, we do not express an opinion on the effectiveness of Kings County Office of Education's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Kings County Office of Education's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Governmental Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Borchardt, Corona, Faeth  
& Gyakavian*

Fresno, California  
December 16, 2020

## Independent Auditor's Report on State Compliance

Board of Trustees  
Kings County Office of Education  
Hanford, California

### Report on State Compliance

We have audited Kings County Office of Education's, (the Office of Education) compliance with the types of compliance requirements described in the *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel that could have a direct and material effect on each of the Office of Education's state programs identified below for the fiscal year ended June 30, 2020.

### Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Office of Education's state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, *2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* published by the California Education Audit Appeals Panel. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about the Office of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Office of Education's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the Office of Education's compliance with the state laws and regulations applicable to the following items:

#### LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:

Attendance Accounting:	
Attendance Reporting	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	N/A
Independent Study	N/A
Continuation Education	N/A
Instructional Time:	
School Districts	N/A
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	N/A
Classroom Teacher Salaries	N/A
Early Retirement Incentive	N/A
GANN Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	Yes

**LOCAL EDUCATION AGENCIES OTHER THAN CHARTER SCHOOLS:**

Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	Yes
District of Choice	N/A

**SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND  
CHARTER SCHOOLS:**

California Clean Energy Jobs Act	Yes
After/Before School Education and Safety Program:	
After School	Yes
Before School	N/A
General Requirements	Yes
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A

**CHARTER SCHOOLS:**

Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study for Charter Schools	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the Office of Education did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

**Opinion on State Compliance**

In our opinion, Kings County Office of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its state programs for the year ended June 30, 2020.

*Borchardt, Corona, Faeth  
& Gakavian*

Fresno, California  
December 16, 2020

Independent Auditor's Report on Compliance for Each Major Federal Program  
and on Internal Control over Compliance Required by the Uniform Guidance

Board of Trustees  
Kings County Office of Education  
Hanford, California

### **Report on Compliance for Each Major Federal Program**

We have audited Kings County Office of Education's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Kings County Office of Education's major federal programs for the year ended June 30, 2020. Kings County Office of Education's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

### **Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of Kings County Office of Education's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Kings County Office of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Kings County Office of Education's compliance.

### **Opinion on Each Major Federal Program**

In our opinion, Kings County Office of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

### **Report on Internal Control Over Compliance**

Management of Kings County Office of Education is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Kings County Office of Education's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Kings County Office of Education's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Borchardt, Corona, Faeth  
& Hakopian*

Fresno, California  
December 16, 2020



## **Findings and Recommendations Section**

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**  
**YEAR ENDED JUNE 30, 2020**

**Summary of Auditor's Results**

**1. Financial Statements**

Type of auditor's report issued:

**Unmodified**

Internal control over financial reporting:

Material weakness (es) identified? \_\_\_\_\_

Yes X No

Significant deficiency (ies) identified not considered  
to be material weakness (es) \_\_\_\_\_

Yes X None reported

Noncompliance material to financial statements noted? \_\_\_\_\_

Yes X No

**2. Federal Awards**

Internal control over major programs:

Material weakness (es) identified? \_\_\_\_\_

Yes X No

Significant deficiency (ies) identified not considered  
to be material weakness (es) \_\_\_\_\_

Yes X None reported

Type of auditor's report issued on compliance for  
major programs:

**Unmodified**

Any audit findings disclosed that are required to be  
reported in accordance with Title 2 CFR 200.516(a)? \_\_\_\_\_

Yes X No

Identification of major programs:

CFDA Number(s)

84.027, 84.027A, 84.173, 84.173A

Name of Federal Program or Cluster

Special Education (IDEA) Cluster

Dollar threshold used to distinguish between  
Type A and Type B programs

\$750,000

Auditee qualified as low-risk Auditee? \_\_\_\_\_

X Yes \_\_\_\_\_ No

**3. State Awards**

Internal control over state programs:

Material weakness (es) identified? \_\_\_\_\_

Yes X No

Significant deficiency (ies) identified not considered  
to be material weakness(es) \_\_\_\_\_

Yes X None reported

Type of auditor's report issued on compliance for  
state programs:

**Unmodified**

**KINGS COUNTY OFFICE OF EDUCATION**  
**SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS**  
**YEAR ENDED JUNE 30, 2020**

There were no findings in the current year.

**KINGS COUNTY OFFICE OF EDUCATION**  
CORRECTIVE ACTION PLAN  
FOR THE YEAR ENDED JUNE 30, 2020

There were no findings in the current year.

**KINGS COUNTY OFFICE OF EDUCATION**  
**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS**  
**YEAR ENDED JUNE 30, 2020**

1. **Finding/Recommendation**

During our audit of attendance records, we noted that the students served reported for the first half of the school year on the After School Base Report was incorrect due to clerical errors in recording and transferring of pupils attendance from the weekly sign-in/sign out forms to monthly attendance reports for the After School Education and Safety Program.

It was recommended that the County should implement review procedures to ensure students served reported on the Monthly Attendance Reports are properly summarized and reported. The County should ensure all personnel understand 3 hour per day requirement for claimable attendance.

**Current Status**

Implemented

**Office of Education's Explanation if Not Implemented**

Not Applicable

DATE	February 10, 2021
TOPIC	RESOLUTION A021021-APPROVE THE KINGS COUNTY DIRECTOR OF FINANCE'S STATEMENT OF INVESTMENT POLICY AND DELEGATING INVESTMENT AUTHORITY TO THE KINGS COUNTY DIRECTOR OF FINANCE
ISSUE	On an annual basis, we present the approval of the investment policy and give investment authority to the Kings County treasurer. The investment policy is reviewed by the treasury oversight committee, which includes a County Office representative and a school district representative.
BACKGROUND	The investment policy ensures that the county treasurer operates within Government Code and maintains a high level of stability and safety of the investment pool.
RESOURCE	Jamie Dial, extension 7091 Resolution A021021 Statement of Investment Policy, February 2021
RECOMMENDATION	The administration recommends the approval of the resolution.

BEFORE THE BOARD OF TRUSTEES OF THE  
KINGS COUNTY OFFICE OF EDUCATION  
COUNTY OF KINGS, STATE OF CALIFORNIA

\*\*\*\*\*

IN THE MATTER OF APPROVING  
THE KINGS COUNTY DIRECTOR OF  
FINANCE'S STATEMENT OF INVESTMENT  
POLICY AND DELEGATING  
INVESTMENT AUTHORITY TO THE  
KINGS COUNTY DIRECTOR OF FINANCE  
UNDER CALIFORNIA GOVERNMENT CODE  
SECTIONS 53607, 53646 AND 53684 /

RESOLUTION NO. A021021

WHEREAS, under Government Code section 53646, the Kings County Director of Finance ("Treasurer") may render an annual statement of investment policy to the Kings County Board of Supervisors and to the governing board of any local agency which has funds on deposit in the Kings County Treasury; and

WHEREAS, on December 8, 2020 the Kings County Board of Supervisors approved the Director of Finance's Statement of Investment Policy dated January 1, 2021 ("Investment Policy"); and

WHEREAS, the Investment Policy has been submitted to the Kings County Board of Education ("County Board of Education") for approval under Government Code section 53646; and

WHEREAS, under Government Code section 53646, the Treasurer may render a quarterly report ("Quarterly Report") to each local agency which has funds on deposit in the County Treasury and for which the Treasurer has made investments; and

WHEREAS, the KINGS COUNTY OFFICE OF EDUCATION ("County Office") has funds on deposit with the Kings County Director of Finance ("Treasurer"); and

WHEREAS, when keeping, holding, depositing and investing County Office funds on the County Office's behalf, the Treasurer acts as the "ex-officio" treasurer of the County Office; and

WHEREAS, the County Board of Education has authority under Government Code sections 53607 and 53684 to delegate authority to the Treasurer to deposit and invest County Office funds under the provisions of Government Code sections 53601 and 53635; and

WHEREAS, the County Board of Education now wishes to approve the Director of Finance's Statement of Investment Policy and to delegate investment authority to the Kings County Director of Finance ("Treasurer") for the ensuing twelve-month period.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. Pursuant to Government Code section 53646, the County Board of Education hereby approves the Investment Policy.

2. Pursuant to Government Code section 53646, the County Board of Education acknowledges and approves the procedures utilized by the Treasurer in rendering and submitting each Quarterly Report, under the provisions of which the Treasurer shall render each such report. Under the provisions of Government Code section 53607, the Treasurer shall prepare a monthly report and maintain it on file in his/her office for review and inspection by the County Board of Education, staff and designated agents.

3. Pursuant to Government Code sections 53607 and 53684, and subject to the requirements of Government Code sections 53601 and 53635, the County Board of Education hereby delegates to the Kings County Director of Finance ("Treasurer") the discretionary authority to deposit, invest or reinvest the funds of the County Office in the County Treasury commencing on the date of approval of this resolution and continuing for the ensuing twelve months. Without limiting his discretion in any way, the Treasurer is hereby expressly authorized to invest such County Office funds in the Treasurer's Pooled Investment Portfolio.

4. The County Board of Education hereby delegates to the Treasurer the discretionary authority to determine which County Office funds on deposit in the Kings County Treasury are monies which are sinking funds or money not required for immediate use within the meaning of Government Code section 53601 and which monies are excess funds within the meaning of Government Code section 53684.

5. The Treasurer shall assume full responsibility for such deposit and investment transactions until such time as the County Board of Education revokes this delegation of authority or until the date which is twelve months from the date of approval of this resolution, unless renewed on or before that date by the County Board of Education.

The foregoing resolution was adopted upon motion by Trustee \_\_\_\_\_, seconded by Trustee \_\_\_\_\_, at a regular meeting held on the 10<sup>th</sup> day of February, 2021, by the following vote:

AYES: Trustees  
NOES: Trustees  
ABSENT: Trustees

\_\_\_\_\_  
President of the County Board of Education  
KINGS COUNTY OFFICE OF EDUCATION

WITNESS my hand and seal of said Board of Trustees this 10<sup>th</sup> day of February, 2021.

\_\_\_\_\_  
Clerk of said Board of Trustees



BOARD ACTION ITEMS  
February 10, 2021

TOPIC: Approval of School Safety Plan for 2020-2021

ISSUE: Every year we are required to update our Shelly Baird School Safety Plan and bring it to the board for final approval.

BACKGROUND: California Education Code requires that a safety plan be in place for each school site and that the plan be updated each year and approved by March 1. Our School Safety Committee met and revised the 2020-2021 plan. The draft plan was presented to our School Site Counsel for review and approval.

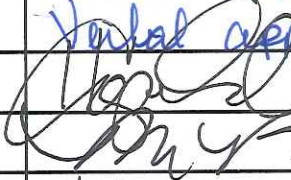


CONTACT: Rebecca Jensen  
589-7097  
email: [rebecca.jensen@kingscoe.org](mailto:rebecca.jensen@kingscoe.org)

RECOMMENDATION: The administration is seeking Board approval on the School Safety Plan for Shelly Baird School for the 2020-2021 school year.


**Kings County Office of Education  
School Safety Plan  
(Education Code Section 32280-32289.5)  
At Shelly Baird School and Highland Center  
CDS Code  
16-10165-6069298  
2020 TO 2021**

Contact Person:	Helen Copeland, Principal	(559) 585-5546	<a href="mailto:helen.copeland@kingscoe.org">helen.copeland@kingscoe.org</a>
	Jerrod Wood, Program Manager	(559) 589-2643	<a href="mailto:jerrod.wood@kingscoe.org">jerrod.wood@kingscoe.org</a>

The plan was written and developed by a Safe School Leadership Team (SSLT) and reviewed, amended and approved annually by the SSC. The SSC meetings are posted and the general public is allowed to comment on the school safety plan (32288(b)(2)). Any updates made to the safety plan is shared with law enforcement, the fire department, and any other first responder entities. Where practical Shelly Baird school will consult, cooperate and coordinate with other school site councils or school safety planning committees. The undersigned members of the Shelly Baird School Site Council certify that the requirements of California Education Code 32280–32289.5 have been met in the development of the following Comprehensive School Safety Plan. The school understands that the county office must annually notify the CDE by October 15 of any schools that have not complied with Section 32281. Shelly Baird School will review, update, and approve its plan by March 1, every year and will submit the plan to the COE for approval.

Name	Title	Signature	Date
Jacqueline Huerta	Parent	Verbal approval H. Cripe	2/1/2021
Cassandra Bakker	Parent	Verbal approval H. Cripe	2/1/2021
Demarie Campos	Student	Verbal approval H. Cripe	2/1/2021
Helen Copeland	Principal		2/1/2021
Michelle Bailey	Principal		2/1/2021
Linda Steadman	Teacher	Linda Steadman	2/1/2021
Laurel Montoya	Teacher		2/1/2021
Katie Shearer	Teacher		2/1/2021
Mary Ann Sweazy	Teacher	Verbal approval H. Cripe	2/1/2021
Heather Cripe	Analyst	Heather Cripe	2/1/2021

The plan was written and developed by a Safe School Leadership Team (SSLT) and reviewed, amended and approved annually by the SSC. The SSC meetings are posted and the general public is allowed to comment on the school safety plan (32288(b)(2)). Any updates made to the safety plan is shared with law enforcement, the fire department, and any other first responder entities. Where practical Shelly Baird school will consult, cooperate and coordinate with other school site councils or school safety planning committees. The undersigned members of the Shelly Baird School Site Council certify that the requirements of California Education Code 32280–32289.5 have been met in the development of the following Comprehensive School Safety Plan. The school understands that the county office must annually notify the CDE by October 15 of any schools that have not complied with Section 32281. Shelly Baird School will review, update, and approve its plan by March 1, every year and will submit the plan to the COE for approval.

Name	Title	Signature	Date
Jacqueline Huerta	Parent		2/1/2021
Cassandra Bakker	Parent		2/1/2021
Demarie Campos	Student		2/1/2021
Helen Copeland	Principal		2/1/2021
Michelle Bailey	Principal		2/1/2021
Linda Steadman	Teacher		2/1/2021
Laurel Montoya	Teacher		2/1/2021
Katie Shearer	Teacher		2/1/2021
Mary Ann Sweazy	Teacher		2/1/2021
Heather Cripe	Analyst		2/1/2021

Kings County Office of Education

## **Comprehensive Safe School Plan**

### **Board of Education**

Marlene Thayer  
Mary Gonzales-Gomez  
Tawny Robinson  
Adam T. Medeiros  
Alicia Ramirez

### **Superintendent of Schools**

Todd Barlow

### **Assistant Superintendent, Special Education**

Rebecca Jensen

### **Purpose and Scope**

The Kings County Office of Education (KCOE) Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty, and staff who have emergency management responsibilities. The ERP along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving a KCOE School facility.

**Key Emergency Contact**

After contacting 911, it is imperative during an emergency to contact the office of the Superintendent as quickly as possible. She will respond immediately to the emergency and alert the appropriate members of the District Safety Team.

**Safe School Leadership Team (SSLT)**

Each KCOE facility and administrative site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage, and business interruption. The team consists of the Principal and/or designee, office manager, school nurse, SRO, certificated and classified employee. Each person has an alternate should they not be on campus.

### Assessment of School Safety

An assessment of the current status of school climate at Shelly Baird School is accomplished by reviewing the data with discussion reflected in the School Site Council Minutes. The following areas are to be reviewed annually :

- Attendance rates
- Suspension data
- California Healthy Kids Survey data

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional, and State.**

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the District are positioned to integrate services when an incident occurs on an area, regional, or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- ☐ Facilitate the flow of information within and between levels of the system,
- ☐ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California and to the needs of all emergency responders.

Essential Management Functions: SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration.** The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles &



Responsibilities outlined above in this document will also assist the Incident Commander if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

- 1) Child Abuse – See Board Policy 5141.4 (Guidelines Reference Board Policy in Appendix A)  
Each year Kings County Office Of Education reviews Child Abuse Reporting Procedures with all employees.
- 2) Disaster Procedures, to include, Fire, Bomb/Bomb Threat, Bioterrorism/Hazardous Materials/Chemical Response/Gas/Fumes, Flood, Power Failure/Blackout, or Explosion:
  - a. Policies and Procedures:
    1. The purpose of this section is to set forth policies and procedures that are to be implemented in the event of a major emergency.
    2. In the event of a major emergency, such as an earthquake, major or prolonged power outage, or fire, the operation of Shelly Baird School may have to continue without the normal outside support, and may have to be self-sufficient for a period of hours, or even days.
  - b. Staffing: See "[FIRST AID RESPONDERS](#)" and "[SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES](#)" and "[STAFF CRISIS MANAGEMENT PLAN](#)"
  - c. Evacuation: See "[Stage One Evacuation / Stage Two Relocation Plans](#)"
  - d. Status report: See "[PARENT REUNIFICATION TEAM](#)" and "[SHELLY BAIRD PHONE TREE](#)"
  - e. Public agency, including the American Red Cross, to use school buildings for Emergency Shelters: Shelly Baird School shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.
- 3) Assault/Hostage/Weapons (*Guidelines Reference Board Policy in Appendix G*)
  - a. Policies and Procedures: See "Threat Assessment" and "[THREAT ASSESSMENT MANAGEMENT TEAM](#)" and "[Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT](#)"
  - b. Staffing: See "[FIRST AID RESPONDERS](#)" and "[SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES](#)" and "[STAFF CRISIS MANAGEMENT PLAN](#)"
  - c. Evacuation: See "[Level One Evacuation / Level Two Relocation Plans](#)"
  - d. Status report: See "[PARENT REUNIFICATION TEAM](#)" and "[SHELLY BAIRD PHONE TREE](#)"
- 4) School Suspension, Expulsion and Mandatory Expulsion (*Guidelines Reference Board Policy in Appendix B and B2*)  
The Kings County Office of Education maintains a student discipline code with a policy and procedures. Copies are available at the district office. You have a right to review the school rules as referenced in the School Handbook (*See Appendix H*).
- 5) Teacher Notification of Dangerous Pupils – See Superintendent Policy 4158, 4258, 4358 (*Guidelines Reference Board Policy in Appendix C*)  
In accordance with EC 49079 (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the



pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

6) Discrimination / Sexual Harassment – See Superintendent Policy 4119.11, 4219.11, 4319.11 (*Guidelines Reference Board Policy in Appendix D; UCP Guidelines Reference Board Policy in Appendix E*)

Students in grades 4 through 12 may be suspended or expelled for sexual harassment. The Kings County Board of Education and Kings County Superintendent of Schools believe that all students are entitled to an educational environment free of sexual harassment. Sexual harassment will not be tolerated in schools operated by this office. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. Students are expected to adhere to a code of conduct that is respectful and courteous to employees, fellow students, and the public. Annually, during “Welcome Back” Sexual harassment training is required for all staff. All new employees are also required to complete training prior to beginning employment.

a. Hate Crime Reporting Procedures and Policies (*UCP Guidelines Reference Board Policy in Appendix E*)

The district maintains a Hate Crime Reporting policy and procedures. Copies are available at the district office. Parents have a right to review the school rules regarding student discipline.

b. Bullying Prevention and Training Procedures (*Guidelines Reference Board Policy in Appendix F; UCP Guidelines Reference Board Policy in Appendix E*)

AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils. Annually, during “Welcome Back” bullying/harassment training is required for all staff. All new employees are also required to complete training prior to beginning employment.

7) School-wide Dress Code Relating to Gang-Related Apparel -

This requirement comes from 32282(a)(2)(F). It reads:

The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950. For site specific rules, you have a right to review the school rules as referenced in the School Handbook (See Appendix H).

8) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School

- a. At Shelly Baird Main Campus, parents have been directed to drop off students 30 minutes prior to the school start time in order to make sure that the drop off driveway is clear prior to bus arrival (see Map on page ##). If parents do not arrive in advance of bus arrival, they are directed to park and walk their child up to the campus. Due to COVID-19, during the 2020-2021 school year, designated staff are present to conduct a wellness check of the student prior to the student being walked by staff to the classroom. To decrease the number of students arriving through the same location, classrooms are assigned a certain entrance to use through the year. At the end of the day, parents must park and walk up to pick up their child if buses are still in the circle drive way.

- b. At Highland, the bus shall drop off in the circle drive way, while parents shall use the parking lot as a drop off location. Due to COVID-19, during the 2020-2021 school year, designated staff are present to conduct a wellness check of the student prior to the student being walked by staff to the classroom. At the end of the day, parents may use the parking lot as a pick up location.
- 9) A Safe and Orderly School Environment Conducive to Learning  
Kings County Office of Education works closely with Shelly Baird school to monitor data to better inform the safety and security of the school environment as to make it a program which is conducive to Learning. The following chart identifies the data which were reviewed.

Shelly Baird School Climate Data				
Student Attendance Rate and Data Analysis: 54.1%			The enrollment for Baird in 2018-2019 was 360 pupils. Chronic Absenteeism is defined as 10 or more days absent identifying 195 of Baird's students. The average days absent was 24: 53% excused    45% unexcused    1.5% out of school suspensions	
(source: DataQuest <a href="#">link</a> )				
Student Suspension Rate and Data Analysis: 4.1%			In 2019-2020 the school's suspension rate was 4.1% with an unduplicated count of 14 students. Half were suspended one day and the other 50% for more than one day.	
(source: DataQuest <a href="#">link</a> )				
2021 Spring Surveys				
Stakeholders:	Feel Safe	Connected	Welcoming	Data Analysis <i>(results listed are YES responses only)</i>
Students	67%	64%	67%	Students were given a whole class survey and 186 student responses were recorded.
Staff	67%	67%	64%	The survey <a href="#">link</a> was sent to all school personnel and 110 administrators, teachers, aides, and support staff completed.
Parents	91%	95%	97%	Staff called home and were able to reach 210 of Baird students' residences to collect responses.

The committee drew the following conclusions:

- a. Shelly Baird, including students attending Satellite sites, has a significant issue with attendance, with 195 students missing 10 or more days in a year. During the 2019-2020 school year, a presentation was made to a local parent support group about the importance of attendance; however, the information needs to be provided more broadly.

- b. Shelly Baird's student suspension rate was at 4.1% of the student population. This equals 14 students who had one or more suspension day during the 2019-2020 school year. The majority of these students are educated within the same program. The committee would like to consider alternatives to suspension which could be implemented.
  - c. On the climate survey, while parents had fairly high ratings on feeling safe, connected, and welcomed, staff and students did not report the same level. The committee discussed the difficulty in surveying students who have significant disabilities and would like to consider alternative ways to seek input from students. As for staff, the committee would like to administer a further survey to better understand the reason for the lower ratings to determine strategies to improve these areas.
- 10) School Discipline Rules and Consequences (*Guidelines Reference Board Policy in Appendix B*)  
For site specific rules, you have a right to review the school rules as referenced in the School Handbook (See Appendix H).
- 11) Procedures for conducting tactical responses to criminal incidents (*Guidelines Reference Board Policy in Appendix G*)
- a. Policies and Procedures: See "Threat Assessment" and "[THREAT ASSESSMENT MANAGEMENT TEAM](#)" and "[Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT](#)"
  - b. Staffing: See "[FIRST AID RESPONDERS](#)" and "[SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES](#)" and "[STAFF CRISIS MANAGEMENT PLAN](#)"
  - c. Evacuation: See "[Level One Evacuation / Level Two Relocation Plans](#)"
  - d. Status report: See "[PARENT REUNIFICATION TEAM](#)" and "[SHELLY BAIRD PHONE TREE](#)"

## Directions

### 1. Establish:

- ✓ Safe School Leadership Team
- ✓ Safety Walk
- ✓ Threat Assessment Team
- ✓ First Aid Responders

### 2. Complete School Safety Walk

### 3. Stage 1 Site campus evacuation (map of site and plan).

### 4. Stage 2 Off-campus evacuation (map of site and plan).

### 5. Establish:

2020-2021 Fire Drill Schedule - monthly (before/after school, lunch, instructional time)

2020-2021 Lockdown drill – Four times per school year (before/after school, lunch, instructional time)

2020-2021 Earthquake Drill – Four times per year

Visibility of staff deployment plan

### 6. Update the templates of the plan to reflect current areas of responsibility at your site.

## Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the instructional Superintendent. Safe School Leadership Team is listed below.

## Safe School Leadership Team

		Name	Phone Extension
Incident Command	Principal	Helen Copeland	2547
	1. Alternate	Jerrod Wood	2643
	2. Alternate	Dr. Michelle Bailey	7074
Planning/Intelligence	Office Manager	Heather Cripe	2569
	1. Alternate	Diana Nava	2552
Operations	Assistant Principal/Vice Principal	Helen Copeland	2547
	1. Alternate	Dr. Michelle Bailey	7074
Logistics	Plant Coordinator	Rick Cardoso	2541
	1. Alternate	Michael Pasillas	8508
Other	Teacher	Darren Lewis	2566
	Classified Staff Member	Veronica Vazquez	2551

## SCHOOL SAFETY WALK

After establishing your Safe School Leadership Team, the “Safety Walk” of your site must be done to assess safety conditions, emergency access, evacuation routes, PA system, etc... This information is vital in the development of your Safety Plan. The “Safety Walk” should be done twice a year. Once at the start of the school year and once during the second semester.

<b><i>Exterior of School Building</i></b>	<b><i>Checked &amp; in order</i></b>	<b><i>Needs Attention</i></b>	<b><i>J-Order in process</i></b>
Gates - lockable	X		
Fences - stable and no broken areas	X		
Appropriate school zone signs in position	X		
Free of graffiti	X		
External utilities secured and locked	X		
Shrubs trimmed	X		
Doors and windows in working order and lockable from inside	X		
Outdoor lighting illuminate all areas of use during night hours	X		
Exterior security cameras have clear view, no blocking from landscape, trees, etc.	X		
Exterior security cameras in good working order where applicable	X		
PA system in good working order	X		

Playground equipment safe and fall-protection material placed on the ground below equipment	X		
Dumpsters and garbage cans are secured	X		
Parking lots are well-lit	X		
No parking zone within 5ft. of the building	X		
Sidewalks free from cracks and tripping hazards	X		
<b><i>Interior of School</i></b>	<b><i>Checked &amp; in order</i></b>	<b><i>Needs Attention</i></b>	<b><i>J-Order in process</i></b>
Doors and windows are in working order and lockable from inside	X		
Exit lights in working order	X		
Universal evacuation signage is posted in every room near the door and in hallways	X		
Computer/server rooms secured and appropriately ventilated	X		
Hallways are free from obstructions (furniture, music instruments, large art displays etc.)	X		
Visitor pass protocol is in effect	X		
Staff wear ID badges	X		
<b><i>Classroom</i></b>	<b><i>Checked &amp; in order</i></b>	<b><i>Needs Attention</i></b>	<b><i>J-Order in process</i></b>
Classroom emergency guide is posted	X		
Emergency folder is easily accessible	X		
Evacuation map is posted	X		
Classroom phone has the emergency phone # sticker	X		
Doors and windows are lockable from the inside		X	
<b><i>Equipment Needs</i></b>	<b><i>Have enough</i></b>	<b><i>Need</i></b>	<b><i>How many?</i></b>
Radios	X		
Cones for parking	X		
Caution signs	X		
First aid kits	X		
Other – Emergency Bucket	X		

## Stage One Evacuation / Stage Two Relocation Plans

Each site must have an evacuation plan that consists of two stages:

**Shelly Baird Stage One Evacuation (Lee Richmond)**: All students and staff are evacuated from buildings and stationed at a safe location on the neighboring campus.

**Highland Stage One Evacuation (Highland Playground)**: All students and staff are evacuated from buildings and stationed at a safe location on the basketball courts.

### Evacuation Plan Checklist:

- ☐ Detailed campus diagrams that show:
  - o Evacuation routes
  - o Designated areas for each teacher and class
  - o Areas of supervision
  - o Transportation points (for both busses and autos)
  - o Student Release area
  - o Press area
- ☐ Teams
  - o Crisis Response Team
  - o Student Release Team
- ☐ Emergency cards (Always ready to be taken to student release area)
- ☐ Parent/Guardian sign out log or forms
- ☐ Impaired mobility and emergency medical list (Location of these students throughout the school day)
- ☐ Classroom evacuation materials (laminated guides, "red bag", binders or boxes that teachers will carry along with their class list must be located in a standard site in all classrooms. Recommended placement to be next to the classroom exit).
- ☐ Nurse emergency medical bag and cart
- ☐ Communication Plan (How teachers will communicate to the Safe School Leadership team and vise versa)

## **Stage 2 Relocation**

At the direction of the District Incident Commander, all students and staff are relocated to a determined location off-campus at time of event. Coordinate with the Transportation Department, Police, and Fire Department (Examples: gas leak, fallen aircraft).

In the case of a Stage 2 Evacuation, Off-Campus Evacuation, all students/staff will travel to the following site and wait for instructions.

SITE – Shelly Baird School

ALTERNATE SITE – John F. Kennedy, Junior High School

Contact Person: Renee Westmoreland Phone: (559) 585-3850

SITE – Highland Center

ALTERNATE SITE – Immaculate Heart of Mary, 10435 Hanford-Armona Road, Hanford

Contact Person: Father Efrain Martinez Phone: (559) 584-8576

Student holding areas: Please take into consideration all special needs of your students when deciding holding areas.



**THREAT ASSESSMENT MANAGEMENT TEAM  
(Student Wellness Team)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Threat Assessment Management Team.

The task of the Threat Assessment Team is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

STAFF MEMBER	TITLE	ALTERNATE
Helen Copeland	Administrator	Dr. Michelle Bailey
Patricia Leon	Mental Health Professional	Dustine Borges
SRO	Hanford PD	JFK Middle School SRO
Valerie Misenheimer-Miller	School Nurse	Jaqueline Rodriguez

## FIRST AID RESPONDERS

First Aid responders who are first to provide assistance when needed. Annually, identify those staff members who have current training in CPR-First Aid-AED.

The following staff members are designated emergency first aid responders for the **2019-2020** school year at Shelly Baird School and Highland Center. All Teachers and Instructional Assistants are also trained in CPR and First Aid.

CPR/AED	FIRST AID	Expiration	NAME	TITLE
X	X	22	Valerie Misenhimer-Miller	School Nurse
X	X	22	Christina Preston	LVN
X	X	22	Jaqueline Rodriguez	LVN
X	X	21	Francisco Ibarra	LVN
X	X	21	Leann Williams	LVN
X	X	22	Janelle Guillen	LVN
X	X	21	Monica Farrell-Houston	LVN

## AED (Automated External Defibrillator) Maintenance Checks

Please list the person(s) who will be responsible for the monthly AED maintenance check.

School Site	Staff Member	Title
Shelly Baird	Valerie Misenhimer-Miller	School Nurse
Highland	Lisa Leonard	School Nurse

## Emergency First Aid Guidelines for California Schools is the guide for providing first aid.

The guidelines and first aid supplies are located in the health office. Additional supplies (red 1<sup>st</sup> aid bags) are stored in each classroom.

The guidelines chart contains Universal Precautions for bloodborne pathogens. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

## CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

## IMMEDIATE CARE RESPONDERS

Identify all persons who are trained in monitoring and providing medical care for students with significant health conditions (severe allergies, severe asthma, diabetes, seizures, and specialized healthcare procedures, such as catheterizations, GT feeding etc.). Staff will need to provide for the medical needs of these students if they remain at school for a significant amount of time. Nurse to be responsible for training designated personnel every year to monitor and provide medical care for students with significant health conditions.

The following staff members are designated Immediate Care Responders for the **2019 -2020** school year at Shelly Baird School and Highland Center.

NAME	TITLE	ROOM
Valerie Misenhimer-Miller, RN	School Nurse	Nurse's Office
Christine Preston/Leann Williams	LVN	Highland Front Desk
Jaqueline Rodriguez	LVN	Nurse's Office

\*a confidential list of all students in the category must be kept in the nurse's office as well as with the school safety coordinator.

## Communication

List the modes of communicating with your staff in the case of a crisis.

Primary: Hand Held Radios

Alternate: School Phone System

Alternate: District Email system over classroom computers

## PARENT REUNIFICATION TEAM

Location (must be able to accommodate all parents): Shelly Baird School Cafeteria and Courtyard – Highland Center Multipurpose Room

- ✓ Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit, and ability to hold a significant number of people (e.g., multiple stations)
- ✓ Ensure that you have all of the appropriate documentation such as sign out sheets, emergency cards, reunification form, as well as office supplies such as pens available.
- ✓ Post signs on tables to facilitate communications.
- ✓ Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- ✓ Set up tables with appropriate signs:
  - a) 1 for reunification, Team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom)
  - b) 1 for reunification of student to parent, Team #2 (Parents will sign out the release form for their child)
  - c) 1 table for health services/nurse at student-parent meeting location
- ✓ Have interpreters speaking Spanish (hearing impaired on as-needed basis on-site available to assist)

Please fill in your re-unification team members in the chart below assigning an emergency task from the letters (a-c) above. Please ensure the team lead is a strong member of your management team.

<b>SITE</b>	<b>STAFF MEMBER</b>	<b>ALTERNATE</b>	<b>TITLE</b>	<b>EMERGENCY TASK (list corresponding letter from above)</b>
Baird	Helen Copeland	Dr Michelle Bailey	Principal	A
	Heather Cripe	Diana Nava	Analyst or Office Staff	B
	Valerie Misenhimer-Miller	Jacqueline Rodriguez	Nurse/LVN	C
Highland	Jerrod Wood	Courtney Coelho	Program Manager	A

	Michael Carr	Ken Cherry	Teacher	B
	Christine Preston	Leann Williams	LVN	C

### SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

#### **Principal/Safe School Leadership Team**

1. Acts as the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
4. Ensures that all staff are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
  - a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
  - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
  - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
  - d. A communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
6. Ensures that each classroom maintains a current emergency card system for every student (i.e., copies of emergency card or other effective systems, which summarizes the information on the emergency card). (See Student Release Team page)
7. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.

8. Assigns the following duties to school staff:
  - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Establish/coordinate Communication Center.
  - e. Administer first aid.
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
  - g. Supervise Student Release Procedures.
  - h. Check building utility systems and appliances for damage.
9. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
10. Plans alternate classroom evacuation routes if standard routes are obstructed.
11. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
12. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

**Per Board Policy 6114.1 *The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).***

**\*Site administration maintains a drill schedule for the year with Fire, Lockdown, and Earthquake Drills**

### **Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT**

Shelly Baird

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the two-way radio system to signal staff to lockdown. Remember, ***RUN-HIDE-FIGHT in the event of an Active Assailant. RUN: If a safe path is available. HIDE: If you cannot get out safely. FIGHT: If your life is in danger.***  
An announcement over the PA System will be made to indicate when the lockdown is lifted.
2. The school nurse will be in charge of emergency first aid: following the extreme emergency, **the cafeteria** will be utilized as a gathering place.  
In the nurse's absence **LVN On-Site** will be in charge.
3. The School Secretary will maintain phone communication with the district office for internal communications.

4. **Diana Nava** will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. **Michael Pasillas** will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.
6. Teachers who are unassigned should assemble in the staff break room or other designated meeting room for instructions.
7. When the imminent danger signal is given, teachers should take the following actions:
  - Proceed immediately to classrooms
  - Direct as many students as possible into rooms
  - Supervise the area outside room until students are in rooms
  - Lock doors and follow classroom emergency guide instructions
  - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
  - Notify the front office of any additional outbreaks
  - Students are to remain in the classroom until the all-clear signal is given
8. In the event that gunfire is heard, everyone should be instructed to get under desks and away from windows.
9. School staff should stay until the crisis is declared over

### **Imminent Danger / Lockdown Procedure / RUN-HIDE-FIGHT** Highland

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder/assailant on campus, (3) mass protest, or (4) helicopter searches or SWAT team operations.

1. Imminent Danger Signal – A verbal Lockdown call will be made over the two-way radio system to signal staff to lockdown. Remember, ***RUN-HIDE-FIGHT*** in the event of an Active Assailant. ***RUN:*** If a safe path is available. ***HIDE:*** If you cannot get out safely. ***FIGHT:*** If your life is in danger.  
An announcement over the phone system will be made to indicate when the lockdown is lifted.
2. The LVN will be in charge of emergency first aid: following the extreme emergency, **the center room** will be utilized as a gathering place.
3. The Administrator will maintain phone communication with the district office for internal communications.
4. **Jerrold Wood** will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.
5. Teachers who are unassigned should assemble in the staff breakroom or other designated meeting room for instructions.
6. When the imminent danger signal is given, teachers should take the following actions:
  - Proceed immediately to classrooms
  - Direct as many students as possible into rooms
  - Supervise the area outside room until students are in rooms
  - Lock doors and follow classroom emergency guide instructions
  - Students in rooms are to be seated on the floor with sign-up sheets provided so that each student accounts for his/her presence in the room
  - Notify the front office of any additional outbreaks
  - Students are to remain in the classroom until the all-clear signal is given
7. In the event that gunfire is heard, everyone should be instructed to get under desks and away from windows.
8. School staff should stay until the crisis is declared over

**State of California Government Code,  
Chapter 8, Division IV, Title I**

**The State of California Government Code States: that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.**

**SHELLY BAIRD PHONE TREE**

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.

Principal –Helen Copeland - 2547			
Analyst – Heather Cripe - 2569		Office Secretary – Nancy Veteto - 2556	
Teacher – Katie Perez - 3292	Teacher – Darren Lewis – 3218	Teacher – Magdalena Tapia - 2567	Teacher - Paige Kiedrowski - 3212
Piotr Konig - 3294	Kim Conard – 3215	Jerome Gatchalian 3207	George West - 3213
	John Shamberger- 3217	Aubrey Slover - 2570	Krystal Seals - 3211
	Linda Steadman - 3216	Michelle Stephens - 3219	David Smith - 3214

**Campus Visibility Deployment of Staff**

<b>Position</b>	<b>Name</b>	<b>Before/After School Location</b>	<b>Lunch Location</b>
Principal	<b>Helen Copeland</b>	<b>Bus Pick-up/Drop Off</b>	<b>Cafeteria</b>
Other Staff	<b>Valerie Misenhimer-Miller</b>	<b>Nurses Office</b>	<b>Nurses Office</b>



## Emergency Phone Numbers

Hanford Police Department (425 N Irwin St.)	911 or 585- 2540	
Hanford Fire Department (350 W Grangeville)	911 or 585-2545	
Kings County Sheriff Department	911 or 584-9276 or 584-1431 followed by extension number	
	Ext. 2720 Central Dispatch	
	Ext. 2790 General Information	
Kings County Fire Department	911 or 852-2881	
Kings County Office of Emergency Management	852-2883	
Kings County Office of Education	584-1441	
Southern California Edison (Electricity) (Edison International)	1-800-655-4555	General Residential Customer service
	1-800-611-1911	Emergency Calls, power outage, lines down, etc.
American Medical Response (Ambulance)	911 or 585-6803	
California Highway Patrol	582-0231 Hanford Office (1565 Glendale Ave)	
	705-2200 Fresno Office	
	734-6767 Visalia Office	
Adventist Health Hanford (115 Mall Drive)	582-9000	
National Weather Service	584-3752 or 584-0583 (Emergency Only)	
American Red Cross	455-1000 Fresno	

## **STAFF CRISIS MANAGEMENT PLAN**

(Site-specific safety procedures)

Please include in this section school site safety procedures and pertinent information from these procedures on the template pages in the Safe School Plan. It is recommended that you account for the School Resource Officer on campus as well as the personnel that makes up the multidisciplinary team at your site. These key individuals, as well as other personnel who provide services to students and staff on campus, should review the Safe School Plan.

### **EMERGENCY RESPONSE PROCEDURES**

Site-specific response procedures should be included for the following:

1. Shelter In Place
2. Building Evacuation
3. Duck, Cover, and Hold
4. Lockdown

Each procedure should contain the following elements:

1. Verbal command used to initiate
2. Description of incidents that will trigger the emergency response
3. Description of action to be taken by teachers, students, and CRT
4. Procedure and signal to rescind emergency response

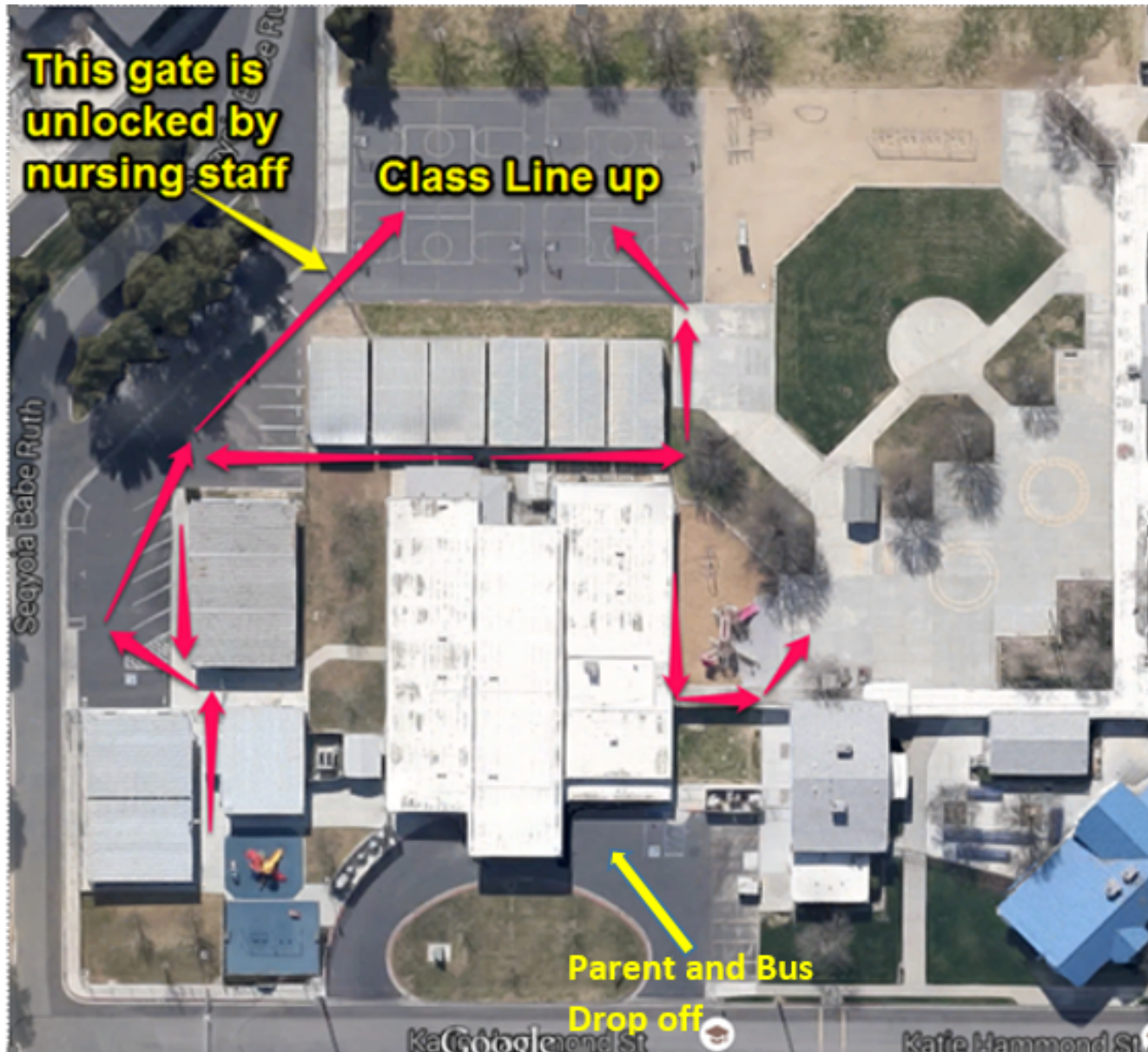
### **2-WAY RADIO PROCEDURES**

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

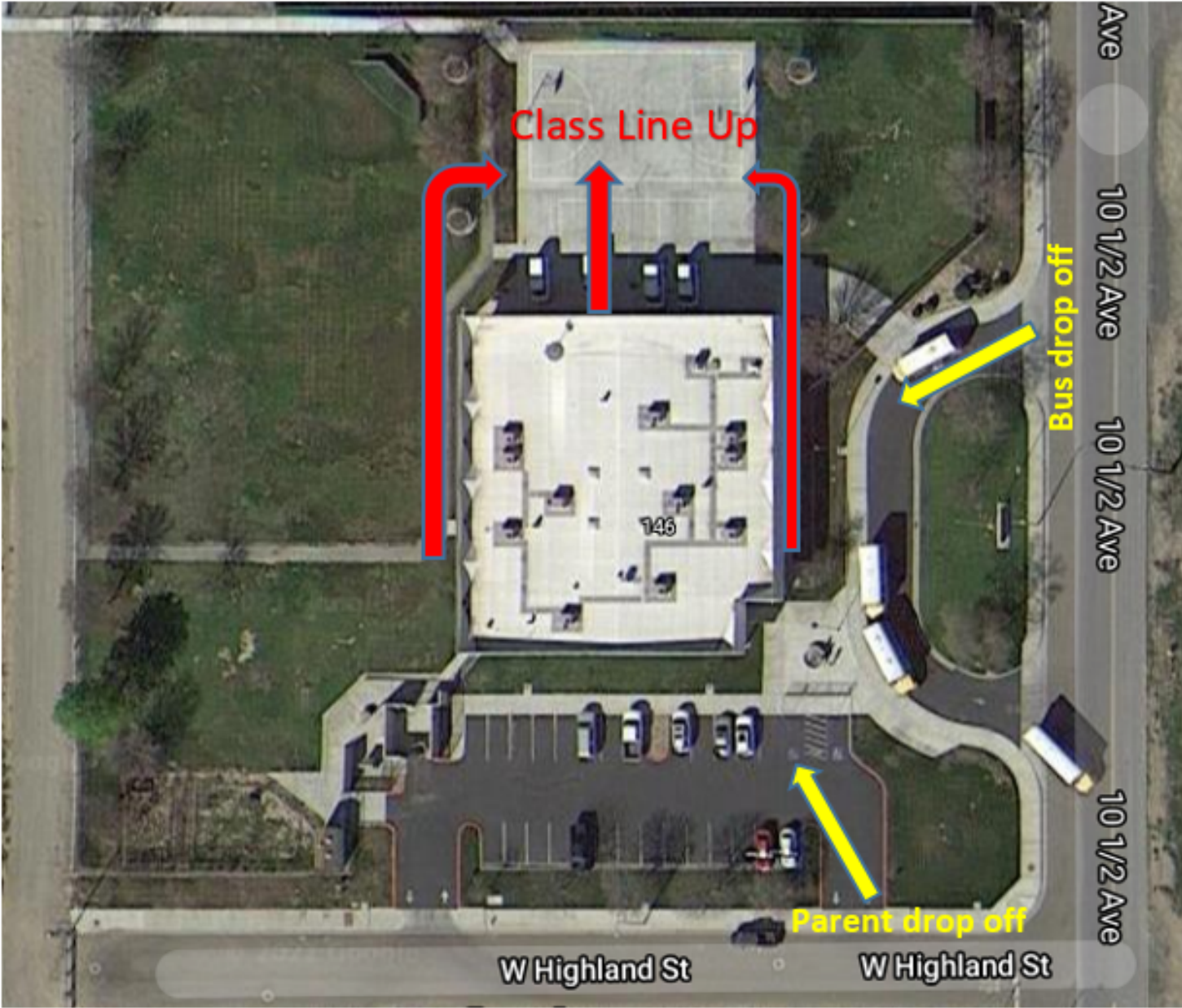
Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting.
- Minimize transmissions. Keep sentences short.
- Speak slowly and clearly into the radio.
- Use clear “sign-off” terms.
- It is suggested that the Incident Commander use two radios. One for general staff/student monitoring and one for campus clearance procedures.

Shelly Baird Stage 1 Evacuation Map and student drop-off



Highland Stage 1 Evacuation Map and student drop off





Shelly Baird Stage 2 Evacuation Map



Highland Stage 2 Evacuation Map



# Kings County Office of Education

## Threat Assessment

### Procedures

#### **E.C. 48900.7**

#### **Suspension: Terroristic Threats**

*(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*

*(b) For the purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

## California Welfare and Institutions Code 5150

*When any person, as a result of mental disorder, is a danger to others, or to himself or herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.*

*Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he or she knows to be false.*

### SITE THREAT ASSESSMENT TEAM

- Administrator (Principal, Assistant Principal, or Designee)
- Mental Health Professional - Counselor trained in threat assessment
- Law Enforcement
- School Nurse or other staff designated by the school Principal



# Shelly Baird Threat Flow Chart



Contact Student Support for an Initial Intake Assessment



## Transient Threat

1. Contact Parent to Inform of statements
2. Contact Admin to inform of situation
3. Put Threat Assessment documentation in student office file

## Substantive Threat

1. Contact Mental Health staff for further investigation.



## If deemed VERY serious:

1. Contact SRO

at hand and all relevant information to assist SRO in determining if 5150 is necessary.

- a. Contact Parent based on SRO recommendation.
2. Contact Administrator ASAP

\*\*\* Should decision be made to transport to the hospital for a 5150, and an ambulance is REQUIRED for transport, the principal or mental health staff will contact parents to inform of circumstances at hand. \*\*\*



## Upon student's return to school:

1. Schedule an emergency meeting to implement a Safety Plan.
2. Obtain a Release of Information with detaining hospital to gather discharge paperwork, recommendations, etc.

- a. Have narrative describing in detail situation

**Kings County Office of Education  
Shelly Baird School**

## Threat Assessment Documentation: Safety Plan

An individual student safety plan, unlike a typical behavior plan, addresses specific behavior that is dangerous to the student and/or others.

### STUDENT INFORMATION:

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

DOB: \_\_\_\_\_ Grade: \_\_\_\_\_ 11th \_\_\_\_\_ Teacher: \_\_\_\_\_

Special Education: ☐ YES ☐ NO eligibility: \_\_\_\_\_

### CONTACT INFORMATION:

Parent/Guardian: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_ Other: \_\_\_\_\_

Emergency Contact: \_\_\_\_\_ Phone: \_\_\_\_\_

### RELEVANT MEDICAL INFORMATION:

Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

Diagnosis: \_\_\_\_\_

Medications: \_\_\_\_\_

Allergies/Special Considerations: \_\_\_\_\_

\_\_\_\_\_

**EVENT NECESSITATING SAFETY PLAN IMPLEMENTATION:**

Was there a threat? ☐ Yes ☐ No

If Yes:

To: ☐ Self ☐ Other(s) Date of threat: \_\_\_\_\_ Date learned of threat: \_\_\_\_\_

☐ Threat Documentation Attached

**DESCRIBE CAUSE FOR CONCERN (Threat(s), 5150, Diagnoses, Medications, Behavior, etc.):**

**DESCRIBE RELEVANT HISTORY:** (Mental health history, precipitating events, special education, grades, attendance, discipline problems, past behavior, previous interventions, etc.):

**ACTION/CRISIS RESPONSE PLAN:****BEHAVIOR SUPPORTS:**

\_\_\_\_\_  
Parent Date

\_\_\_\_\_  
Student Date

\_\_\_\_\_  
Administrator Date

\_\_\_\_\_  
Teacher Date

\_\_\_\_\_  
Behavior Specialist Date

\_\_\_\_\_  
School Psychologist Date

\_\_\_\_\_  
Nurse Date

\_\_\_\_\_  
Other Date

### **Safety Plan Appendices Index**

1. [Appendix A](#): Board Policy Child Abuse AR 5141.4
2. [Appendix B](#): Board Policy Discipline SP 5144
3. [Appendix B2](#): Board Policy Expulsion BP5119
4. [Appendix C](#): Board Policy Student Records SP 5125
5. [Appendix D](#): Board Policy Sexual Harassment SP 5145.7
6. [Appendix E](#): Board Policy UCP SP 1312.3
7. [Appendix F](#): Board Policy Bullying SP 5131.2
8. [Appendix G](#): Board Policy Weapons And Dangerous Instruments SP 5131.7
9. [Appendix H](#): Shelly Baird Student Handbook

### Recommendations and Assurances

The School Safety Planning Committee recommends this Comprehensive School Safety Plan to the district governing board for approval, and assures the board of the following:

1. Under California Education Code 32281, the School Safety Planning committee with the minimum of the following members:
  - The principal or the principal's designee
  - One teacher who is a representative of the recognized certificated employee organization
  - One parent whose child attends the school
  - One classified employee who is a representative of the recognized classified employee organization
  - Other members, if desired
3. This school plan was adopted by the Assistant Superintendent on: 2/3/2021.

Attested:

Rebecca E. Jensen  
Typed name of Assistant Superintendent

Rebecca E. Jensen 2/3/2021  
Signature of Assistant Superintendent Date

# Kings County Board of Education

## Board Policy

BP 5141.4

Students

### CHILD ABUSE PREVENTION AND REPORTING

#### Child Abuse Prevention

The Governing Board recognizes the county office's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The county office's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

#### Child Abuse Reporting

The Board and Superintendent recognize that child abuse has severe consequences and that the County Office has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters **shall not investigate** any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The requirements of child abuse reporting also apply to students who are dependent adults, defined as those persons having physical or mental limitations, which restrict their abilities to carry out normal activities or to protect their rights.

It is the policy of the Kings County Board of Education and the Kings County Superintendent of Schools that appropriate employees be trained in the duties imposed by the California Child Abuse Reporting Law and complies with the reporting requirements therein. The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

Procedures shall be established in administrative rule and regulation to facilitate reporting and apprise advisors and administrators of reports but only to the extent that procedures do not prohibit or impede the individual child care custodian from making a report directly to a child protective agency.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

#### Legal References:

#### EDUCATION CODE

32280-32288 Comprehensive school safety plans  
33308.1 Guidelines on procedure for filing child abuse complaints  
44690-44691 Staff development in the detection of child abuse and neglect  
44807 Duty concerning conduct of students  
48906 Notification when student released to peace officer  
48987 Dissemination of reporting guidelines to parents  
49001 Prohibition of corporal punishment  
51220.5 Parenting skills education

#### PENAL CODE

Article 2.5 (11165-11174)  
152.3 Duty to report murder, rape, or lewd or lascivious act  
273a Willful cruelty or unjustifiable punishment of child; endangering life or health  
288 Definition of lewd or lascivious act requiring reporting  
11164-11174.4 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

#### CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

#### MANAGEMENT RESOURCES:

CDE Legal Resources  
0514.93 Guidelines for parents to report suspected child abuse

#### WEB SITES:

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>  
California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>  
California Department of Social Services, Children and Family Services Division:  
<http://www.childsworld.ca.gov>  
U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

Adopted by Board:	<u>May 6, 1987</u>
Reviewed by Board:	<u>July 3, 1991</u>
Revised by Board:	<u>November 4, 1992</u>
Reviewed by Board:	<u>November 1, 1995</u>
Reviewed by Board:	<u>November 4, 1998</u>
Reviewed by Board:	<u>November 1, 2006</u>
Reviewed by Board	<u>November 5, 2014</u>



## **Kings County Board of Education Board Administrative Regulation**

AR 5141.4

Students

### **Child Abuse Prevention and Reporting**

#### **Definitions**

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers;

and administrators, presenters, or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### Reporting Procedures

### 1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

(Name of Appropriate Agency)

(Address and Phone Number)

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

Training of mandated reporters shall include child abuse identification and reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

### Victim Interviews

Whenever a representative of an agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

#### Notifications

The Superintendent or designee shall provide all new employees who are mandated reporters a statement that informs them that they are mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Adopted by Board: November 1, 2006

Reviewed by Board: November 5, 2014

# Kings County Board of Education

## Board/Superintendent Policy

BP/SP 5144

Students

### DISCIPLINE

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

The Superintendent or designee shall design a complement of effective, age appropriate strategies for maintaining a positive school climate and correcting student misbehavior at county office 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 county office discipline policies and practices.

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

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

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board and/or Superintendent policy, and county office regulations. Site-level disciplinary rules shall be included in the county office's comprehensive safety plan.

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 county office's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

County office 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 other local measures, shall be included in the district's local control and accountability plan, as required by law.

#### Legal References:

##### EDUCATION CODE

49000

49001

32280-32288 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

49330-49335 Injurious objects

52060-52077 Local control and accountability plan

Adopted by Board:	<u>December 3, 1975</u>
Revised by Board:	<u>May 6, 1987</u>
Reviewed by Board:	<u>August 2, 1989</u>
Reviewed by Board:	<u>May 6, 1992</u>
Reviewed by Board	<u>July 5, 1995</u>
Reviewed by Board:	<u>May 6, 1998</u>
Reviewed by Board:	<u>October 4, 2006</u>
Updated by Board:	<u>February 4, 2015</u>



# KINGS COUNTY BOARD OF EDUCATION BOARD POLICY

**BP 5119  
Students**

## **RIGHT OF APPEAL-EXPULSIONS**

### **Appeal of Expulsion to the County Board**

If a pupil is expelled from school, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the local school board to expel, file an appeal to the County Board of Education which shall hold a hearing thereon and render its decision.

The County Board of Education shall hold an appeals hearing within 20 schooldays following the filing of a notice of appeal under this section. If the County Board of Education hears the appeal, it shall render a decision within 3 schooldays of the appellate hearing, unless the pupil requests a postponement.

The County Board of Education shall adopt rules and regulation establishing procedures for expulsion appeals conducted in accordance with Education Code sections 48919 et seq. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil and the local school board regarding the appeal, the furnishing of a copy of the expulsion hearing record to the County Board of Education, procedures for the conduct of the hearing and the preservation of the record on appeal.

The pupil shall submit a written request for a copy of the written transcripts (i.e., a written account of the oral testimony and proceedings at the district level expulsion hearing) and supporting documents from the school district simultaneously with the filing of the notice of appeal with the County Board of Education. The school district shall provide the pupil with the transcriptions, supporting documents and records (i.e., used/relied upon during the district level expulsion hearing) within 10 schooldays following the pupil's written request. Upon receipt of the records, the pupil shall immediately file suitable copies of all the foregoing transcripts/documents/records with the County Board of Education.

The pupil or the parent or guardian of the expelled pupil shall file a written notice of appeal with the Secretary of the County Board of Education requesting a hearing to appeal the expulsion.

The notice of appeal shall contain, at minimum, the following information:

- a. Name, address and telephone number of parent or guardian and legal representative, if any.
- b. Name of expelled pupil.
- c. Grade attended by pupil.
- d. School and district from which expelled.
- e. Date the local school board acted to expel the pupil and the effective date of the expulsion.
- f. A brief statement of the reason(s) why the expulsion should be set aside and the pupil re-enrolled.

Upon receipt the notice of appeal, the Secretary of the County Board of Education shall set the matter for an appeals hearing at a regular or special meeting of the County Board of Education to be held within 20 schooldays from the filing of the notice of appeal.

The Secretary to the County Board of Education shall, but in no case later than 10 days prior to the appeals hearing, notify the pupil and the school district, in writing by registered or certified mail, of (1) the date, time and place of the hearing, (2) the intent of the County Board of Education to hold a hearing in closed session and (3) the opportunity of the pupil to request that the hearing be held in public session. The pupil has the right to waive the 10 day time limit.

### **Manner of Hearing Expulsion Appeal**

Notwithstanding the open meeting provisions of California law, the County Board of Education shall hear an appeal of an expulsion order in closed session unless the pupil files a written request, at least 5 days prior to the commencement of the appeals hearing, that the hearing be conducted at a public meeting. Upon the timely submission of a request for a public meeting, the County Board of Education shall honor the request. Whether the hearing is conducted in closed or public session, the County Board of Education may meet in closed session for the purpose of deliberations. If the County Board of Education admits any representative of the pupil or the school district, the County Board shall, at the same time, admit representatives from the opposing party.

Failure of the parent to provide a written record, including the transcription of the expulsion hearing before the local school board or administrative panel (i.e., to the County Board), within 10 school days of filing a notice of appeal may result in the appeal being dismissed by the County Board of Education.

### **Evidence Admissible At Appeals Hearing**

The County Board of Education shall determine an expulsion appeal based upon the record of the hearing before the local school board or administrative panel together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings before the local school board and administrative panel may be heard unless a de novo proceeding is granted as provided in Education Code section 48923.

It shall be the responsibility of the pupil to submit a written transcription for review by the County Board of Education. The cost of the transcript shall be borne by the pupil except in either of the following situations:

- a. Where the pupil's parent or guardian certifies to the school district that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- b. In a case in which the County Board of Education reverses the decision of the local school board, the County Board of Education shall require that the local school board reimburse the pupil for the cost of such transcripts.

### **Scope of Review**

The review by the County Board of Education of the decision of the local school board shall be limited to the following questions:

- a. Whether the local school board acted without or in excess of its jurisdiction.
- b. Whether there was a fair hearing before the local school board.
- c. Whether there was a prejudicial abuse of discretion in the hearing.
- d. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the local school board and/or administrative panel.

A County Board of Education may not reverse the decision of the local school board to expel a pupil based upon a finding of abuse of discretion unless the County Board of Education also determines that the abuse of discretion was prejudicial.

### **Decision of the County Board of Education**

The decision of the County Board of Education shall be limited as follows:

- a. If the County Board of Education finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the local school board and/or administrative panel, it may do either of the following:
  - 1. Remand the matter to the local school board for reconsideration and may, in addition, order the pupil reinstated pending reconsideration.
  - 2. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the local school board. The hearing shall be conducted in conformity with the rules and regulations adopted by the County Board of Education under Education Code section 48919.
- b. If the County Board of Education determines that the decision of the local school board is not supported by the findings required to be made by Education Code section 48915, but evidence supporting the required findings exists in the record of the proceedings, the County Board of Education shall remand the matter to the local school board for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing pursuant to Education Code section 48918, except that final action to expel the pupil based on the revised findings of fact shall meet all requirements of subdivisions (j) and (k) of Education Code section 48918.
- c. In all other cases, the County Board of Education shall enter an order either affirming or reversing the decision of the local school board. In any case in which the County Board of Education enters a decision reversing the local school board, the County Board of Education may direct the local school board to expunge the record of the pupil and the records of the district of any references to the expulsion action and the expulsion shall be deemed not to have occurred.

### **Finality of Decision of the County Board of Education**

The decision of the County Board of Education shall be final and binding upon the pupil and upon the local school board. The decision shall be rendered within 3 schooldays of the appeals hearing unless the pupil requests a postponement.

The final order of the County Board of Education shall be in writing and copies thereof shall be delivered to the pupil and to the local school board by personal service or by certified mail. The order shall become final when rendered.

## **Definitions**

As used in this policy:

- a. “Day” means a calendar day unless otherwise specifically provided.
- b. “Expulsion” means removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision of school personnel, as those terms are used in Education Code section 46300.
- c. “Schoolday” means a day upon which the schools of the district are in session or weekdays during the summer recess.
- d. “Pupil” includes a pupil’s parent or guardian or representative.

## **Legal References:**

EDUCATION CODE  
48919 – 48925

Adopted by Board:	<u>October 1, 1975</u>
Revised by Board:	<u>July 7, 1976</u>
Revised by Board:	<u>January 5, 1977</u>
Revised by Board:	<u>March 5, 1980</u>
Revised by Board:	<u>January 11, 1984</u>
Revised by Board:	<u>July 5, 1989</u>
Revised by Board:	<u>May 4, 1994</u>
Revised by Board:	<u>April 2, 1997</u>
Revised by Board:	<u>August 4, 1999</u>
Revised by Board:	<u>January 5, 2005</u>
Revised by Board:	<u>October 7, 2009</u>
Reviewed by Board:	<u>March 11, 2020</u>

# **Kings County Board of Education and County Superintendent of Schools Board/Superintendent Policy**

BP/SP 5125  
Students

## STUDENT RECORDS

The Kings County Board of Education (the Board) and the County Superintendent of Schools (the Superintendent) recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.

The Superintendent or designee shall establish administrative regulations governing the identification, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records and shall protect students and their families from invasion of privacy.

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.

### 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.

### 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.

## Legal References:

### EDUCATION CODE

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

### 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

Legal References (con't):

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

Adopted by Board: November 2, 1977

Reviewed by Board: July 5, 1989

Reviewed by Board: May 4, 1994

Revised by Board: April 2, 1997

Reviewed by Board: May 3, 2000

Reviewed by Board: February 7, 2007

Reviewed by Board: September 2, 2015



# **Kings County Board of Education and Superintendent of Schools**

## **Administrative Regulation**

AR 5125  
Students

### **STUDENT RECORDS**

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records.

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record.

Student records do not include:

1. Directory information
2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive.

Mandatory interim student records are those records which the schools are directed to compile and maintain for specified periods of time and are then destroyed in accordance with state law, regulation, or administrative directive.

Permitted student records are those records having clear importance only to the current educational process of the student.

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic.

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record.

Personally identifiable information includes, but is not limited to:

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age.

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party.

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons.

County placing agency means the county social service department or county probation department.

### Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law

### Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student age 18 or older who is a dependent child as defined under 26 USC 152
2. Students who are age 16 or older or who have completed the 10th grade
3. School officials and employees, consistent with the definition provided in the section "Definitions" above
4. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student
5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record.

6. The Student Aid Commission, for the purpose of providing the grade point average (GPA) of all district students in grade 12 to the Cal Grant postsecondary financial aid program, except when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA

No later than October 15 each year, the Superintendent or designee shall notify each student in grade 12, and his/her parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission unless he/she opts out within a period of time specified in the notice, which shall not be less than 30 days.

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number.

7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above
9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena
10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws
12. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law.

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours.

14. Any foster family agency with jurisdiction over currently enrolled or former students for purposes of accessing those students' records of grades and transcripts and any individualized education program developed and maintained by the district
15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)
16. An individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs
18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above.

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school.

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released.

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made.

#### Discretionary Access

At his/her discretion, the Superintendent or designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made.

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that:
  - a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
  - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
  - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties
7. Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or his/her parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid
8. County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

### De-identification of Records

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information.

### Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located.

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons.

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests.

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When prior written consent from a parent/guardian is required by law, the parent/guardian shall provide a written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours.

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection.



### Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester.

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection.

The log may include record of access by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student who is age 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials.

### Duplication of Student Records

To provide copies of any student record, the district may charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

### Changes to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record.

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student.

A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

### Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data.

The following mandatory permanent student records shall be kept indefinitely:

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
  - a. Address of minor student if different from the above
  - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include:

1. Expulsion orders and the causes therefor
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge
5. Language training records
6. Progress slips/notices required by Education Code 49066 and 49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years
11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including.

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

#### Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records.

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion.

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school.

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days.

All student records shall be updated before they are transferred.

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian.

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

#### Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices to that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities.

The notice shall include:

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

#### Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall:

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from his/her social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
  - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or his/her parent/guardian
  - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

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

Any agreement entered into after January 1, 2015, for a third party to provide specified digital services and digital educational software to the County Office must contain certain provisions as described in the Education Code. The specified services include cloud-based services for the digital storage, management, and retrieval of student records, as well as digital educational software that authorizes a third-party provider of digital educational software to access, store, and use pupil records.

Any agreement with a third party to provide the services and software described above must contain the following provisions:

1. A statement that pupil records continue to be the property of and under the control of the local educational agency.
2. Notwithstanding paragraph (1), a description of the means by which pupils may retain possession and control of their own pupil-generated content, if applicable, including options by which a pupil may transfer pupil-generated content to a personal account.
3. A prohibition against the third party using any information in the pupil record for any purpose other than those required or specifically permitted by the contract.
4. A description of the procedures by which a parent, legal guardian, or eligible pupil may review personally identifiable information in the pupil's records and correct erroneous information.
5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of pupil records. Compliance with this requirement shall not, in itself, absolve the third party of liability in the event of an unauthorized disclosure of pupil records.
6. A description of the procedures for notifying the affected parent, legal guardian, or eligible pupil in the event of an unauthorized disclosure of the pupil's records.
  - a. A certification that a pupil's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced.
  - b. The requirements provided in subparagraph (A) shall not apply to pupil-generated content if the pupil chooses to establish or maintain an account with the third party for the purpose of storing that content pursuant to paragraph (2).
7. A description of how the local educational agency and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g).

8. A prohibition against the third party using personally identifiable information in pupil records to engage in targeted advertising.

In addition to any other penalties, a contract that fails to comply with the requirements of this section shall be rendered void if, upon notice and a reasonable opportunity to cure, the noncompliant party fails to come into compliance and cure any defect. Written notice of noncompliance may be provided by any party to the contract. All parties subject to a contract voided under this subdivision shall return all pupil records in their possession to the local educational agency.

For purposes of this section, the following terms have the following meanings:

1. “De-identified information” means information that cannot be used to identify an individual pupil.
2. “Eligible pupil” means a pupil who has reached 18 years of age.
3. “Local educational agency” includes school districts, county offices of education, and charter schools.
4. “Pupil-generated content” means materials created by a pupil, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of pupil content. “Pupil-generated content” does not include pupil responses to a standardized assessment where pupil possession and control would jeopardize the validity and reliability of that assessment.
  - a. “Pupil records” means both of the following:
    - i. Any information directly related to a pupil that is maintained by the local educational agency.
    - ii. Any information acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other local educational agency employee.
  - b. “Pupil records” does not mean any of the following:
    - i. De-identified information, including aggregated de-identified information, used by the third party to improve educational products for adaptive learning purposes and for customizing pupil learning.
    - ii. De-identified information, including aggregated de-identified information, used to demonstrate the effectiveness of the operator’s products in the marketing of those products.
    - iii. De-identified information, including aggregated de-identified information, used for the development and improvement of educational sites, services, or applications.
5. “Third party” refers to a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of pupil records.

If the provisions of this section are in conflict with the terms of a contract in effect before January 1, 2015, the provisions of this section shall not apply to the local educational agency or the third party subject to that agreement until the expiration, amendment, or renewal of the agreement.

Nothing in Education Code section 49073.1 shall be construed to impose liability on a third party for content provided by any other third party.

Adopted by Board:	<u>November 2, 1977</u>
Reviewed by Board:	<u>July 5, 1989</u>
Reviewed by Board:	<u>May 4, 1994</u>
Revised by Board:	<u>April 2, 1997</u>
Reviewed by Board:	<u>May 3, 2000</u>
Reviewed by Board:	<u>May 7, 2007</u>
Reviewed by Board:	<u>September 2, 2015</u>



# **Kings County Board of Education and County Superintendent of Schools**

## **Board Policy/Superintendent Policy**

BP/SP 5145.7

### Students

#### **SEXUAL HARASSMENT**

The Kings County Board of Education and Kings County Superintendent of Schools are committed to maintaining an educational environment that is free from harassment and discrimination. The Board and Superintendent prohibit sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board and Superintendent also prohibit retaliatory behavior or action against persons who report, file a complaint, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

The County Office strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or the County Office compliance officer.

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and County Office procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

The Superintendent or designee shall take appropriate actions to reinforce the County Office's sexual harassment policy.

#### **Information/Instruction:**

The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender and could involve sexual violence;
2. A clear message that students do not have to endure sexual harassment under any circumstance;
3. Encouragement to report observed instances of sexual harassment, even where the alleged victim of the harassment has not complained;
4. A clear message that student safety is the County Office's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved;
5. Information about the County Office's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made;
6. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable.

#### Disciplinary Actions:

Any student who engages in sexual harassment or sexual violence at school or a school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Any staff member found to have engaged in sexual harassment or sexual violence toward any student shall be subject to discipline up to and including dismissal in accordance with applicable policies, laws, and/or collective bargaining agreements.

#### Record Keeping:

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the County Office to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

## Legal References:

### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex  
48900 Grounds for suspension or expulsion  
48900.2 Additional grounds for suspension or expulsion; sexual harassment  
48904 Liability of parent/guardian for willful student misconduct  
48980 Notice at beginning of term

### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

### GOVERNMENT CODE

12950.1 Sexual harassment training

### CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs

### UNITED STATES CODE, TITLE 20

1221 Application of laws  
1232g Family Educational Rights and Privacy Act  
1681-1688 Title IX, Discrimination

### UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

### CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy  
106.1-106.71 Nondiscrimination on the basis of sex in education programs

### COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4<sup>th</sup> 567  
Flores v. Morgan Hill Unified School District, (2003, 9<sup>th</sup> Cir.) 324 F.3d 1130  
Reese v. Jefferson School District, (2001) 208 F.3d 736  
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629  
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989  
Doe v. Petaluma City School District, (1995, 9<sup>th</sup> Cir.) 54 F.3d 1447  
Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Adopted by Board	<u>February 3, 1993</u>
Reviewed by Board:	<u>May 1, 1996</u>
Revised by Board:	<u>December 16, 1998</u>
Revised by Board:	<u>November 1, 2006</u>
Revised by Board:	<u>May 6, 2015</u>

# **Kings County Board of Education and County Superintendent of Schools**

## **Administrative Regulation**

AR 5145.7

Students

### **SEXUAL HARASSMENT**

The County Office designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Assistant Superintendent, Human Resources  
1144 W Lacey Blvd., Hanford, CA, 93230  
(559) 584-1441 ext. 7094  
bzaino@kingscoe.org

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex, in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress;
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student;
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment;
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any County Office program or activity.

Examples of types of conduct which are prohibited in the County Office and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions;
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions;
3. Graphic verbal comments about an individual's body, or overly personal conversation;
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender sex class;
7. Massaging, grabbing, fondling, stroking or brushing the body;
8. Touching an individual's body or clothes in a sexual way;
9. Impeding, purposefully cornering, or blocking normal movements or any physical interference with school activities when directed at an individual on the basis of sex;
10. Displaying sexually suggestive objects;
11. Sexual assault, sexual battery, or sexual coercion.

#### Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the County Office's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or the County Office compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted the Superintendent or designee.

When a report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the County Office's Uniform Complaint Procedures.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall conduct a site-level investigation and, within two school days, forward the report to the compliance officer to evaluate further investigation of the complaint. For formal complaints filed through the County Office's Uniform Complaint Procedures, the compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

### Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the County Office of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the County Office will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the County Office of the harassment but requests that the County Office not pursue an investigation, the County Office will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

### Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. Such measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, if available and in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

## Notifications

A copy of the County Office's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year; (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted including school web sites; (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session; (Education Code 231.5)
4. Appear in any school or county office publication that sets forth the school's or districts comprehensive rules, regulations, procedures and standards of conduct; (Education Code 231.5)
5. Be provided to employees and employee organizations on the Kings COE Website;
6. Be included in the student handbook.

## Investigation of Complaints at School (Site-Level Grievance Procedure)

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above and the County Office compliance officer. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district

4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
6. To judge the severity of the harassment, the principal or designee may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the compliance officer and the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.



## Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti;
2. Providing staff in-service and student instruction or counseling;
3. Notifying parents/guardians of the actions taken;
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

Adopted By Board: November 1, 2006

Revised by Board: May 6, 2015

# Kings County Board of Education

## Exhibit

E 5145.7

Students

### SEXUAL HARASSMENT REPORT

**\*\*Per Board/Superintendent Exhibit 1312.3 Uniform Complaint Procedures\*\***

In accordance with the County Office's Uniform Complaint Procedures (5 CCR 4620) each county office shall follow uniform complaint procedures when investigating complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220. Additionally, it is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment, bullying or intimidation of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

#### I. Contact Information:

Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Work or Cell Phone: \_\_\_\_\_

#### II. Complainant

You are filing this complaint on behalf of: \_\_\_\_\_

☐ yourself      ☐ your child or a (student)      ☐ another student      ☐ a group

#### III. School Information

School Name: \_\_\_\_\_  
Principal's Name: \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

#### IV. Basis of Complaint:

Please check the following box (es), based on the type(s) of discrimination, harassment, intimidation, and/or bullying you experienced. (EC §§ 200 and 220)

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Sex   | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Mental or Physical Disability |
| <input type="checkbox"/> Sexual Orientation  | <input type="checkbox"/> National Origin             | <input type="checkbox"/> Age                           |
| <input type="checkbox"/> Gender  | <input type="checkbox"/> Religion                    | <input type="checkbox"/> Sexual Harassment             |
| <input type="checkbox"/> Gender Expression   | <input type="checkbox"/> Color                       | <input type="checkbox"/> Sex (Title IX)                |
| <input type="checkbox"/> Gender Identity   | <input type="checkbox"/> Ancestry                    | <input type="checkbox"/> Nationality                   |
| <input type="checkbox"/> Race or Ethnicity   |  |  |
| <input type="checkbox"/> Association or perceived association with any of these categories |  |  |

## V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

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List the individuals involved in the incident(s):

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---

List any witnesses to the incident(s):

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---

Describe the location where the incident(s) occurred:

---

---

Please list all the date(s) and times when the incident(s) occurred or when the alleged acts first came to your attention:

---

---

What steps, if any, have you taken to resolve this issue before filing a complaint?

---

---

\_\_\_\_\_  
Signature of person filing complaint

\_\_\_\_\_  
Date

Received by: \_\_\_\_\_

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

Title: \_\_\_\_\_

Please provide a duplicate copy to the complainant.

# Kings County Board of Education and County Superintendent of Schools Board/Superintendent Policy

BP/SP 1312.3  
Community Relations

## UNIFORM COMPLAINT PROCEDURES

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by the Kings County Office of Education of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying in programs and activities funded directly by the state or receiving any financial assistance from the state.

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Kings County Office of Education developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.

According to state and federal codes and regulations, the programs and activities subject to UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and technical education and career technical and technical training programs
- Child Care and Development

- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Education and graduation requirements of Pupils in Foster Care, Pupils who are Homeless, Pupils from Military Families, and Pupils Formerly in Juvenile Court Pupils now enrolled in a School District
- Every Student Succeeds Act
- Local Control Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to our UCP complaint procedures set forth in this document:

- (a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.
- (b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.
- (c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

## The Responsibilities of the Kings County Office of Education

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

### The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of our UCP complaint procedures.

This notice may be made available on our website and shall include the following:

- Addresses all our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties;
- Information regarding allegations about discrimination, harassment, intimidation, or bullying;
- the list of all federal and state programs within the scope of the UCP;
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;
- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file complaint.

### Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints.

Name or title:	Assistant Superintendent
Unit or Office:	Human Resources
Address:	Kings County Office of Education 1144 W. Lacey Blvd. Hanford, California 93230
Phone:	559-584-1441, extension 7094
Electronic mail address:	<a href="mailto:lisa.horne@kingscoe.org">lisa.horne@kingscoe.org</a>

A pupil fee includes the purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that is adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

#### Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Kings County Office of Education to provide the investigator with access to records and/or other important information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

## UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint;

-including complaints of Pupil Fees; LCAP, Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

-for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall to to the affected pupil,

-With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardian who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

## UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- the Kings County Office of Education failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or



- in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.

The appeal shall be sent to with: (1)

A copy of the original locally filed complaint; and  
A copy of the LEA Investigation Report.

UCP Requirements Regarding State Preschool Health and Safety Issues pursuant to HSC Section 1596.7925:

When Filing a UCP Complaint Regarding State Preschool Health and Safety Issues

To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in the Kings County Office of Education.

A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to our official for resolution.

A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.

A complaint form for a state preschool health and safety issue shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as they wish.

When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the county superintendent shall

(1) make all reasonable efforts to investigate any problem with his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the County Superintendent.

Filing an Appeal Regarding UCP State Preschool Health and Safety Issues

When filing an appeal regarding a UCP State Preschool Health and Safety Issues in our agency a complainant not satisfied with the resolution of the LEA's preschool program administrator or designee of the County Superintendent has the right to describe the complaint at a regularly scheduled hearing of our board.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 calendar days of the date of the Investigation Report.

The complainant shall comply with the same appeal requirements of 5 CCR section 4632 as in the section above 'UCP Complaint Appeal Process.'

A written appeal to the CDE shall be within 30 days of the date of the Investigation Report and accompanied by a copy of the locally filed complaint and a copy of the Investigation Report. The complainant shall specify and explain the basis for the appeal, including at least one of the following:

- the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- material findings of fact in the Investigation Report are not supported by substantial evidence, and/or
- the legal conclusion in the Investigation Report is inconsistent with the law, and/or
- if the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.

The SSPI or their designee shall comply with the requirements of 5 CCR section 4633 and shall provide the written Investigation Report to the State Board of Education describing the basis for the complaint, our response to the UCP state preschool health and safety issues complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint, if different from our remedy.

We shall report summarized data on the nature and resolution of all **UCP** state preschool health and safety issues on a quarterly basis to the County Superintendent of schools and our board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

All complaints and responses are public records.

#### Legal References:

20 United States Code  
6301

34 Code of Federal Regulations  
106.8, 34 CFR 299.10-11

#### California Education Code

200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200–8498, 8235.5-8239.1, 8261, 8482-8484.65, 8500–8538, 17002(d), 17592.72, 32280–32289; 33126(b)(5)(A), 33126(b)(5)(B), 33315; 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013, 49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3  
51228.1–51228.3, 52059, 52075, 52300–52462, 52334.7, 52355, 52451, 52460-52462, 52500–52617, 54440–54445, 56100(a), 56100(j), 60010, 64001, 65000.

#### California Government Code

11135, 11136, 12960

#### California Penal Code

422.55, 11166

#### California Code of Regulations

4600-4640, 4690-4694

Adopted by Board:	<u>April 2, 2003</u>
Reviewed by Board:	<u>December 10, 2003</u>
Reviewed by Board:	<u>May 2, 2007</u>
Revised by Board:	<u>October 3, 2012</u>
Adopted by Board:	<u>June 12, 2013</u>
Revised by Board:	<u>June 25, 2014</u>
Revised by Board:	<u>February 1, 2017</u>
Revised by Board:	<u>December 18, 2019</u>
Revised by Board:	<u>September 9, 2020</u>
Revised by Board:	<u>January 13, 2021</u>

# Kings County Board of Education and County Superintendent of Schools

## Exhibit A

Exhibit A 1312.3  
Community Relations

### UNIFORM COMPLAINT PROCEDURES

In accordance with the Kings County Office of Education's Uniform Complaint Procedures (5 CCR 4620) KCOE shall follow uniform complaint procedures when investigating complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220. Additionally, it is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment, bullying or intimidation of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

#### I. Complainant's Contact Information

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work or Cell Phone: \_\_\_\_\_

#### II. Complainant

You are filing this complaint on behalf of: \_\_\_\_\_

☐ yourself    ☐ your child or a (student)    ☐ another student    ☐ a group

#### III. School Information

Program/School Name: \_\_\_\_\_ Location: \_\_\_\_\_

Administrator/Principal's Name: \_\_\_\_\_

#### IV. Basis of Complaint

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation, and/or bullying you experienced based on your actual or perceived characteristics. (EC §§ 200 and 220)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Age                 | <input type="checkbox"/> Marital or Parental Status    | <input type="checkbox"/> Sex                |
| <input type="checkbox"/> Ancestry            | <input type="checkbox"/> Mental or Physical Disability | <input type="checkbox"/> Sex (Title IX)     |
| <input type="checkbox"/> Color               | <input type="checkbox"/> Nationality                   | <input type="checkbox"/> Sexual Harassment  |
| <input type="checkbox"/> Ethnic Group        | <input type="checkbox"/> National Origin               | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Identification      | <input type="checkbox"/> Race or Ethnicity             |   |
| <input type="checkbox"/> Gender              | <input type="checkbox"/> Religion                      |   |
| <input type="checkbox"/> Gender Expression   |  |   |
| <input type="checkbox"/> Gender Identity     |  |   |
| <input type="checkbox"/> Genetic Information |  |   |

For allegations of noncompliance, please check the applicable program or activity referred to in your complaint:

- ☐ Accommodations for Pregnant and Parenting Pupils
- ☐ Adult Education
- ☐ After School Education & Safety
- ☐ Agricultural Career Technical Education
- ☐ Career Technical and Technical Education and Career Technical and Technical Training Programs
- ☐ Child Care and Development
- ☐ Compensatory Education
- ☐ Consolidated Categorical Aid Programs
- ☐ Course Periods without Educational Content
- ☐ Education and graduation requirements for Pupils in Foster Care, Pupils who are Homeless, Pupils from Military Families, and Former and Pupils formerly in Juvenile Court Now Enrolled in a School District
- ☐ Discrimination, Harassment, Intimidation, or Bullying against any protected group under EC 200 & 220 and Government Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state assistance
- ☐ Every Student Succeeds Act
- ☐ Local Control & Accountability Plans (LCAP)
- ☐ Migrant Education
- ☐ Physical Education Instructional Minutes
- ☐ Pupil Fees
- ☐ Reasonable Accommodations to a Lactating Pupil
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for Student Achievement
- ☐ School Safety Plans
- ☐ Schoolsite Councils
- ☐ State Preschool
- ☐ Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or Designee deems appropriate.

## V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

---

---

List the individuals involved in the incident(s):

---

---

List any witnesses to the incident(s):

---

---

Describe the location where the incident(s) occurred:

---

Please list all the date(s) and times when the incident(s) occurred or when the alleged acts first came to your attention:

\_\_\_\_\_

What steps, if any, have you taken to resolve this issue before filing a complaint?

\_\_\_\_\_

Would you like a response to this complaint? Yes ☐ No ☐

If so, please provide an address: \_\_\_\_\_

Signature of person filing complaint \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date Filed: \_\_\_\_\_

Title: \_\_\_\_\_

Adopted by Board:	<u>October 3, 2012</u>
Reviewed by Board:	<u>June 12, 2013</u>
Revised by Board:	<u>June 25, 2014</u>
Revised by Board:	<u>January 11, 2017</u>
Revised by Board:	<u>February 1, 2017</u>
Revised by Board:	<u>December 18, 2019</u>
Revised by Board:	<u>September 9, 2020</u>
Revised by Board:	<u>January 13, 2001</u>

# Junta Directiva de Educación Del Condado de Kings y Superintendente de Escuelas del Condado

## Anexo A

Anexo A 1312.3  
Relaciones comunitarias

### PROCEDIMIENTOS UNIFORMES DE QUEJAS

De acuerdo con los Procedimientos Uniformes de Quejas de la Oficina de Educación del Condado de Kings (5 CCR 4620), KCOE seguirá los procedimientos uniformes de quejas cuando investigue las quejas de discriminación ilegal, acoso, intimidación e intimidación contra cualquier grupo protegido. Los grupos protegidos están enumerados por el Código de Educación §§ 200 y 220. Además, es la política del Estado de California, de conformidad con la Sección 200, que todas las personas gocen de libertad de discriminación y / o acoso, intimidación o intimidación de cualquier tipo en las instituciones educativas del estado. Esto también incluye el acoso sexual, que es una forma de discriminación sexual (EC § 231.5).

#### I. Información de contacto del demandante

Nombre: \_\_\_\_\_  
Dirección: \_\_\_\_\_  
Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_  
Número de teléfono: \_\_\_\_\_  
Celular/número de trabajo: \_\_\_\_\_

#### II. Demandante

Está presentando esta queja en nombre de: \_\_\_\_\_  
☐ usted      ☐ su hijo/a o un (estudiante)      ☐ otro estudiante      ☐ un grupo

#### III. Información de la escuela

Nombre del programa/Escuela: \_\_\_\_\_  
Ubicación: \_\_\_\_\_  
Nombre del administrador / director: \_\_\_\_\_

#### IV. Base de queja

Marque la (s) siguiente (s) casilla (s), según el tipo (s) de discriminación, acoso, intimidación y / o intimidación que experimentó en función de sus características reales o percibidas. (CE §§ 200 y 220)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Edad                            | <input type="checkbox"/> Identidad de Género          | <input type="checkbox"/> Raza o Etnicidad   |
| <input type="checkbox"/> Ascendencia                     | <input type="checkbox"/> Información Genética         | <input type="checkbox"/> Religión           |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> Estado civil o Parental      | <input type="checkbox"/> Sexo               |
| <input type="checkbox"/> Identificación del grupo étnico | <input type="checkbox"/> Discapacidad Mental o Física | <input type="checkbox"/> Sexo (Título IX)   |
| <input type="checkbox"/> Género                          | <input type="checkbox"/> Nacionalidad                 | <input type="checkbox"/> Acoso Sexual       |
| <input type="checkbox"/> Expresión de Género             | <input type="checkbox"/> Origen Nacional              | <input type="checkbox"/> Orientación Sexual |

Para las denuncias de incumplimiento, verifique el programa o la actividad correspondiente a que se refiere su queja:

- |  |   |
|--|---|
| <input type="checkbox"/> Adaptaciones para alumnos embarazadas y con hijos   | <input type="checkbox"/> Planes de escuela para el logro del estudiante   |
| <input type="checkbox"/> Planes locales de control y rendición de cuentas (LCAP)   | <input type="checkbox"/> Períodos de curso sin contenido educativo  |
| <input type="checkbox"/> Educación de adultos  | <input type="checkbox"/> Planes de seguridad escolar  |
| <input type="checkbox"/> Educación de migrantes  | <input type="checkbox"/> Acomodaciones razonables para un lactante  |
| <input type="checkbox"/> Educación y seguridad después de la escuela   | <input type="checkbox"/> Educación de alumnos en cuidado de crianza, Alumnos sin hogar, menores de edad, los alumnos de la corte ahora se inscribieron en un distrito escolar y alumnos de familias militares |
| <input type="checkbox"/> Minutos de instrucción de educación física  | <input type="checkbox"/> Cuestiones estatales de salud y seguridad preescolar   |
| <input type="checkbox"/> Educación técnica de carrera agrícola   | <input type="checkbox"/> Preescolar estatal, LEAs exentos de licencia   |
| <input type="checkbox"/> Honorarios de alumnos   | <input type="checkbox"/> Consejos escolares   |
| <input type="checkbox"/> Educación técnica y técnica profesional; Carrera técnica; Alumno de Formación Técnica (estatal) | <input type="checkbox"/> Ley de éxito de todos los estudiantes / Ningún niño se queda atrás (Títulos I-VII)   |
| <input type="checkbox"/> Cuidado y desarrollo infantil   |   |
| <input type="checkbox"/> Centros y programas ocupacionales regionales  |   |
| <input type="checkbox"/> Educación compensatoria   |   |

## V. Detalles de la queja

Responda las siguientes preguntas lo mejor que pueda. Adjunte hojas de papel adicionales si necesita más espacio.

Describa el tipo de incidente (s) que experimentó que dio lugar a esta queja, incluidos los eventos o acciones, con el mayor detalle posible:

---

---

Enumere las personas involucradas en el incidente (s):

---

---

Enumere cualquier testigo del incidente (s):

---

---

Describa la ubicación donde ocurrieron los incidentes:

---

---

Enumere todas las fechas y horas en que ocurrieron los incidentes o cuando los supuestos actos llamaron su atención por primera vez:

---

---

¿Qué pasos, si alguno, ha tomado para resolver este problema antes de presentar una queja?

---

---

¿Desea una respuesta a esta queja? Si \_\_\_\_\_ No \_\_\_\_\_



Si es así, por favor proporcione una dirección: \_\_\_\_\_

Firma de la personal que presenta la queja

Fecha

Recibido por: \_\_\_\_\_ Fecha de presentacion: \_\_\_\_\_

Adoptado por la Junta:	<u>3 de octubre de 2012</u>
Revisado por la Junta:	<u>12 de junio de 2013</u>
Revisado por la Junta:	<u>25 de junio de 2014</u>
Revisado por la Junta:	<u>11 de enero de 2017</u>
Revisado por la Junta:	<u>1 de febrero de 2017</u>
Revisado por la Junta:	<u>18 de diciembre de 2019</u>
Revisado por la Junta:	<u>9 de septiembre de 2020</u>
Revisado por la Junta:	<u>13 de enero de 2021</u>

# **Kings County Board of Education and County Superintendent of Schools Exhibit B**

Exhibit B 1312.3  
Community Relations

## **UCP Annual Notice**

The Kings County Office of Education annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.

**The UCP Annual Notice is available on our website.**

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities subject to the UCP.

## **Programs and Activities Subject to the UCP**

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education & Safety
- Agricultural Career Technical Education
- Career Technical Education and Technical Education and Career Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Education and graduation requirements for Pupils in Foster Care, Pupils who are Homeless, pupils from military families and pupils formerly Juvenile Court now enrolled in a school district
- Every Child Succeeds Act (ESSA)
- Local Control Accountability Plan (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- School Site Councils
- State Preschool

- And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

#### Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fees complaint may be filed with the principal of a school or our Superintendent or his/her designee.

A pupil fee and/or an LCAP complaint may be filed anonymously, that is, without an identifying signature, if, the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

#### Responsibilities of the Kings County Office of Education

We shall post a standardized notice, in addition to this notice, with educational and graduation rights of pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in juvenile court now enrolled in a school district.

We advise complainants of civil remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

#### Contact Information:

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints.

Name or Title:	Assistant Superintendent,
Unit or Office:	Human Resources
Address:	Kings County Office of Education 1144 West Lacey Blvd. Hanford, Ca 93230
Phone:	559-584-1441, extension 7094
Electronic mail address:	<a href="mailto:lisa.horne@kingscoe.org">lisa.horne@kingscoe.org</a>

The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Kings County Office of Education.

# **Junta Directiva de Educación Del Condado de Kings y Superintendente de Escuelas del Condado**

## **Prueba B**

Prueba B documental 1312.3  
Relaciones Comunitarias

### **Aviso Anual de UCP**

La Oficina de Educación del Condado de Kings notifica anualmente a nuestros estudiantes, empleados, padres o tutores de sus estudiantes, miembros del comité asesor de la escuela y del distrito, comités asesores escolares, funcionarios apropiados de escuelas privadas y otras partes interesadas de los Procedimientos Uniformes de Quejas (UCP) proceso.

La Oficina de Educación del Condado de Kings es principalmente responsable del cumplimiento de las leyes y regulaciones federales y estatales, incluidas las relacionadas con la discriminación ilegal, el acoso, la intimidación o el acoso escolar contra cualquier grupo protegido, y todos los programas y actividades sujetos al UCP

### **Programas y actividades sujetos a la UCP**

- Alojamiento para alumnos embarazadas y padres
- Educación de adultos
- Educación y seguridad después de la escuela
- Educación técnica de carrera agrícola
- Educación técnica profesional (~~federal~~)
- Desarrollo de cuidado infantil
- Educación compensatoria
- Aplicación consolidada
- Períodos de curso sin contenido educativo.
- Educación para alumnos en hogares de guarda, alumnos sin hogar, antiguos alumnos de la corte juvenil ahora inscritos en un distrito escolar y niños de familias militares
- Ley de éxito de todos los niños (ESSA)
- Plan de responsabilidad de control local
- Educación para migrantes
- Minutos de instrucción de educación física
- Tariffas de alumnos
- Adaptaciones razonables para un alumno lactante
- Centros y programas ocupacionales regionales
- Planes escolares para el logro estudiantil
- Planes de seguridad escolar
- Consejos escolares
- Preescolar estatal
- Cuestiones estatales de salud y seguridad preescolar en las LEA exentas de licencias

## **Tariffas de alumnos**

La tarifa de un alumno incluye, entre otros, todo lo siguiente:

Una tarifa cobrada a un alumno como condición para inscribirse en la escuela o clases, o como una condición para participar en una clase o una actividad extracurricular, independientemente de si la clase o actividad es optativa u obligatoria, o es por crédito.

Un depósito de seguridad u otro pago que se requiere para obtener un candado, casillero, libro, aparato de clase, instrumento musical, ropa u otros materiales o equipos.

Una compra que un alumno debe realizar para obtener materiales, suministros, equipos o ropa asociados con una actividad educativa.

Se puede presentar una queja sobre los honorarios de los alumnos ante el director de una escuela o nuestro Superintendente o su designado. Los honorarios de los alumnos y / o una queja LCAP pueden presentarse de forma anónima, sin embargo, el demandante debe proporcionar evidencia o información que conduzca a evidencia para respaldar la queja.

Un alumno inscrito en una escuela o programa en nuestro distrito no tendrá que pagar una tarifa de alumno para participar en una actividad educativa.

Se debe presentar una queja por la tarifa del alumno a más tardar un año después de la fecha en que ocurrió la presunta violación.

## **Información Adicional**

Publicaremos un aviso estandarizado de los derechos educativos de los alumnos en hogares de guarda, alumnos sin hogar, ex alumnos de la corte juvenil ahora inscritos en un distrito escolar y alumnos en familias militares como se especifica en las Secciones del Código Educativo 48645.7, 48853, 48853.5, 49069.5 , 51225.1 y 51225.2. Este aviso incluirá información sobre el proceso de queja, según corresponda.

Publicaremos un aviso para identificar temas apropiados de problemas de salud y seguridad preescolar del estado en cada aula del programa preescolar estatal de California en cada escuela notificando a los padres, tutores, alumnos y maestros de (1) los requisitos de salud y seguridad bajo el Título 5 del Código de California de Regulaciones que se aplican a los programas preescolares estatales de California de conformidad con la sección 1596.7925 del HSC y (2) dónde obtener un formulario para una queja de salud y seguridad preescolar estatal.

Información del contacto:

El miembro del personal, el puesto o la unidad responsable de recibir las quejas de UCP en nuestra agencia es:

**Nombre o cargo:** Superintendente asistente, Recursos humanos  
**Dirección:** Oficina de Educación del Condado de Kings  
1144 West Lacey Blvd.  
Hanford, Ca 93230  
**Teléfono:** 559-584-1441, extensión 7094  
**Dirección de correo electrónico:** [lisa.horne@kingscoie.org](mailto:lisa.horne@kingscoie.org)

Las quejas serán investigadas y se enviará un informe escrito con una decisión al demandante dentro de los sesenta (60) días a partir de la recepción de la queja. Este período de tiempo puede extenderse por acuerdo escrito del demandante. La persona responsable de investigar la queja llevará a cabo y completará la investigación de acuerdo con nuestras políticas y procedimientos de UCP.

El demandante tiene el derecho de apelar nuestra decisión de quejas con respecto a programas y actividades específicos sujetos al UCP, los honorarios de los alumnos y el LCAP ante el Departamento de Educación de California (CDE) presentando una apelación por escrito dentro de los 15 días posteriores a la recepción de nuestra Decisión. La apelación debe ir acompañada de una copia de la queja presentada originalmente y una copia de nuestra Decisión.

Aconsejamos a cualquier demandante sobre remedios de la ley civil, incluidos, entre otros, mandatos, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso escolar, si corresponde.

Copias de nuestras políticas y procedimientos de quejas de Procedimientos Uniformes de Quejas (UCP) están disponibles sin cargo.

# Kings County Board of Education and County Superintendent of Schools Board/Superintendent Policy

BP/SP 5131.2  
Students

## BULLYING

The Kings County Office of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Office employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

The County Office prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics described in section 422.55 of the Penal Code and Section 220, and mental or physical disability, gender, gender identity, gender expression, national origin, race or ethnic group identification, religion, age, ancestry, color, sex or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the County Office.

AB 1156 amends Education Code section 48900, subdivision (r), to define “bullying” as:

Severe or pervasive physical or verbal act or conduct, including communication made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property;
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

For purposes of the definition of a victim of bullying and the act of bullying under section 48900, “reasonable pupil” is defined to mean a:

Pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

AB 1156 also established a “priority consideration” for interdistrict transfer for students who are/were victims of bullying as now defined.

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

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

### Bullying Prevention

To the extent possible, Kings County Office of Education’s strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of County Office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

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

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.



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, 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 bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

#### Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### Complaint Process

Students shall be informed that they should immediately contact a staff member if they feel they are being bullied. Within 24 hours, staff shall report complaints of bullying to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the bullied student has not complained.

Any school employee who observes any incident of bullying involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of bullying involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

### Investigation and Complaints

1. The principal or designee shall promptly investigate all complaints of bullying. In so doing, he/she shall talk individually with:

- a. The student who is complaining
- b. The person accused of bullying
- c. Anyone who witnessed the conduct complained of
- d. Anyone mentioned as having related information

2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying, and put his/her complaint in writing.

3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:

- a. The Superintendent or designee
- b. The parent/guardian of the student who complained
- c. If the alleged bully is a student, his/her parent/guardian
- d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- e. Child protective agencies responsible for investigating child abuse reports
- f. Legal counsel for the County Office

4. When the student who complained and the alleged bully so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

5. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of bullying by the alleged harasser
- e. Evidence of any past bullying complaints that were found to be untrue

6. To judge the severity of the bullying, the principal or designee may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency and duration of the misconduct
- c. The number of persons involved
- d. The age and gender of the person accused of bullying
- e. The subject(s) of bullying
- f. The place and situation where the incident occurred
- g. Other incidents at the school, including incidents of bullying that were not related to gender

7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that bullying occurred, this report shall describe the actions taken to end the bullying, address the effects of the bullying on the student bullied, and prevent retaliation or further bullying.

9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

The County Office prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of bullying shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

## Enforcement

The Superintendent or designee shall take appropriate actions to reinforce the bullying policy. As needed, these actions may include any of the following:

1. Providing staff inservice and student instruction or counseling.
2. Notifying parents/guardians of the actions taken.
3. Notifying child protective services.
4. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of bullying which he/she knew was not true.

## Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes, or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with County Office policies and regulations. If the complainant disagrees with the resolution, he/she can appeal the decision.

The Superintendent also prohibits retaliatory behavior or action against Kings County Office of Education employees or students who complain, testify or otherwise participate in the complaint process established pursuant to this policy. The Assistant Superintendent of Human Resources ensures that all complainant identities will remain confidential as appropriate.

## Legal References:

### EDUCATION CODE

200-262.4 Prohibition of discrimination  
32282 Comprehensive safety plan  
35181 Governing board policy on responsibilities of students  
35291-35291.5 Rules  
48900-48925 Suspension or expulsion  
48985 Translation of notices

### PENAL CODE

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

### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

Legal References (con't):

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Adopted by Board: June 12, 2013

# Kings County Board of Education

## Exhibit

E 5131.2

Students

### Bullying Report

To: Kings County Superintendent of Schools  
114 West Lacey Blvd.  
Hanford, CA 93230

From: Name(s) \_\_\_\_\_

Address \_\_\_\_\_

Telephone Number (s) \_\_\_\_\_

Name of Person(s) against whom report is made:

\_\_\_\_\_

Nature of Report – In your own words, please describe the incident(s) that occurred. Please include all names, dates, and places necessary for a complete understanding of the incident(s).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(You may attach additional paper as necessary)

Have you discussed this incident(s) with any one else? \_\_\_\_\_

If so, please list those you have spoken to: \_\_\_\_\_

\_\_\_\_\_

Were there witnesses to the incident(s)? \_\_\_\_\_ If so, please list those who were witnesses.

\_\_\_\_\_

I/We understand that the Superintendent or designee may request further information about this complain and as such information is available, I/We will provide it upon request.

I/We certify under penalty of perjury that the above documentation is true and correct.

Executed this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_, California.

Signature(s): \_\_\_\_\_

\_\_\_\_\_

# **Kings County Board of Education and Kings County Superintendent of Schools Board/Superintendent Policy**

BP/SP 5131.7  
Students

## **WEAPONS AND DANGEROUS INSTRUMENTS**

The Kings County Board of Education and the Kings County Superintendent desire students and staff to be free from the fear and danger presented by firearms and other weapons. The Board and Superintendent therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school. (Penal Code 626.10).

To maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The principal or designee shall notify law enforcement authorities when any student is found to possess a weapon or commit any act of assault with a firearm or other weapon.

The Board recognizes that students age 16 or older may legally possess tear gas or tear gas weapons, such as pepper-spray, for the purpose of self-defense. However, to prevent potential misuse that may harm students or staff, students are prohibited from carrying such items on campus or at school activities.

Legal References:

### **EDUCATION CODE**

48900  
48902  
49330  
49334

### **PENAL CODE**

245  
417.2  
417.4  
626.9  
626.10  
12020-12028.5  
12403.7-12403.8

Adopted by Board:	<u>July 7, 1982</u>
Reviewed by Board:	<u>July 5, 1989</u>
Reviewed by Board:	<u>May 4, 1994</u>
Reviewed by Board:	<u>December 18, 1996</u>
Revised by Board:	<u>September 2, 1998</u>
Reviewed by Board:	<u>December 6, 2006</u>
Revised by Board:	<u>June 29, 2016</u>



# Shelly Baird School

## Student Handbook

2020 - 2021



*Soaring towards Success and Independence*

Shelly Baird School  
959 Katie Hammond Lane  
Hanford, CA 93230  
Phone: 559-584-5546 Fax: 559-589-7004  
MV Transportation: 559-585-1570

# ***Welcome to School Year 2020 - 2021!***

## **Board of Trustees**

Mickey Thayer

Mary Gonzales-Gomez

Glenn Estes

Adam Medeiros

Tawney Robinson

## **Kings County Office of Education**

Todd Barlow, Superintendent

Lisa Horne, Assistant Superintendent of Human Resources

Rebecca Jensen, Assistant Superintendent Special Education

Jamie Dial, Assistant Superintendent Business Services

Ed Bonham, Chief Technology Officer

## **Shelly Baird Administration**

Courtney Coelho, Program Manager Preschool Program

Helen Copeland, Shelly Baird Campus Classrooms Principal

Dr. Michelle Bailey, Satellite Campus Classrooms Principal

Jerrold Wood, Program Manager Independent Living Program

## **Shelly Baird Office Staff**

Nancy Veteto, Secretary

Heather Cripe, Analyst

Diana Nava, Clerk Typist/Secretary, Bilingual

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### **VISION STATEMENT**

The vision of Shelly Baird School is to provide each student with the opportunity to reach his/her full potential for a rich and productive future and turn challenges into accomplishments by providing each student with an individual program of instruction, which promotes maximum development.

### **MISSION STATEMENT**

The mission of Shelly Baird School is to have a comprehensive program of such quality as to be recognized by the State of California as exemplary.

- Goal 1 - Students will be as self-sufficient as possible in their home, school, workplace and community.
- Goal 2 - There will be improved communication and involvement among regular education, special education, parents, students, administrators, and community agency personnel.
- Goal 3 - There will be a positive, supportive environment in which students and staff can work and learn on a daily basis.

### **FUNDAMENTAL VALUES AND BELIEFS**

- \* Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes.
- \* School should be student-centered
- \* Educational programs should be individualized
- \* Community based instruction should occur within the student's community
- \* Parental/Family involvement is essential to facilitate student progress
- \* School should provide a variety of educational opportunities in a variety of settings
- \* School staff should have a positive attitude, make allowances for differences, and encourage individuality and creativity

## **ACCIDENT REPORT**

Injuries that occur on school grounds or during a school sponsored activity will be reported to the school office and the health office immediately to determine the extent of the injury and course of action. An accident report will be completed, and parent/guardian will be informed of all injuries requiring attention.

## **ATTENDANCE PROCEDURES**

### **School Schedule**

Shelly Baird School: Students should not arrive at school before 8:15 a.m.

Once a student arrives on campus, he/she may not leave campus without following the proper check out procedure in office.

Highland Center: Students should not arrive at school before 7:30 a.m. as school begins at 7:45 a.m.

Satellite Classrooms: Satellite campus classrooms align as closely as possible with the daily schedule of the host campus. Classroom teachers for those classrooms will notify students and parents of the campus policy. Students should be dropped off at Satellite Campuses before the start of the school day, but no sooner than 15 minutes prior to the start of the school day. Once the school day starts, parents will need to go through the school office. The school office staff will contact the teacher and if needed, a staff member will go to the office to get the student.

### **School Hours**

Shelly Baird School:	School will start at 8:30 am and dismissal will be at 2:00 for Kindergarten – 3 <sup>rd</sup> grade students and at 3:00 pm for students in 4 <sup>th</sup> grade and above.
Highland Center:	Independent Living Program starts at 7:45 a.m. and is dismissed at 1:45 p.m. The High School class at the Highland Center start at 7:45 a.m. and is dismissed at 2:45 p.m.
Satellite Campuses:	Please see the individualized schedule for your campus classroom provided by the teacher.



### **Early Dismissal**

***Every Wednesday is an early dismissal day.***

The purpose of Early Dismissal is to provide ongoing professional development for all staff as well as time to collaborate with instructional aides and service providers such as; speech therapists, physical therapists, school psychologists, educational specialists, adapted physical education teachers, and integration teachers.

**All Shelly Baird campus and satellite classrooms** will be dismissed two (2) hours earlier than the regularly scheduled times on all Wednesdays.

**See the school calendar for any additional early out days.**

## **ABSENCES**

California State education law requires that all children attend school regularly. Making sure that they are present each day is the parent's responsibility. However, the importance of school attendance goes beyond meeting the letter of the law. In order for our students to make meaningful progress towards their IEP goals, they need to be participating in school every day. Parents should also be aware that our funding from the Federal and State government is directly tied to our attendance data, so student absences will result in less money coming in to serve our students.

**Per state law, absences for the following reasons are the only excused absences:**

\*Illness or injury \*Quarantine \*Medical appointments related to physical needs \*Attendance at a funeral for a member of one's immediate family \*Exclusion due to immunization requirements (5 day limit) \*Absence due to participation in religious instruction or religious exercises conducted away from school, when verified by note from the parent. All other absences are unexcused. It is our school policy and responsibility to verify all absences. Please call the school by 8:00 am to report if your child will be absent.

## **TRUANCY**

A student who is absent from school without a valid excuse for three days, or who is tardy in excess of 30 minutes on each of more than three days in one school year, is truant and will be reported to the office for a referral to the School Attendance Review Board.

In California, the law requires that children between the ages of six and 18 attend school or classes full-time. Students are expected to attend school regularly and be on time. It also mandates that parents or guardians send the child to school.

An **initial truancy** is defined as three (3) unexcused absences from a full-time or continuation school within a single school year, and/or tardy for more than a 30 minute period without excuse; or any combination thereof. **(Education Code 48260).**

The **School Attendance Review Board (SARB)** is a group that may include parents, educators, and representatives from probation, human services, law enforcement and the community. This board becomes involved after the school has made a maximum effort to resolve a student's school attendance (truancy) problem.

When the school refers the student to the SARB Board the parent and student will be required to meet with the board in order to resolve the attendance issues. Penalties for parents who fail to comply with the directives of SARB can range from \$400 for a first conviction, \$1000 for a second conviction, \$2000 for a third and possible jail time for a fourth conviction.

## **ILLNESS**

A student who is ill should remain at home for a more rapid recovery and to prevent the spread of any communicable infections to other students. If a student becomes ill at school, the student will be referred to the health office. At that time, the health staff or school administrators will decide whether to keep the student at school or have parents/guardians pick them up from school.

The health staff may send students home from school according to individual symptoms and situations. The following symptoms will be taken into consideration: Temperature over 100.4 degrees and exhibiting other symptoms; nausea/vomiting; diarrhea; uncontrolled asthma; trauma determined to need medical evaluation; communicable disease symptoms; seizure activity; and acute pain related to presenting problem.

If a student has any of the following symptoms or complaints while at home, the student should not come to school:

sore throat	stomach ache
sneezing and runny nose with green/yellow drainage	rash with fever
cough	<b>fever (over 100 degrees)</b>
diarrhea	earache or ear drainage
headache	red eyes with or without drainage
nausea or vomiting	“feeling sick”
uncontrolled asthma	



If a student has seasonal allergies that include some of the above symptoms, parents should send him/her to school with a note from their doctor indicating they have allergies or allergy symptoms.

Parents should contact the school office if a child is not attending school due to a serious illness or hospitalization, including surgery. A medical release is required prior to returning to school. If a student has been diagnosed with a communicable disease, please notify the health office. **A medical release is needed before the student may return to school for any reason listed above.**

### **Checking Your Child Out of School**

If you find it necessary to check your child out of school during school hours, you should report to the office to sign him/her out. This should only be done if the child is sick/injured, has a medical appointment, or a family emergency. The student will ONLY be released to those adults whose names appear on the Emergency Contact Card as authorized by parents. Those adults need to be prepared to present a form of identification such as a Driver's License.

**Please note: If you are bringing or picking up your child it is imperative that you sign in and indicate this on the roster. Identification may be required if office staff is unfamiliar with parents/guardians. This is for your student's protection.**

### **CHANGE OF ADDRESS**

Please notify the office of any change of address, telephone number, or plans to withdraw from school. It is very important that we have a telephone number where parents may be reached in the event of an emergency. If you are moving, please give the office your new address and new school so we can forward your student's school records.

### **CHILD PROTECTIVE SERVICES**

All school staff are mandated to report any signs of suspected child abuse. School personnel will make reports to child protective services and/or the law enforcement agency assigned to the student's residence.

## **COMPLAINTS**

Complaints against school employees should be directed to the administrator over your child's program. Appointments can be made by calling the school Secretary. For additional information, please refer to your Parent's Annual Notification and *Kings County Office of Education's Uniform Complaint Procedures Brochure*.

## **DISASTER DRILLS**

All campuses have a comprehensive Safe Schools Plan, which involves many different types of disaster drills throughout the school year. It is important to practice these emergency plans so that all school personnel, staff, and students are thoroughly familiar with them. It is our goal to minimize potential injuries in the event of a major disaster.





## **DISCIPLINE**

Research shows that involved and supportive parents positively affect student behavior and learning. Administrators and teachers make every attempt to solicit the support and cooperation of parents at the first signs of inappropriate behavior patterns.

### **Student Conduct**

The foundation for our plan comes from PBIS (Positive Behavioral Interventions and Supports)

It is designed to help students achieve the following school goals:

- Every student has the right to feel safe at school.
- Behavior problems must not interfere with students' right to learn.
- Parents and school staff will work together to teach students to make good choices and to take responsibility for their actions

The SOAR acronym is based on our school motto and school mascot. It is designed to help our students and staff remember our priorities:

#### **SOAR to Success and Independence!**

**S** = Safety and Self Control

**O** = Opportunities

**A** = Act Responsibly

**R** = Respect

Under the PBIS foundation, each classroom employs a system of progressive rewards and consequences. Positive and negative consequences are selected to change behavior – and to meet the criteria of being reasonable, respectful, and related to the student's behavior.

Any behavior that may create a safety concern, distract from the educational process, or cause a disturbance in the school learning environment will not be allowed.

School rules apply at school, going to and from school, on the bus, and at any event where Shelly Baird School is represented (regardless of location).

School administrators reserve the right to determine and enforce appropriate behavior at school. Students not demonstrating responsible behavior will be guided and supported to correct the behavior. Consequences may be assigned to assist in this process.

Some consequences used may be:

Verbal warning/counseling, Time out to reflect, Phone call or communication note to parent on classroom behavior concern, Verbal or written apology, Loss of privileges which may include participation in activities and/or classroom privileges, Special tasks assigned to help rectify a problem created by student's behavior (ie., clean up the mess made), Parent conference with teacher and student.

Students may be suspended or expelled only when other means of correction fail to improve conduct. Pupils may be suspended upon first offense for the following (E.C. 48900):

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties (Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion).
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying

Upon recommendation by the Program Director or Principal, the Superintendent may order a student expelled upon committing any of the above offenses and either of the following:

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

It is the policy of the Kings County Office of Education to require payment from parents whose children intentionally or carelessly damage or destroy school property. Students who are apprehended in an act of vandalism that does not cause permanent damage will be expected to perform acts of restitution appropriate to the offense.

## **BULLYING**

The County Office prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics described in section 422.55 of the Penal Code and Section 220, and mental or physical disability, gender, gender identity, gender expression, national origin, race or ethnic group identification, religion, age, ancestry, color, sex or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the County Office.

AB 1156 amends Education Code section 48900, subdivision (r), to define “bullying” as:

Severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property;
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school



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

**Cyberbullying** includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Students 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 bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7-Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed. (BS/SP 5131.2)

To the extent possible, Kings County Office of Education's strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of County Office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

### **RACISM/DISCRIMINATION**

No ethnic teasing or slurs or derogatory language related to a person's race, religion, or ethnic origin will be tolerated. Such behavior is considered a serious offense and will be dealt with accordingly by school staff and administration. For further information, please refer to your Parent's Annual Notification *and Kings County Office of Education's Uniform Complaint Procedures Brochure*.

### **SEXUAL HARASSMENT**

Students have the right to attend school in an environment free of embarrassing comments, teasing, or unwanted touching. The law strictly prohibits sexual harassment. Some examples of sexual harassment may include:

Unwanted touching or blocking movements, Leering, sexual slurs, or verbal abuse, Sexual gestures, Displaying sexually suggestive objects or pictures, Making derogatory comments or "off-color" jokes, Suggestive or obscene letters, notes, or invitations, Graphic verbal comments about an individual's body, or overly personal conversation.

For further information, please refer to the *Kings County Office of Education's Uniform Complaint Procedures Brochure*.

### **DRESS CODE**

The following apparel shall **not** be allowed at school:

1. Hats, caps and other head coverings (such as handkerchiefs) are not allowed to be worn in classrooms and are subject to confiscation. Head coverings may be worn for outside activities if needed for sun protection.
2. Shoes must be worn at all times.
3. Sunglasses shall not be worn inside buildings.
4. Clothing and jewelry with lettering, drawings, and insignias that are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice, gang activities, or the use of drugs, alcohol, or tobacco, shall not be worn.
5. Underwear-type clothing, tank tops, tube tops, halter tops, bare midriffs, off -the -shoulder tops, see-through or fish-net tops and clothing deemed immodest by school personnel are prohibited.
6. Pants and shorts must be fitted at the waist; no more than one size too large or too small and must cover underwear. Pants must be hemmed to be worn at least one inch off of the ground when a student is standing. Pants may not have holes, rips or tears. Pants which are intentionally manufactured to be overly large or excessively tight are not permitted, regardless of the waist size.
7. Dresses, skirts and shorts must be no shorter than mid-thigh.
8. Attire which may be used as a weapon may not be worn (i.e. heavy chains, items with spikes or studs).
9. Gang related symbols, insignias, or apparel are not allowed at school.
10. Cell phones are not allowed to be used during school hours.

All students attending a satellite classroom on a district campus are required to follow the dress code of that campus. A copy of the district dress code will be provided by your child's classroom teacher.

The Administrative Staff shall have the discretion to prohibit any student from wearing any attire that is disruptive/distracting to the classroom, school, or the safety of the students (Education Code 3529.5). Any violation of the dress code will result in:

1. A warning to the student. Parents will be contacted. This may mean parents will have to bring appropriate attire to school or that the student may need to borrow appropriate attire from the school for the day.
2. Continual infractions will be dealt with following our progressive discipline system.

### **EXTENDED SCHOOL YEAR PROGRAM (ESY)**

An extended school year program is offered each summer in accordance with CA Education Code and individual student IEP.

### **IEP MEETINGS and PARENT CONFERENCES**

Annual IEP (Individualized Education Program) meetings are scheduled throughout the school year based on the date of the student's previous year's IEP meeting. Parents will be contacted by your child's teacher/IEP case manager two to four (2-4) weeks in advance to schedule the meeting. Amendment IEP meetings will be held as needed between annual IEP meetings. In preparation for any IEP meeting, or to monitor progress throughout the year, a representative from your child's district of residence may come in to the class to observe your child in order to be prepared to participate in the IEP meeting and make an offer of a Free and Appropriate Public Education for your child. Other conferences may be scheduled on an "as needed" basis throughout the year by contacting your child's classroom teacher/IEP case manager.

### **IMMUNIZATION REQUIREMENTS**

To enter or transfer into schools (**grades kindergarten through 12**), students under age 18 years must have:

Polio - **4 doses**.....or 3 doses are enough if at least one was given on or after:

- the 4<sup>th</sup> birthday for children aged 4-6 years
- the 2<sup>nd</sup> birthday for children aged 7 years and older

Diphtheria, Tetanus, and Pertussis - **5 doses** (4 doses are enough for children aged 4-6 years if at least one dose was given on or after the 4<sup>th</sup> birthday. After the 7<sup>th</sup> birthday, 4 doses at any age, but 3 doses are enough if at least one dose was given on or after the 2<sup>nd</sup> birthday)

Measles, Rubella, Mumps - **2 doses** on or after 1<sup>st</sup> birthday, Hepatitis B - **3 doses**, Varicella – **1 dose** (2 doses are needed if immunized on or after the 13<sup>th</sup> birthday)

**Preschool aged students must have:**

Polio – 3 doses, DTP – 4 doses, Hepatitis B – 3 doses, Hib – 1 dose given on or after 1<sup>st</sup> birthday (required only for children up to age 4 years, 6 months), MMR – 1 dose given on or after 1<sup>st</sup> birthday; Varicella - 1st dose given on or after 15 months, and Tuberculosis - Mantoux Test (PPD) given and read upon enrollment to any California school within the past 6 months.

**1<sup>st</sup> grade students must have:**

1<sup>st</sup> grade physical, Polio - 4 doses, DTP – 5 doses, MMR – 2 doses, and Hep B – 3 doses, Varicella - 2 doses



**7<sup>th</sup> grade students must have:** 3 doses of Hepatitis, 2 MMR, Tdap - 1 dose on or after 4th birthday, Varicella - 2 doses

These are roughly the minimum acceptable doses required by state law. Please check with your physician or Health Department. Students who do not meet these requirements will be referred to their physicians or local health department to bring their immunizations up to date and may not be allowed to attend school until they show proof of immunizations.

**All students must meet the above requirements before the first day of the school year. Students who do not meet these requirements will be excluded until requirements have been cleared by health staff.**

## LICE

According to policy #5500, it is the policy of the Kings County Office of Education that in order to effectively control the outbreak of lice in school age children, students in classes operated by the Kings County Office of Education are to be excluded from school because of lice infestation and return to school after treatment with an effective pediculocide and removal of all live nits. Please bring your child to Shelly Baird School to be checked by the health staff before they return to school. Transportation will be notified, and clearance will be needed to resume bus pickup. Satellite classrooms should also adhere to and be aware of the policy of the district.

## MEDICATION AT SCHOOL

### **Parent and Guardian Responsibilities:**

1. Talk to your student's doctor about making a medicine schedule so that your child does not have to take medicine while at school.
2. If your child is regularly taking medicine for an ongoing health problem, even if he or she only takes the medicine at home, **give a written note to the school nurse or other designated school employee at the beginning of each school year.** You must list the medicine being taken, the current amount taken, and the name of the doctor who prescribed it (EC Section 49480).
3. If your child must take medicine while at school, provide the school nurse a written note from your student's doctor or other health care provider licensed in the State of California. The physician's written authorization must include the student's name, when, how, and amount of medication to be given. This includes such items as over-the-counter medications, liquid nutritional supplements, and ointments. Without the written medication note signed from a doctor and a parent, and the matching medication labeled container; the school cannot allow the student to take the medication. Parents are welcome to come to school to administer medications as necessary.
4. As parent or guardian, you must supply the school with all medicine your child must take during the school day. You or another **adult** must deliver the medicine to school.
5. All medication must be counted with health staff, and recorded on a medicine log when delivered to the school. You or another adult who delivered the medicine should verify the count by signing the medicine log.
6. Each medicine your child is to be given at school must be in a separate container labeled by a pharmacist licensed in the United States. The container must list your student's name, doctor's name, name of the medicine, and instructions for when to take the medicine, and how much to take. **The medication authorization and the prescription label must match.**
7. Pick up all discontinued, outdated, and/or unused medicine before the end of the school year. Medication cannot be transported on the school bus without the written physician's authorization allowing the student to carry medication such as an inhaler. Any medication not picked up at the end of the school year will be discarded.
8. If possible, ensure that medication brought to school will not expire during the school year. Expired medication cannot be used.
9. A new medication order is needed at the beginning of each school year. Orders are good only for the school year and ESY in which they were signed and dated by a physician.

### Medi-Cal / LEA

On February 14, 2013, the Department posted regulations that change the requirements in 34 CFR 300.154(d) related to parental consent to access public benefits or insurance (Medi-Cal). These regulations will make it easier for school districts to access public benefits while still protecting family rights.

The Kings County Office of Education, in cooperation with the California Department of Health Services and Education, is asking to allow the District to be reimbursed with federal Medicaid dollars for selected health services (such as hearing and vision screenings, health assessments) provided to eligible students at school.

If your child is eligible or may become eligible for public benefits (Medi-Cal reimbursed with federal Medicaid dollars for selected health services such as hearing and vision screenings, health assessments), you will be asked to authorize the District to access your student's Medi-Cal health insurance benefits for applicable services. In making the request for funding of services, the District may submit your student's name, date of birth, and primary disability (as determined in the IEP) to Leader Services, Inc. for them to submit to the state Medi-Cal program. In accessing the insurance benefits, there will be no cost to you/your family, and you have the right to withdraw your consent to disclose your student's personal information at any time without it affecting the services at school that your child receives. **Parents will not be billed for any services provided at school including any co-pay or share of cost.**

### PERSONAL HYGIENE

Parents/guardians need to supply diapers, wipes, and other necessary personal care items and bibs.

### REPORT CARDS/PROGRESS REPORTS

Student progress reporting occurs four times per year. Progress reports based on student IEP goals are sent home three (3) times a year and are also provided at your child's annual IEP meeting. For students in the Behavior Zone Academy, Report Cards are sent home four (4) times per year. Please sign the report and return it to your child's teacher to verify you have received the information. Progress Reporting periods for the 20-21 school year are: Quarter 1 8/13/20-10/9/20, Quarter 2 10/12/20-12/18/20, Quarter 3 1/11/21-3/19/21, Quarter 4 3/22/21-6/4/21

### SCHOOL LUNCH PROGRAM

Lunch is available every school day to students at the Shelly Baird main campus in conjunction with the Hanford Elementary School District/Agency, via the National School Lunch Program. Students in Satellite classrooms may also participate in the food service program with the host satellite campus. **Students may buy lunch for \$1.35 each day.** (Price may vary for the satellite classrooms depending on the plan of the district they are located in) **Many students are eligible for a free or reduced price (.40 cents) meal. See information below on how to find out if your child qualifies for a free or reduced meal.** Students will not be ordered a school lunch if they have not arrived by 8:55 am. If your child will be late please call the office by 8:30 am to notify them that your student will be late and to order them a lunch.

**How to apply:** To get free or reduced priced meals, parents must complete the Application for Free and Reduced Priced Meals, (sent home the first day of school or available through our school office at any time during the year) sign it and return it to the school as soon as possible. The application cannot be approved unless it contains complete eligibility information. You will be responsible for paying the full cost of any meals your child orders until qualification for a free or reduced price is verified.

Students that are not verified through this process do need to pay the full price for any meals they order from the school.  
You also have the option to send your child with lunch daily if you do not want to purchase or participate in the school lunch program.

Lunches may not be “charged” on accounts with an inadequate balance. If your child’s meal account is negative, you will be notified and asked to bring the payment or send your child with a meal from home. Please submit payments for meals to the school office or classroom teacher in a clearly marked envelope.

Nondiscrimination - Children who receive meal benefits are treated the same as children who pay for meals. In the U.S. Department Of Agriculture Child Feeding Programs, no child can be discriminated against because of race, sex, color, national origin, age or handicap.

### Snack

We encourage you to send your child to school with a nutritious snack for the morning recess break. Please do not send candy (gum is not allowed) or sodas.

We have several students with life threatening allergies to peanuts. Even the smell of peanuts or peanut residue on a slide or swing can cause a serious reaction. As parents we can certainly identify with the worry that this situation can cause; therefore, we request that you consider options other than peanuts or products containing peanuts (such as peanut butter) as a snack or for lunch. This is one of the effective ways that we can work together to keep our children safe.

### SUPPORT SERVICES

Students identified as requiring supplemental services are provided services according to the agreed upon Individualized Education Program. These services may take the form of direct designated instructional services (DIS) or as consultation services.

- **Adaptive PE Specialist** – Adapt instruction in physical education.
- **Assistive Technology** – Evaluate and consult on assistive technology devices or needs.
- **Board Certified Behavior Analyst** – Provide support and guidance to instructional staff.
- **Occupational Therapist** – Evaluate, consult with teachers, work with students requiring occupational therapy.
- **Physical Therapist** – Evaluate, consult with teachers, work with students requiring physical therapy.
- **Program Specialists** - Consult with and assist special education teachers with program planning, materials, resources, and IEP’s.
- **School Nurses** - General health monitoring, Medication administration, and other specialized health care.
- **School Psychologists** - Administer initial and triennial evaluations and develop behavior plans.
- **Speech/Language Therapist** - Evaluate, consult with teachers, work with students who have speech/language disorders.
- **Vision/Hearing Specialist** - Consult with staff, evaluate and work directly with students who are visually and/or hearing impaired.

### TELEPHONE CALLS





To avoid interruption of instruction, messages will be taken for classroom staff who will return the phone calls during their next break or at the end of the school day. Students may not use the telephone in the office for personal calls, except in cases of emergency.

## **TRANSPORTATION**

The Kings Schools Transportation Authority provides curb to curb transportation due to the special needs of our students. Close cooperation is necessary in order for this system to be successful. It is important that your child is ready at least 15 minutes before his/her scheduled bus arrival. The bus will wait **three minutes only** in order to be on time for other students. **Please notify MV Transportation if your child will not be riding the bus at 585-1570** (between 6:00 a.m. and 4:00 p.m.). If the bus stops at your designated pick-up for three consecutive days without your child boarding, transportation will be discontinued until you notify MV Transportation to arrange for them to begin picking up your child again. **Transportation requires a 48 hour notice for changes.**

### **Mobile Seating Devices: AR3541.2 (b)**

***“Mobile seating devices shall be equipped with brakes and restraining belt properly maintained by the owner of the devices”*** (Code of Regulations, Title 13, Section 1293). Transportation will be discontinued unless the owner properly maintains these devices. It is the parent/guardian’s responsibility to assure that the wheelchair meets all standards set forth concerning all safety mechanisms required by law, all individual safety adaptations required by the student, and all safety policies required by the Kings County of Education.

Transportation by school bus cannot be provided if these requirements are not met:

1. Students shall be transported in their individual mobile seating device only.
2. While being loaded, unloaded and transported, the student must be secured in the mobile seating device by restraints meeting the specifications of the law.
3. Seat belts must be equipped with metal to metal connectors and push button or lift cover releases. (Velcro held restraints utilized for additional support might be used in addition to, but not in place of restraints described above. It is the parent’s responsibility to provide a seat belt, which meets the minimum safety requirements.
4. Individual safety adaptations deemed necessary for additional safety and support shall be required for transportation by school bus. (Individual safety adaptation information shall be provided to the Transportation Department, as it becomes available.)
5. The mobile seating device must be secured within the bus by the use of restraints (such as tie downs) to prevent the device from rotating, to prevent the device wheels from leaving the floor area in case of sudden movement, and to support the device in the event the vehicle overturns. Brakes must be locked in the “on” position while being transported.
6. Tie downs shall contact the mobile wheel device on all four (4) points, spaced for most effective securement.
7. Electric mobile wheel device shall be capable of being locked in gear or shall have an independent braking system capable of holding the device in place when transported on a school bus.
8. Batteries used to propel the electric mobile wheel device shall be both leak and spill resistant and shall be placed in a leak resistant container. Batteries shall be secured to the mobile wheel device frame in such a manner as to prevent separation in the event of an accident.
9. Mobile seating device brakes shall hold firmly, with no wheel movement when placed in an “on” position.
10. Routine inspection of mobile seating device will be conducted regularly by staff, supervisors and drivers.
11. Any mobile seating device, which does not meet minimum safety standards, shall not be transported.
12. Each child must wear a seat belt. If any child continually unfastens the restrain, the student will be subject to student Bus Report procedures.

The Kings Schools Transportation Authority contracts with MV Transportation to provide transportation for students attending classes operated by the Kings County Office of Education. Students must adhere to certain rules and responsibilities to protect the safety of all students and the drivers while being transported. While a minor rule infraction, such as standing up or throwing things out the window may result in a bus citation, a major rule infraction which presents a clear and

present danger to a student or others (including the bus driver in the performance of his/her duty), or a habitual refusal to comply with these rules of conduct may result in a loss of privilege.

(BP/SP 5131.1)

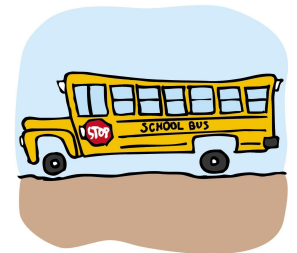
Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation by the superintendent of schools.

Video cameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. The Board and Superintendent believe that such monitoring will deter misconduct and help to ensure the safety of students and staff. Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Kings County Office of Education (KCOE) policy and regulations. At the discretion of the Superintendent or designee, school bus video recordings also may be used to resolve complaints by students and/or parents/guardians and to help employees maintain discipline.

When considering the removal of a student from a school bus, every effort should be made to determine if the inappropriate bus behavior is a direct result of the student's disability. Goals and objectives for bus behavior will be included in the IEP when appropriate.

**The following rules and responsibilities apply to all students transported in school vehicles.** Parents and teachers should make sure students understand these rules of conduct and the consequences of breaking the rules:

1. All passengers have the right to travel on the bus without the threat or fear of physical or verbal abuse.
2. Passengers on a school bus have rules, policies, regulations, and laws they must comply with and responsibilities that they must meet to retain the privilege of riding to and from school and on trips.
3. Passengers must cooperate with the bus driver and follow directions the first time they are given.
4. While on the bus, boarding or leaving, passengers are under the direct supervision of the bus driver. Any violation of the bus regulations, continued disobedience, action detrimental to safety, or willful misconduct on the part of a passenger is cause for his/her being denied the privilege of riding the bus.
5. Never throw anything out of the bus, into the bus, or inside the bus.
6. Get on and get off the bus as directed by the bus driver.
7. Face forward and remain seated while riding.
8. Remain buckled when placed in a seat belt.
9. Keep body parts within the bus at all times.
10. Roughhousing or fighting on the bus is not permitted.
11. Tampering with bus equipment (including seats), defacing or damaging the bus is prohibited. (Damages will be paid by the students responsible).
12. No smoking or use of tobacco or drugs while on the bus, boarding/departing or waiting at the bus stops. Eating, drinking, smoking or lighting matches is not permitted.
13. Quiet talking is permitted on the buses. Bus drivers will determine the upper limits of acceptable volume of noise during times of stressful driving, such as fog, rain, etc. The bus drivers are directed to limit the noise on a bus in order that they may thoroughly concentrate on safe driving of the vehicle. Use of profane language or gestures shall not be permitted. Passengers are expected to take care of the bus and avoid accidental or intentional defacing of the buses.
14. Emergency exits are to be used only for the EMERGENCY EVACUATION of the bus.
15. Any clothing, items, substance, material, or device prohibited at school is not allowed on school buses.
16. Keep aisles clear: Books, bags, lunches, ice chests and sleeping bags etc. are tripping hazards and can block the way in an emergency.



17. Live or dead animals, insects and reptiles are not permitted on the bus. Guide and signal dogs are accepted.
18. Hazardous materials are not allowed on school buses. "Hazardous material" is any substance, materials, or device posing an unreasonable risk to health, safety, or property during transportation. Hazardous materials include but are not limited to the following: glass items/containers, skateboards, roller skates/blades, large musical instruments, large bulky items. (Students/teachers should arrange for alternate transportation for such items.) Cleats and/or spikes must be removed before entering the bus.
19. Inappropriate sexual gestures or touching is prohibited.
20. Any action presenting a danger to students, the driver, or the safe operation of the vehicle is not permitted.

### **TRANSPORTATION - FOGGY DAY PLAN**

In the winter months each year, the San Joaquin Valley is susceptible to intense fog conditions. During these months, the Special Education Department implements a foggy day schedule on a day-to-day basis, depending on conditions. Due to the vast area of Kings County, it may be clear in some areas, while others within the county are completely "fogged-in". On foggy or rainy days the bus may run late due to conditions. Please be patient, the schools will be notified of the late arrival. Foggy day schedules will be announced on the following television stations by 5:30 a.m. and updated by 8:00 am if necessary:

**KSEE 24 and FOX 26**



**The announcement will state: "MV Transportation Plan according to hours delayed**

Delays:

- 1 hr. All buses delayed 1 hour, classes start on time.
- 1½ hr. All buses delayed 1½ hours, classes start on time.
- 2 hr. All buses delayed 2 hours, classes start on time.
- 3 hr A.M. buses cancelled for Special Education, classes start on time, buses will be available to take students home.
- Cancelled Buses will be cancelled for the entire day, classes start on time. Buses will not be available to take students home.

As previously stated, classes will start on time, allowing parents to bring their children to school if they prefer and buses will likely be available to take the children home. **If you have any questions, please feel free to call 585-1570 after 6:00 a.m.**

### **VISITORS**

***\*\*Due to COVID 19 Safety Guidelines, NO VISITORS will be allowed onto the school premises beyond the front office.\*\****

Parents are invited to visit the school or classes. In order to limit distractions and disruptions to the class routine, visits are limited to 30 minutes or less. Visitors are to sign in at the front office of Shelly Baird or the Satellite Campus School upon arrival at school and sign out upon departure. Small children or pets are not permitted as visitors. To ensure safety, all visitors require an appointment and will be escorted to enter any area beyond the office.

### **VOLUNTEERS**

Volunteers are encouraged to assist in our classrooms. All volunteers must complete paperwork in the county office, provide tuberculosis clearance and are subject to a Department of Justice criminal records check. **Volunteers in preschool classrooms must have an up-to-date vaccinations against Influenza, Pertussis, and Measles.** Volunteers perform duties under the immediate supervision of a certificated employee. All volunteers must have approval of

administration. Volunteers are to sign in at the front office of Shelly Baird or the Satellite Campus School upon arrival at school and sign out upon departure. Volunteers will not be assigned to work in the classroom of their own child/children.

## **WELLNESS**

Our school participates in the American Lung Associations, school-based education and notification program on air pollution. We monitor the condition daily and keep our staff apprised of poor air quality days.

Green = good quality, Yellow = moderate, Orange = unhealthy for sensitive groups of people, Red = unhealthy

On days when the air quality is predicted to be unhealthy, alternative plans are made for students to spend recess time indoors. No rigorous outdoor activity is allowed.

NOTE: The dates in this calendar have been carefully considered; however, it is sometimes necessary to make changes. We appreciate your understanding and ask that you review our newsletter and other flyers home for updates throughout the year!

Shelly Baird administrators, teachers, and support staff all look forward to a positive, collaborative partnership with our students and their families. Please contact one of us any time you have a compliment, question, or concern.

To contact any staff member you may call the school office at 559-584-5546



## ACTION ITEM

DATE:	February 10, 2021
TOPIC:	Approval of Comprehensive School Safety Plan for 2020-2021
ISSUE:	Every year we are required to update our J.C. Montgomery School Safety Plan and bring it to the board for final approval.
BACKGROUND:	California Education Code requires that a safety plan be in place for each school site and that the plan be updated annually and approved by March 1. Our School Safety Committee has been meeting regularly and has revised and updated the plan for 2020-2021. The draft plan was presented to our School Site Counsel for review and approval.
RESOURCE:	Joy Santos Director of Curriculum & Instruction <a href="mailto:joy.santos@kingscoe.org">joy.santos@kingscoe.org</a> 559-589-7068  Elizabeth Norris JCM Principal <a href="mailto:elizabeth.norris@kingscoe.org">elizabeth.norris@kingscoe.org</a>
RECOMMENDATION:	This plan was recently reviewed and updated per the annual requirement.  The administration is seeking Board approval on the Comprehensive School Safety Plan for J.C. Montgomery for the 2020-2021 school year.








# Comprehensive School Safety Plan Compliance Document

## 2020-2021 School Year

**School:** J.C. Montgomery School  
**CDS Code:** 1610165-1630102  
**District:** Kings County Office of Education  
**Address:** 1144 W. Lacey Blvd  
Hanford, CA 93230

### Approved By:

The plan was written and developed by a school site council (SSC). The SSC meetings are posted and the general public is allowed to comment on the school safety plan (32288(b)(2)). Any updates made to the safety plan is shared with law enforcement, the fire department, and any other first responder entities. The undersigned members of the J.C Montgomery School Site Council certify that the requirements of California Education Code 32280-32295.5 have been met in the development of the following Comprehensive School Safety Plan. The school understands that the county office must annually notify the CDE by October 15 of any schools that have not complied with Section 32281.

Name	Title	Signature	Date
Gloria Rodas	Community Member		1/25/2021
Elizabeth Norris	Principal		1/25/2021
Lee S.	Teacher		1/25/2021
Annalynn Escoto	Transition Specialist		1/25/2021
Jorge Hernandez	ELA/SPED		1/25/2021
Manuel Huerta	Student		1/25/2021
Royce Smith	Student		1/25/2021
			1/25/2021

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### **J.C. Montgomery School Vision**

Alternative school students will become confident, cooperative, responsible, and respected citizens, who achieve personal and academic success, develop social skills. learn to get along with others and become productive members of the community.

### **J.C. Montgomery School Mission**

Alternative Education Students will:

- Be provided with structure and discipline
- Learn the importance of strong ethics and good character
- Understand the relevance of education to daily living
- Become more confident and universally aware
- Develop essential skills and problem-solving strategies
- Set goals and plan for the future utilizing individual strengths
- Continue a lifetime of learning

### **School Safety Plan**

J.C. Montgomery (JCM) School is located in the Kings County Juvenile Center, operated by the Kings County Probation Department. The Safety School Plan is reviewed annually by the Kings County Juvenile Center staff members, and students. The plan is also reviewed, updated (if needed) and approved annually by the School Site Council.

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. JCM promotes educationally and psychologically healthy environments for all students. J.C. Montgomery recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school faculty, school programs, and school improvement efforts. Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. JCM's efforts are illustrated and incorporated within the safety plan as an expansive range of strategies and programs.

### **Comprehensive School Safety Plan Purpose**

As amended in 2019, California Education Code (sections 32280-32289.5) states, “It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs’ offices, school district police or security departments, probation departments, and district attorneys’ offices. For purposes of this section, a “safety plan” means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.”

### **Components of the Comprehensive School Safety Plan (EC 32281)**

J.C. Montgomery’s Comprehensive School Safety Plan was written and developed by the school site council (SSC). SSC consulted with law enforcement agencies, the fire department, and other first responder entities in the writing and development of the School Safety Plan. Any updates made to the plan are shared with the law enforcement agency, the fire department, and the other first responder entities

Comprehensive School Safety Plans are required to contain the following elements:

Assessment of school crime committed on school campuses and at school related functions that may be accomplished by reviewing one or more of the following types of information, is included:

- Office Referrals
- Attendance rates/School Attendance Review Board
- Suspension/Expulsion data
- California Healthy Kids Survey
- School Improvement Plan
- Local law enforcement juvenile crime data
- Property Damage data

In accordance with California Ed Code 32282, appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:

- A. Child Abuse Reporting Procedures
- B. Disaster Procedures
  - a. A school building disaster plan
  - b. Earthquake emergency procedure system
    - i. a drop procedure
    - ii. protective measures to be taken before, during, and after an earthquake
  - c. Relocation/Evacuation
  - d. Procedures are established to allow a public agency, including the American Red Cross, to use school buildings
  - e. Fire
  - f. Bomb Threat
  - g. Bioterrorism/Hazardous Materials/Gas/Fumes
  - h. Flood
  - i. Power Failure/Blackout
  - j. Assault/Hostage/Weapons;
  - k. Explosion
  - l. a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures
- C. Suspension and Expulsion Policies and Procedures
- D. Procedures to Notify Teachers of Dangerous Pupils
- E. Discrimination And Harassment Policies and Procedures
  - a. Sexual Harassment Policies (EC 212.6 [b])
  - b. Bullying Prevention Policies and Procedures / Hate Crime Reporting Procedures
- F. School Wide Dress Code Policies
- G. Procedures for Safe Ingress and Egress
- H. Policies Enacted to Maintain a Safe and Orderly Environment
- I. Rules and Procedures on School Discipline
- J. Procedures for conducting tactical responses to criminal incidents/ Intruders/Active Shooter/Terrorist Attack

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. Each year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

*A copy of the Comprehensive School Safety Plan is available for review at Kings County Office of Education.*

*NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet. (CDE has advised us that the Public Inspection form of this report is subject to the California Public Records act. As such districts should confer with legal counsel to develop procedures for complying with requests for copies of the plan.)*

### **Assessment of School Safety**

An assessment of the current status of school crime at J.C. Montgomery is accomplished by reviewing the data with discussion reflected in the School Site Council Minutes. The following areas are to be reviewed annually :

- Attendance rates
- Suspension data
- California Healthy Kids Survey data

The data reviewed, key analysis points, and table of findings are as follows:

<b>Data Point Reviewed</b>	<b>JCM findings</b>	<b>Analysis</b>
Attendance rates for 2019-2020	96%	Students are attending school regularly. Studies prove regular school attendance leads to better performance not only in school but throughout a student's life. Encouraging consistent attendance helps students to get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. J.C Montgomery believes a good education often forms the foundation for ending the cycle of poverty in impoverished communities and reduces the rate of recidivism.
Suspension data for 2018-2019	10.10%	Suspension rates are higher than the state average of 3.5% in 2018-2019 (Most recent DataQuest data available). Research shows some of the unintended consequences of suspension are lack of trust by the student, loss of learning, and achievement gap increases. Students who are frequently suspended are less likely to complete classes, achieve high standards in state assessments. Ultimately, J.C. Montgomery believes this may negatively impact graduation rates and fails to reduce the rate of recidivism.
California Healthy Kids Survey data for 2020 for Students	How safe do you feel at our school? Very Safe & Secure: 61.5% Somewhat Safe & Secure: 23.1% Slightly Safe & Secure: 7.7% Not Very Safe & Secure: 7.7%	Overall, 84.6% of students feel Very or Somewhat safe and secure at school. This is a similar rate for the 83.3% of parents who feel our school is Very or Somewhat safe. Teachers were similarly positive as 100% of staff believe the facility is safe and secure. The Correctional Officers work diligently to prevent dangerous incidents and keep the facility safe for students, families, and staff. Both the Correctional Officers and JCM staff work together to prevent and manage any disciplinary incidents that may arise.

California Healthy Kids Survey data for 2020 for Parents	Do you feel our school is safe? Very Safe & Secure: 50% Somewhat Safe & Secure: 33.3% Slightly Safe & Secure: 16.7% Not Very Safe & Secure:0%	
California Healthy Kids Survey data for 2020 for Staff	How safe and secure do you feel our school is? Very Safe & Secure: 100% Somewhat Safe & Secure: 0% Slightly Safe & Secure: 0% Not Very Safe & Secure:0%	

The school campus is meticulously maintained by county office custodial staff. Staff members are well trained to report potential safety hazards immediately. In cases of vandalism, the teachers follow procedure for reporting to school office personnel and county probation officers. Students are escorted to and from class to the students units to insure student safety.

#### **Safety Plan Review, Evaluation and Amendment Procedures**

The safety plan is reviewed annually. If the Probation Department revises portions of the plan, as referenced in the appendix, they will provide JCM with a copy. Our safety plan is reviewed by all staff members and our school site council. Where practical, J.C. Montgomery consults, cooperates and coordinates with other school site councils or school safety planning committees.

<b>Activity Description (i.e.review steps, meetings conducted, approvals, etc)</b>	<b>Date</b>	<b>Attached Document (description and location)</b>
Safety Plan Review	1/25/2021	1/25/2021 SSC Minutes
Safety Plan Approval	1/25/2021	1/25/2021 SSC Minutes
Safety Plan Annual Evaluation	1/25/2021	1/25/2021 SSC Minutes

**Emergency Contact Numbers****Utilities, Responders and Communication Resources**

<b>Type</b>	<b>Vendor</b>	<b>Number</b>
Law Enforcement	<b>Hanford Police Dept.</b>	559-585-2540
Law Enforcement	<b>Kings County Sheriff</b>	559-584-9276
Emergency Services	<b>911</b>	911
Fire	<b>Fire Dept. - General</b>	559-585-2545
Local Hospitals	<b>Adventist Health Hospital</b>	559-582-9000
City Services	<b>SoCal Edison</b>	(800) 655-4555
City Services	<b>Southern Gas</b>	(800) 427-2200
City Services	<b>City of Hanford - Public Works</b>	559-585-2550
City Services	<b>City of Hanford - 24-hour Building Inspection Request Line</b>	559-537-7980
School District	<b>Kings County Office of Education</b>	559-584-1441
Red Cross - Central Valley	<b>Red Cross - Fresno</b>	559-455-1000
Media	<b>PBS TV Station</b>	559-266-1800

### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282)**

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. JCM promotes educationally and psychologically healthy environments for all students. J.C. Montgomery recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. JCM further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. JCM's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

#### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) (Guidelines Reference Board Policy in Appendix A)**

Each year Kings County Office Of Education reviews Child Abuse Reporting Procedures with all employees.

#### **(B) Disaster Procedures (See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center.**

##### **Emergency Operations - Major Event:**

1. Policies and Procedures
  - a. The purpose of this section is to set forth policies and procedures that are to be implemented in the event of a major emergency.
  - b. In the event of a major emergency, such as an earthquake, major or prolonged power outage, or fire, the operation of the KCJC may have to continue without the normal outside support, and may have to be self-sufficient for a period of hours, or even days.
  - c. Further, since the KCJC is staffed twenty-four hours a day, they would become a central communication point for Probation Department Operations.
  - d. Staff on duty at the KCJC at the time of a major event would not only have to handle the necessary facility operations, but would additionally have to coordinate Probation Department communications and/or operations in their respective geographic areas of the County.
2. Staffing

During the time of a major disruptive event, staff is expected to work as a team, fulfilling required duties in the KCJC and in the field. By pulling together, operations will be easier for everyone.

  - a. Emergency call-in procedures for Probation Department staff.
    - i. In the event of an emergency (e.g. natural disaster, fire, etc.), the Probation Department will use a call-in procedure to notify staff of their work responsibilities.
    - ii. The Lead Officer will serve as the central contact point for distributing information to staff in an emergency.
    - iii. In the event of an emergency, the Chief Probation Officer or Director will contact the Lead Officer with information concerning staff work responsibilities (e.g. standby, callback, etc.). The Lead Officer will in turn post the information on the designated call-in telephone line. Information will be updated as circumstances dictate.
    - iv. It is the responsibility of all Probation Department staff to check this call-in line routinely for updated information and work responsibilities.
  - b. Families/residences of on-duty staff
    - i. Staff members on duty during a major event shall remain on duty at the KCJC until relieved. Staff members shall be given the opportunity to contact their families to advise them they will be remaining on shift until relieved. They are not to give specific information regarding the emergency unless cleared to do so by the Lead Officer.
  - c. On-duty staff

The Lead Officer, in collaboration with the Director and/or Juvenile Corrections Manager, is in charge of emergency operations and shall make the decisions regarding the staffing pattern that will be required at the KCJC. It may be necessary to change personnel on particular shifts and/or to alter the length of shifts. The Lead Officer is also responsible for documenting all aspects of the emergency operations. The following duties need to be accomplished as soon as possible after a major event:

- i. Assure that all on-duty staff are physically able to perform their duties. Render first aid if required. Document all information as necessary in a log book to be maintained at Control.
  - ii. Check all youth to see if they are physically safe. Render first aid if required. Document the information as required.
  - iii. Inspect the building for any major physical/structural damage. Make a list of any damage and document the information at Control.
  - iv. The Lead Officer will have to assure that communications equipment is monitored, calls received, information logged, and calls dispatched. Accuracy and clarity of message will be extremely important when coordinating communications between staff.
  - v. Staff shall document any of the following circumstances and take the appropriate action at the direction of the Lead Officer:
    - o Natural gas: If there is a leak of natural gas that you can smell, shut off the main gas supply line to the facility. Do not shut off the gas supply unless necessary.
    - o Water: Do not shut off water unless there is a major leak.
    - o Electricity: Do not shut off electrical power unless there is an electrical fire(s).
3. Evacuation of Site (Refer to Attachment 4117 – C)
- a. If the Lead Officer believes the condition of the KCJC is unsafe, he/she shall immediately contact the Director. The Lead Officer will then maintain the youth in their designated evacuation locations and wait for instructions.

The Director shall contact the Chief Probation Officer, who will make the final decision as to whether evacuation to another facility or location is required.

- b. If the Chief Probation Officer determines that the facility is no longer safe for youth or staff to occupy, arrangements will be made to find alternative housing for each youth. If possible, the youth will be transferred to a facility designed to house confined youth. Other possible locations may include maintaining youth in their present locations or other Kings County secure housing areas.
    - i. In the event of an evacuation, the Director shall review the roster and consult with Probation to determine if certain youth can be released to their homes or possible on Electronic Monitoring. The Juvenile Court Judge and local law enforcement shall all be contacted as soon as practicable.
    - ii. The Lead Officer will ensure that youth office files are secure to maintain confidentiality. Prior to evacuation, a final head count shall be conducted to ensure all youth are accounted for.
    - iii. JCO/Medical staff shall secure medication and medical binders prior to evacuation.
    - iv. Staff shall also bring radios, radio chargers, cell phones, and restraint equipment.
    - v. The Lead Officer will assure that communications equipment is available, monitored, and coordinated as necessary.
    - vi. When safe to do so, the Lead Officer shall prepare a report that details what is needed to operate the facility, major concerns, problems, etc. and route this information to the Chief Probation Officer and Director.
4. Status report

The Lead Officer will need to keep current on facts that affect the operation of the facility. This information is passed from one Lead Officer to the next so that Department Administrators can be updated upon request. This report should include at minimum:

- a. On-duty staff;
- b. Youth's name and status;
- c. Medical/psychological problems;
- d. Non-functioning part of the physical plant;
- e. Necessary/needed supplies and equipment; and
- f. Parent notification.

In the event of any incident or emergency, a written Incident Report will be prepared including date, time of day, and complete record of what occurred, any injuries, and what was done following the incident. This report shall be prepared and submitted to the Director or Juvenile Corrections Manager by the end of the shift.

**Earthquake** (See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center, however, additional measures have been added to comply with school requirements.

1. Earthquakes while youth are outside their rooms:  
Instruct the youth to stand flat against a closed door, the wall, or under a door frame if possible. The most dangerous area is in the middle of the room. If in the classroom instruct the youth to Drop, Cover, then Hold On! Drop to their hands and knees. Cover their head and neck with their arms. Crawl only as far as needed to reach cover from falling materials like under their desk. Hold on to any sturdy furniture until the shaking stops.
2. Earthquake while youth are inside their rooms:  
Instruct youth inside their rooms to stand flat against their doors. Unless an injury has occurred, do not open any youth's door.
3. Earthquake while youth are in the recreation yards:  
Instruct youth to sit at the far end of the recreation yard, away from all structures.
4. Conduct a thorough security/safety check to determine the need for evacuating youth and for a safe route. If evacuation is necessary, staff and youth will proceed to the recreation yard. Instruct all youth to sit in the far end of the play yard away from all structures. Staff shall immediately complete a head count to ascertain if all youth and staff are present and accounted for.

**Public agency, including the American Red Cross, to use school buildings for Emergency Shelters**

N/A as J.C. Montgomery is a detention facility. Due to the nature of the facility it is not used as an Emergency Shelter.

**Fire** (See Appendix C - Kings County Probation Department: Juvenile Center Manual, Chapter 4118) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center

**I. General Policy**

- A. Whenever there is a youth in the facility, there shall be a minimum of one wide awake person on duty at all times who meets the training standards established by the Board for general fire and life safety relating specifically to the Kings County Juvenile Center (KCJC) (*Refer to Title 15, Section 1323*). Juvenile Correctional Officers (JCOs) who have successfully completed CORE training qualify as meeting these training standards.
- B. During the orientation/training shifts for new employees, the Lead Officer and other on-duty staff members will:



1. Explain procedures of KCJC operation and review the Policy and Procedures Manual, paying particular attention to fire and life safety and security issues;
2. Have the new JCO participate in as many procedures as are available during regularly assigned shifts;
3. The Director or Juvenile Corrections Manager are responsible for ensuring that staff sign off on appropriate sections of the New Employee's Orientation Checklist (*Refer to Chapter 4102*); and
4. Explain Fire and Life Safety procedures and evacuation procedures to the trainee, and show the locations of the exit doors, exit diagrams, fire alarm pull boxes, and fire extinguishers.

## **II. Fire Safety Plan**

A. Fire safety in the facility shall be maintained in the following manner:

1. The Juvenile Corrections Manager shall be responsible for arranging for an annual fire prevention inspection and for maintaining records of those inspections. There is a fire prevention and suppression pre-plan in cooperation with the City of Hanford Fire Department, which is reviewed annually during the Fire Marshal's inspection.
2. A Program Coordinator (JCO) will be appointed by the Director to act as the facility Safety Officer to implement and maintain safety standards.
  - a. Paper and other flammable materials shall not be allowed to accumulate in the housing units, offices, storerooms, or any other area of the facility.
  - b. Chemicals and cleaning fluids shall be properly labeled and stored pursuant to each manufacturer's instructions. They shall be kept in a locked location except when actually in use.
  - c. Rags that have been used with any chemicals or cleaning fluids shall not be left piled in any area of the facility. They must be laundered or disposed of properly (in the outdoor dumpster) in a timely manner.
  - d. Electrical outlets shall be properly maintained and circuits shall not be overloaded.
  - e. Electrical equipment shall not be connected to electrical outlets if wires are exposed or other defects are evident. Defective equipment shall be repaired or discarded as soon as the defect is noticed.
  - f. Facility diagrams with exit routes, alternate exit routes, and locations of fire alarm pull boxes and fire extinguishers are to be posted in each housing unit and a copy is to be kept in the front office area.
3. The Program Coordinator shall be responsible for conducting fire and life safety inspections monthly, and for preparing documentation of the findings related to those inspections. Documentation shall be maintained for a minimum of two years. These fire and safety inspections shall include, but not be limited to the following:
  - a. All fire extinguishers shall be checked annually to make sure they are operational. (Service contract for maintenance)
  - b. All storage areas shall be checked for storage of paper, rags, chemicals, cleaning fluid, and other flammable materials.
  - c. All fire alarm pull boxes shall be checked for any visible defects.
  - d. All electrical cords shall be checked for wiring defects.
  - e. All first aid kits shall be checked and replenished monthly. A list of required first aid supplies shall be kept in each first aid kit for reference, and replacement supplies shall be obtained from medical staff.

4. In addition to the monthly inspections, all JCOs shall be responsible for reporting or correcting any deficiencies regarding fire and life safety or facility maintenance needs when those malady are discovered during the course of normal daily operations.
5. Monthly, the facility Safety Officer shall conduct a fire drill and document these drills. The fire drills shall involve the same procedure as for an actual fire, except that notification should be simulated (ie. Fire Department, Police Department, Kings County Sheriff, etc.). The Fire drills shall be documented.

### **III. Fire**

- A. In the event of a fire in the facility, the following procedures apply, but the sequence may be altered depending on the severity of the fire:
  1. The Lead Officer shall summon assistance in the fastest manner possible. There are fire alarm sensors which will activate via the smoke alarms throughout the KCJC. The phone should be used to dial 9-9-1-1. The Lead Officer will utilize their radio to advise of the situation.
  2. The Lead Officer should determine the location of fire and report the same to arriving fire control units.
  3. The primary concern is the safety of the youth and the staff. Youth will be moved to safe parts of the facility. Exit routes are posted in each housing unit and in other locations in the facility. Each staff member should be familiar with the exit route for his/her assigned area.
  4. If the scene becomes unsafe and is a threat to the life of any staff member, volunteer, youth or others present in the facility, the scene shall be immediately evacuated in the most expedient manner possible using the indicated evacuation map.
    - a. Staff members will move youth in a quick, but orderly fashion to the safest exit door. Youth shall be directed to remain absolutely silent and to follow instructions exactly.
    - b. At least one staff member shall remain with the youth who are preparing to exit the unit, and another staff member shall systematically release youth from their rooms to join the others.
    - c. If necessary, youth should be moved to the safest and most secure yard area until the emergency condition is over.
    - d. Staff members in unaffected areas shall control the youth in their units and wait for further direction from the Lead Officer relative to the need for evacuation.
  5. If directed, staff shall proceed to the exit door that provides for the safest evacuation of youth and staff members in the endangered unit.
  6. If at all possible, with minimal risk of injury, the designated staff members should contain the fire. There are several fire extinguishers located throughout the facility. Some fires can be contained by shutting the door to the room where the fire is active.
  7. As soon as practicable, the Lead Officer shall notify the Director and Juvenile Corrections Manager of the emergency, and shall provide updates as necessary.

8. If any youth or staff members are injured during the emergency, each staff member shall provide emergency first aid as needed, and the Lead Officer shall arrange for appropriate medical attention.
9. In the event youth are evacuated from the facility or from a specific unit because of fire or any other disaster, the youth will be housed as follows:
  - a. The youth will be housed in units not affected by the fire or other emergency.
  - b. If all units are affected by the fire or other emergency, youth who present the most significant risk or danger to the community will be evacuated to the surrounding county juvenile facilities per the CAPIA guidelines for sharing juvenile space with adjacent counties in the event of emergencies. Youth who can be managed in the community may be released to their parents or guardian until the emergency situation has been terminated.
  - c. Unit staff shall take a copy of the Daily Roster and Unit Population Report with them during any evacuation, even if the youth will remain in a different unit within our facility.
  - d. The Lead Officer, in coordination with the Director and Juvenile Corrections Manager, are responsible for making arrangements for the safe evacuation of the youth and staff members. Off-duty JCOs may be called upon to assist in the evacuation.
  - e. Once youth have been evacuated, the youth should not return to the unit until the area has been declared safe.
10. During and after the emergency, staff members shall ascertain all youth are accounted for at least once every 15 minutes.
11. As soon as the emergency condition no longer exists, the staff members who discovered and/or handled the emergency shall write an Incident Report detailing the fire, the actions taken to handle the emergency, and the cause of the fire, if determined.
12. After the emergency has been handled, the Director and Juvenile Corrections Manager shall conduct an investigation and debriefing with staff to determine the following:
  - a. The reason the incident occurred;
  - b. Whether the incident could have been avoided;
  - c. Whether staff handled all aspects of the incident properly; and
  - d. What could be done to prevent similar incidents in the future?
13. The Director and Juvenile Corrections Manager shall use the results of the investigation to prepare any reports regarding the emergency and for training and/or reporting purposes.

**Bomb/Bomb Threats** (See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center:

The Control, intake, lobby, and hallway areas should be clear of items such as boxes, packages, etc., as a matter of standard protocol.

1. Telephone bomb threats - See Bomb Threat Checklist (*Refer to Attachment 4117 – B*)
  - a. Checklists will be located in Control
  - b. Silently alert another staff to listen if possible to the phone conversation. Follow the guidelines provided in Bomb Threat Checklist, writing down the exact words of the threat if possible.

Notify the Lead Officer immediately after the threat, who will, in turn, contact law enforcement through Kings County Dispatch.

The Lead Officer will:

- i. Clear the danger area of people
- ii. Station staff at perimeters to prevent entry into the danger area
- iii. Order the youth to be evacuated to a safe area if deemed necessary.
- iv. Notify the Chief Probation Officer, Director and Juvenile Corrections Manager as soon as safety permits

Under the directions from law enforcement, JCOs will assist in searching areas familiar to them to determine if there are items present, which are not normally in the area.

2. Letter bombs:

Staff should examine all letters and packages for unusual features. A common type of letter bomb uses moldable plastic explosives, which can be rolled flat. It weighs less than one ounce and is scarcely one-eighth ( $\frac{1}{8}$ ) of an inch thick, but it can maim or kill a person standing three (3) feet away. Similar devices can be hidden in such things as books and cards. When the letter is torn open, a tiny spring hits a detonator a little larger than an aspirin, which sets off the explosion.

All the following should be considered suspect:

- a. Origin (if the postmark or name of sender is unusual).
  - b. Handwriting of sender (if this indicates a foreign style not usually encountered).
  - c. Balance (if the package or letter is lopsided).
  - d. Weight (if the package seems too heavy for its size).
  - e. Springiness in the top, bottom or sides of the letter (but do not bend excessively).
  - f. Protruding wires (even the best-prepared devices can go wrong in transit).
  - g. Greasy marks on the envelope or parcel wrappings (from "sweating" of the explosives).
  - h. Smell (particularly if it is like almonds or marzipan).
  - i. Noise (if, when shaken gently, there is the sound of a loose piece of metal).
  - j. The feel of metal inside the envelope when you touch it should be treated as "very suspect."
3. Notify the Lead Officer immediately if one of the above factors is present.
  4. Contact law enforcement through County Dispatch.

**Bioterrorism/Hazardous Materials/Chemical Response/Gas/Fumes**

This incident could be the result of spilled cleaning chemicals within the facility or a broken gas main. Any such accidents could endanger the students and staff.

1. Person discovering spill:

- a. Alert others in the immediate area to leave the area.
- b. Close windows and doors and restrict access to affected areas.
- c. Notify the Principal and Correctional Staff immediately

- d. DO NOT eat or drink anything or apply cosmetics.
2. Principal and Correctional Staff Actions:
  - a. Notify Fire Department and the Department of Public Health. Provide the following information:
    - i. Facility name and address, including nearest cross street(s)
    - ii. Location of the spill and/or materials released; name of substance, if known
    - iii. Characteristics of spill (color, smell, visible gases)
    - iv. Injuries, if any
    - v. Reporting person's name and telephone number
  - b. Notify Maintenance/Building and/or Grounds Manager to shut off mechanical ventilating systems.
  - c. If necessary, proceed with school EVACUATION procedures, as directed by Correctional staff, using primary or alternate routes, avoiding exposure to the chemical fumes.
  - d. Notify the County Superintendent of school status.
  - e. Contact parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.
3. Staff Actions:
  - a. If EVACUATION is implemented, follow Correctional Staff directions. Take a class roster and emergency backpack. Students are to remain quiet during evacuation.
  - b. Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify the Principal and/or emergency response personnel of any missing students.
  - c. Do not return to the building until emergency response personnel have determined it is safe.

## **Flood**

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

1. Principal and Correctional Staff Actions:
  - a. Issue STAND BY instruction. Determine if evacuation is required.
  - b. If necessary, proceed with school EVACUATION procedures, as directed by Correctional staff.
  - c. Monitor AM radio weather station KMJ 580AM for flood information, if necessary
  - d. Notify County Superintendent of school status and action taken.
  - e. Do not allow staff and students to return to the building until proper authorities (including but not limited to Correctional Staff) have determined that it is safe to do so.
2. Staff Actions:
  - a. If EVACUATION is implemented, follow Correctional Staff directions. Take a class roster and emergency backpack. Students are to remain quiet during evacuation.
  - b. Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify the Principal and/or emergency response personnel of any missing students.
  - c. Do not return to the building until emergency response personnel have determined it is safe.

**Power Failure/Blackout** (See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center:

If there is an electrical power failure, the reserve generator will automatically activate and will provide sufficient temporary lighting.

Unless sufficient lighting becomes an issue, normal activities and programming should continue. If not, youth will be placed in their rooms until full power is restored. In the event of excessive heat, the Lead Officer shall determine whether youth shall be removed to a shady area or other cooling area instead of being housed in their rooms for an excessive period of time.

The power outage will be logged and a facility incident report will be written.

Depending on the length of power outage and/or other factors at the time, it may be necessary to call Building Maintenance or Dispatch, to ask for assistance.

**Assault/Hostage/Weapons** (See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117 & See Appendix G - Board Policy - Weapons And Dangerous Instruments) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center, however, additional measures have been added to comply with school requirements:

**1. Armed Assault on Campus**

Armed assault on campus: weapons are not allowed in the facility. All officers are to secure their weapons before entering the facility.

**2. Hostage situation**

Staff will request law enforcement assistance if the threat warrants it. When any doubt exists, it should be assumed that the threat is serious and immediate. At the KCJC, staff will contact County Dispatch for law enforcement assistance. It is the policy of the Probation Department that there will be no negotiation by Probation Department staff with hostage taker(s). Hostage taker(s) shall be advised that there is no Probation Department authority for negotiating any demands and that Sheriff's Deputies are responding.

In any situation where the life of a staff, visitor, or youth is being threatened, it is critical to evaluate the seriousness of the threat, the ability of the person(s) to carry out the threat, and the immediacy of the threat. Staff should make use of all their training, experience, and available resources to avoid complying with hostage taker(s) demands prior to the arrival of Sheriff's Deputies. Youth shall be kept away from the hostage area. When safe, youth who are in the recreation yard, units, or school shall be placed in their rooms until the situation is resolved.

**Explosion**

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**1. Principal and Correctional Staff Actions:**

- a. determine whether site evacuation should be implemented. if so, sound the fire alarm. This will automatically implement action to EVACUATE the building, as directed by correctional staff procedures. Evacuation may be warranted in some buildings but others may be used for shelter in place.
- b. Notify Fire Department (call 911). Provide school name, address, exact location within the building, caller's name, phone number, and nature of the emergency.
- c. Secure area to prevent unauthorized access until the Fire Department arrives.
- d. Advise the County Superintendent of school status.
- e. Notify emergency response personnel of any missing students.
- f. Notify the utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, caller's name, phone number, and nature of the emergency.

- g. Direct a systematic, rapid and thorough approach to search the building and surrounding areas., as directed by Correctional Staff.
  - h. Notify staff, students and parents, if damage requires the school to be closed and of alternate placement, as directed by Correctional Staff.
  - i. Do not return to the school building until it has been inspected and determined safe by proper authorities.
2. Staff Actions:
- a. Initiate DROP, COVER AND HOLD ON.
  - b. If EVACUATION is implemented, follow Correctional Staff directions. Take a class roster and emergency backpack. Students are to remain quiet during evacuation.
  - c. Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify the Principal and/or emergency response personnel of any missing students.
  - d. Do not return to the building until emergency response personnel have determined it is safe.
  - e. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion

**(C) School Suspension, Expulsion and Mandatory Expulsion** (*Guidelines Reference Board Policy in Appendix D*)  
 The Kings County Office of Education maintains a student discipline code with a policy and procedures. Copies are available at the district office. You have a right to review the school rules as referenced in the [Staff Handbook](#). Given the nature of the students detained in the facility students Expulsions are not applicable to our students.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)** (*Guidelines Reference Board Policy in Appendix E*)

Given the nature of the students detained, we are not provided with the pending charges or the reason the students are sentenced, however, in accordance with EC 49079 (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

**(E) Sexual Harassment Policies (EC 212.6 [bl])**

Student Sexual Harassment ( EC section 231.5; 5 CCR section 4917) (*Guidelines Reference Board Policy in Appendix F; UCP Guidelines Reference Board Policy in Appendix F3* )

Students in grades 4 through 12 may be suspended or expelled for sexual harassment. The Kings County Board of Education and Kings County Superintendent of Schools believe that all students are entitled to an educational environment free of sexual harassment. Sexual harassment will not be tolerated in schools operated by this office. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retail dietary behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. Students are expected to adhere to a code of conduct that is respectful and courteous to employees, fellow students, and the public. Annually, during “Welcome Back” Sexual harassment training is required for all staff. All new employees are also required to complete training prior to beginning employment.

- **Hate Crime Reporting Procedures and Policies** (*UCP Guidelines Reference Board Policy in Appendix F3*)

The district maintains a Hate Crime Reporting policy and procedures. Copies are available at the district office. Parents have a right to review the school rules regarding student discipline.

- **Bullying Prevention and Training Procedures** (*Guidelines Reference Board Policy in Appendix F2; UCP Guidelines Reference Board Policy in Appendix F3*)

AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils.

Annually, during “Welcome Back” bullying/harassment training is required for all staff. All new employees are also required to complete training prior to beginning employment.

**(F) School-wide Dress Code Relating to Gang-Related Apparel {EC 35183}**

N/A as all J.C. Montgomery students are provided a uniform by probation related to the unit they are assigned.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

All staff must enter and exit through Control, keys are provided and must be turned in each day. Parents can only visit during visiting times and probation escorts them in and out of the visiting room. Students are escorted, or must have permission to move about the facility at all times.

**(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

Kings County Office of Education works closely with J.C. Montgomery school to monitor data to better inform the safety and security of the school environment as to make it a program which is conducive to Learning. Following are the data sources that were reviewed as well as the conclusions the committee drew from the data.

Data Point Reviewed	JCM findings	Analysis
Attendance rates for 2019-2020	96%	Students are attending school regularly. Studies prove regular school attendance leads to better performance not only in school but throughout a student's life. Encouraging consistent attendance helps students to get better grades, develop healthy life habits, avoid dangerous behavior and have a better chance of graduating from high school. J.C Montgomery believes a good education often forms the foundation for ending the cycle of poverty in impoverished communities and reduces the rate of recidivism.
Suspension data for 2018-2019	10.10%	Suspension rates are higher than the state average of 3.5% in 2018-2019 (Most recent DataQuest data available). Research shows some of the unintended consequences of suspension are lack of trust by the student, loss of learning, and achievement gap increases. Students who are frequently suspended are less likely to complete classes, achieve high standards in state assessments. Ultimately, J.C. Montgomery believes this may negatively impact graduation rates and fails to reduce the rate of recidivism.



California Healthy Kids Survey data for 2020 for Students	How safe do you feel at our school? Very Safe & Secure: 61.5% Somewhat Safe & Secure: 23.1% Slightly Safe & Secure: 7.7% Not Very Safe & Secure: 7.7%	Overall, 84.6% of students feel Very or Somewhat safe and secure at school. This is a similar rate for the 83.3% of parents who feel our school is Very or Somewhat safe. Teachers were similarly positive as 100% of staff believe the facility is safe and secure. The Correctional Officers work diligently to prevent dangerous incidents and keep the facility safe for students, families, and staff. Both the Correctional Officers and JCM staff work together to prevent and manage any disciplinary incidents that may arise.
California Healthy Kids Survey data for 2020 for Parents	Do you feel our school is safe? Very Safe & Secure: 50% Somewhat Safe & Secure: 33.3% Slightly Safe & Secure: 16.7% Not Very Safe & Secure: 0%	
California Healthy Kids Survey data for 2020 for Staff	How safe and secure do you feel our school is? Very Safe & Secure: 100% Somewhat Safe & Secure: 0% Slightly Safe & Secure: 0% Not Very Safe & Secure: 0%	

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) (Guidelines Reference Board Policy in Appendix D)**

J.C. Montgomery School Student Conduct Code

J.C. Montgomery Discipline Plan applies to all students coming to school. The foundation for our plan comes from Safe and Civil Schools and Restorative Justice. The plan is designed to help students achieve our school goals:

- Every teacher has the right to teach, every student has the right to learn.
- Every teacher and every student has the right to feel safe at school.
- Behavior problems must not interfere with students' right to learn.
- School and Probation staff will work together to teach students to make good choices and to take responsibility for their actions.

Each activity in the classroom or common areas will have an Expectation Poster/Chart for student reference. Expectation Posters/Charts will display the following information:

The CHAMPS acronym is designed to help our students and staff remember our priorities:

- C      Conversation- Under what circumstances, if at all, can students talk to each other during the activity? If they can talk during this activity with whom can they speak, about what, and for how long?
- H      Help- How do students get their questions answered during the activity? How do they get your attention? What should they do while they are waiting for your help?
- A      Activity- What is the task or objective? What is the end product?
- M      Movement- Can a student move about? If so, for what reasons? Do they need your permission? What routes should they take?
- P      Participation- What does the expected student behavior look or sound like? How do students

show they are fully participating? What behaviors would indicate they are not participating?

- S Success- Success comes from following the expectations. Alternatively, the S stands for the Special Considerations, which can be a catch-all for any expectation that does fit the other categories of the CHAMPS acronym.

#### Classroom

Teachers have a clear plan for how behavior is managed in their classroom. This plan must be clearly and completely communicated to students, and work in concert with the Kings Juvenile Center's rewards and sanctions guideline. Teachers are responsible for classroom management, as well as maintenance of discipline within their classrooms. Verbal warnings and de-escalation techniques need to be made before resorting to written warnings and referrals. Juvenile Corrections Officers assist with classroom discipline, as per the Probation Department's policy guidelines.

Teachers are to write referrals only on instances of severe violation of school rules. Criteria to consider:

1. Does the behavior cause a disruption in learning or jeopardize the safety of students or staff?
2. Does the behavior constitute blatant defiance and insubordination toward school authority?

If a student is suspended from class, by the classroom teacher, the teacher is to submit by the end of the work day, a written narrative of the student's behavior to the school administrator. Written reports are to be detailed and include in quotation marks any statements made by the student.

CA Education Code Section 48900-48927 deal with Student Discipline. In addition to IDEA, it is important to note the following as it relates to student suspension:

48900.5.

a. Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

b. Other means of correction include, but are not limited to, the following:

- A conference between school personnel, the pupil's parent or guardian, and the pupil.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- Study teams, guidance teams, resource panel teams, or other intervention related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- Referral for a comprehensive psycho-social or psycho educational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794 (a)).
- Enrollment in program teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach with tiered interventions that occur during the school day on campus.
- After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- Any of the alternatives described in Section 48900.6.

## Conduct Code Procedures

The district maintains a student discipline code with a policy and procedures. Copies are available at the district office. Parents have a right to review the school rules regarding student discipline.

### J.C. Montgomery School Rules

#### UNACCEPTABLE BEHAVIORS

- Classroom disruptions or excessive noise
- Marking on school property, books, desks, folders, erasers etc,
- Not participating in the school program, not performing school work
- Moving without permission
- Doing anything other than school work during class time
- Not following along during a reading assignment or refusing to read
- Writing in gang-style or any illegible writing or other forms of graffiti
- Behaving in a way that is perceived to be a threat to others
- Being disrespectful or argumentative with teachers or staff
- Falling asleep during class

#### CONSEQUENCES OF RULES VIOLATIONS

- 1st Offense: check mark is given or other disciplinary action as determined by teaching staff
- 2nd Offense (within the week): Second check mark given and removal from classes
- 3rd Offense (within the week): Third check mark given results in the student's suspension for the day. The teacher giving the third check mark will write a conduct report regarding the incident. Major violations may result in the student being removed from class for up to 3 days as directed by the school administration.

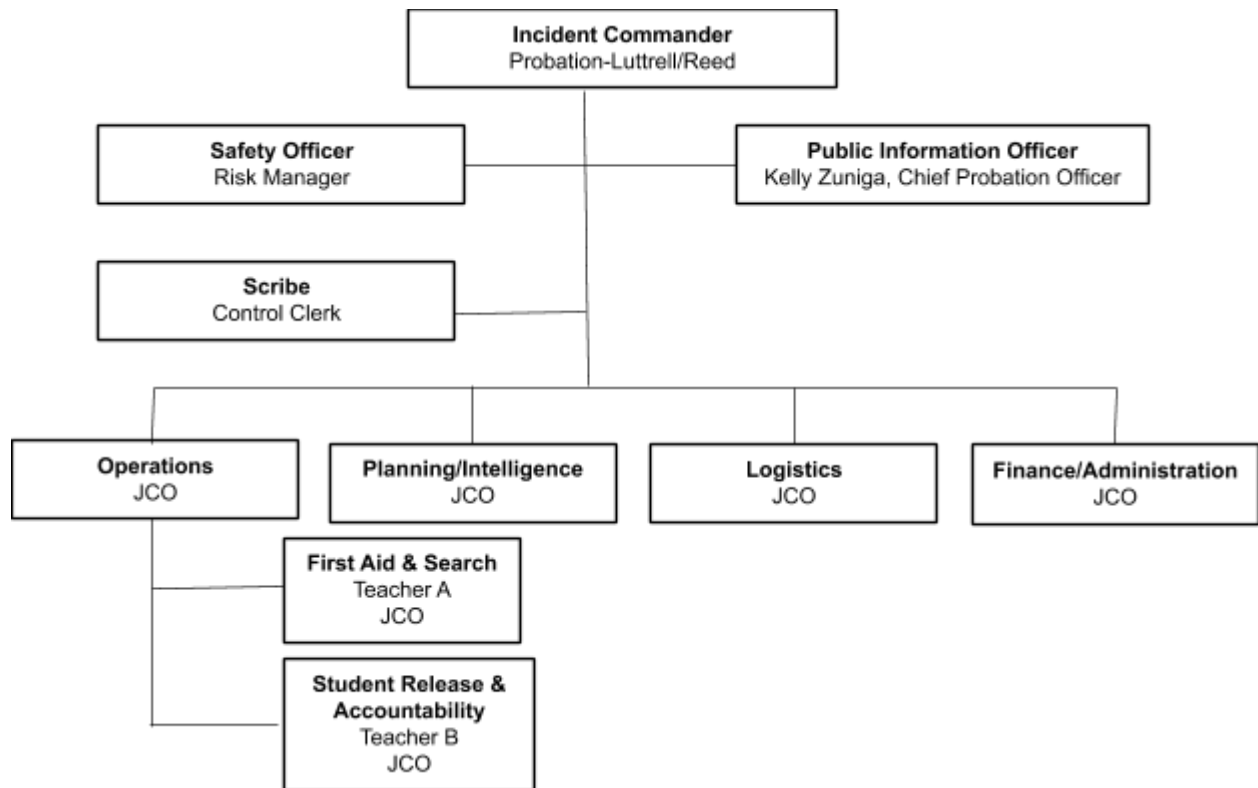
**(J) Procedures for conducting tactical responses to criminal incidents** (*See Appendix B - Kings County Probation Department: Juvenile Center Manual, Chapter 4117*) J.C. Montgomery follows the Safety Plan developed by the Kings County Probation Department for the Juvenile Center

#### Active Shooter/Terrorist Attack

- a. In the instance of an Active Shooter or Terrorist Attack, the preservation of life shall supersede all other concerns. Staff discovering or responding during an Active Shooter or Terrorist Attack incident, shall secure the safety of all youth within their immediate control, prior to securing themselves.
  - i. Lock Down Procedures will consist of:
    1. Upon receiving information of an armed subject on or near the KCJC grounds, the Lead Officer shall notify Control; as well as, all staff and initiate a facility lockdown.
    2. Juvenile Corrections Officers and available Deputy Probation Officers are responsible for securing all youth and non-sworn staff prior to seeking shelter for themselves.
    3. The Juvenile Support Clerk assigned to Control shall:
      - a. Dial 9-1-1 and notify dispatch of the emergency.
      - b. Remain on the line with dispatch to provide updated information throughout the incident utilizing the cellular phone assigned to Control.
      - c. Remain at Control as long as it is safe and the area is secured.
      - d. Utilize live-feed surveillance cameras in an attempt to ascertain if the facility has been breached.

- e. Document any information as it relates to the emergency, such as suspect(s) description, location and type of weapon(s)
- f. The Lead Officer shall:
  - i. Notify the Director and Juvenile Corrections Manager as soon as safely possible. The Director would then notify the Chief Probation Officer.
  - ii. Assist in the movement of youth and staff throughout the facility.
  - iii. Report to, and take direction from the Incident Commander or the Law Enforcement Response Team.
  - iv. Brief the Director and Juvenile Corrections Manager of the situation when time and safety allow.
- g. Juvenile Corrections Officers who are supervising youth shall:
  - i. If located outside of the facility, immediately evacuate back to their assigned unit unless it is unsafe to do so.
  - ii. If unable to return to the unit with the youth, the Juvenile Corrections Officer shall take steps to secure the youth and themselves at their locations, utilizing storage rooms, holding rooms and restrooms as hiding places.
  - iii. If able to return to the facility, all youth will be returned to the Maximum Security Unit. This includes all sworn staff and non-sworn staff, and instructed to shelter in place, staying away from windows and doors.
  - iv. If unable to safely retreat to the Maximum Security Unit, teaching staff, volunteers and partners shall be instructed to shelter in place by securing themselves in storage rooms, offices, and the teachers room while remaining out of view.
- h. All youth, sworn staff and non-probation staff shall remain sheltered in place until given an “all clear” command by the Incident Commander, the Lead Corrections Officer or designee, or other first responders.
- b. Once the “all clear” command is given and the safety and security of the facility has been restored, the reintegration procedure will consist of:
  - i. Staff should secure the scene and preserve evidence as necessary.
  - ii. Off-duty personnel shall be contacted to report to the facility to render assistance.
  - iii. On-duty staff, such as Deputy Probation Officers shall be instructed to report to the facility to render assistance.
  - iv. All staff involved in the incident shall document the event in an Incident Report.
  - v. Parents, guardians or persons standing in loco parentis shall be contacted about the incident immediately, but no later than twelve hours of the “all clear”, and allowed to speak to their child. Special visiting may be coordinated.
  - vi. The departments Policy and Procedure regarding “In-Custody Death Reviews” and “Injury Notifications” shall be followed for youth who are seriously injured or mortally wounded in custody.
  - vii. Aftercare services will be coordinated through NaphCare Inc., County Mental Health Crisis Intervention/Debriefing Teams, or Religious Provider.
  - viii. Probation staff will have the opportunity to debrief, access to PEER Support, medical services, Employee Assistance Program, Religious Provider, or the County Risk Manager.

### J.C. Montgomery School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

The Chain of Command is to be used during the time of emergency operations. The KCJC chain of command is detailed in Chapter 4100 - Juvenile Center Structure and Organization. The Shift Supervisor shall assume responsibility for all emergency operations during a declared emergency. In the event the Shift Supervisor is unavailable, the most senior staff member on duty will assume this responsibility.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation<sup>1</sup> and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

### **Additional Roles and Responsibilities**

In addition to the command team responsibilities listed above, J.C. Montgomery acknowledges roles and responsibilities of the positions listed below:

- Mental health professionals
- School counselors
- County provided intervention professionals
- County Probation officers

These necessary support staff are supplied by both the county office and county probation departments. They are equipped to offer support and strategies to create and maintain a positive school climate throughout the year. These crucial support providers are also trained in mental health protocols for the care of students who have witnessed a violent act at any time.

### **Emergency Response Guidelines**

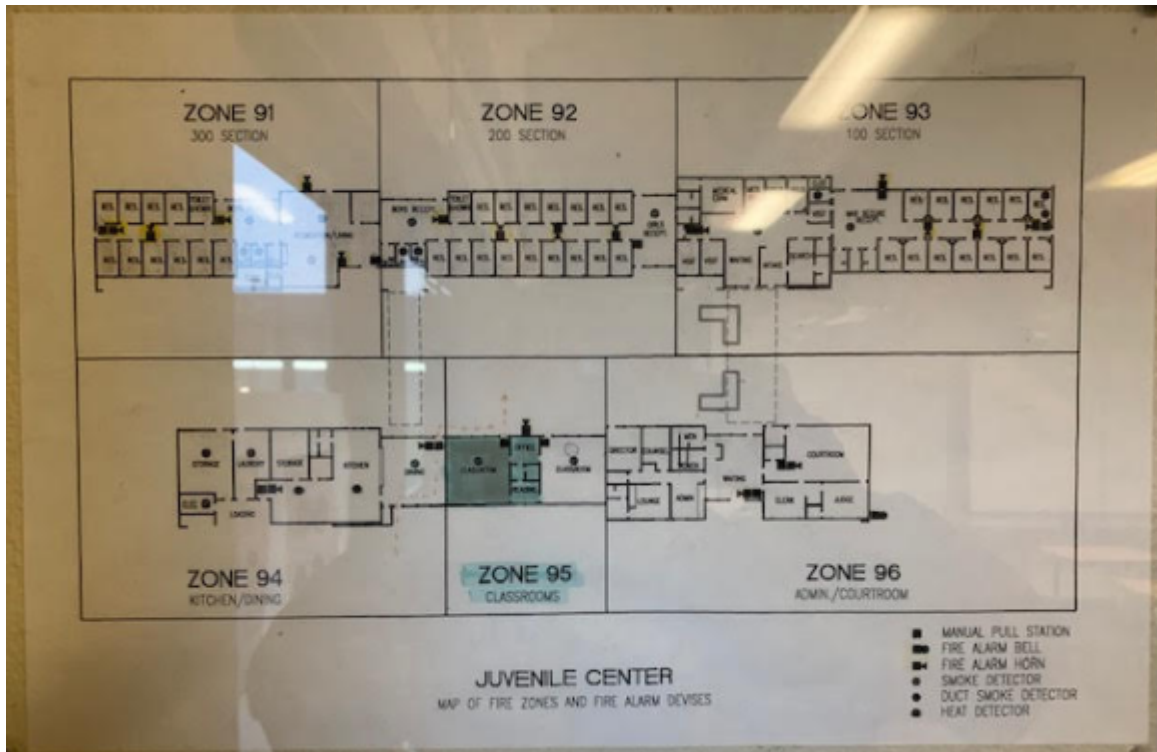
- **Step One: Identify the Type of Emergency**  
Staff shall locate the area of disturbance on the alarm panel and follow the emergency procedures discussed in Section I of this chapter. Staff will communicate and receive instructions via handheld radios or telephone. If the safety and the security of the institution is threatened 1 the Shift Supervisor shall contact Kings County Dispatch, which will notify the Kings County Sheriff 's Office to send patrol cars immediately. In situations where time allows 1 staff should first inform the Director or Juvenile Corrections Manager of the need to contact Kings County Dispatch for assistance.
- **Step Two: Identify the Level of Emergency**
- **Step Three: Determine the Immediate Response Action**
- **Step Four: Communicate the Appropriate Response Action**

### **Safety Plan Appendices Index**

1. [Appendix A](#): Board Policy: (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
2. [Appendix B](#): Kings County Probation Department: Juvenile Center Manual, Chapter 4117: (B) Disaster Procedures; Earthquake; Bomb/Bomb Threats; Power Failure/Blackout; Assault/Hostage/Weapons; (J) Procedures for conducting tactical responses to criminal incidents
3. [Appendix C](#): Kings County Probation Department: Juvenile Center Manual, Chapter 4118: Fire
4. [Appendix D](#): Board Policy: (C) School Suspension, Expulsion and Mandatory Expulsion; (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
5. [Appendix E](#): Board Policy: (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
6. [Appendix F](#): Board Policy: (E) Sexual Harassment Policies (EC 212.6 [bl) Student Sexual Harassment (EC section 231.5; 5 CCR section 4917)
7. [Appendix F2](#): Board Policy: Bullying Prevention and Training Procedures
8. [Appendix F3](#): Board Policy: UCP for: (E) Sexual Harassment Policies (EC 212.6 [bl) Student Sexual Harassment (EC section 231.5; 5 CCR section 4917); Hate Crime Reporting Procedures and Policies; Bullying Prevention and Training Procedures
9. [Appendix G](#): Board Policy: Assault/Hostage/Weapons
10. [JCM Staff Handbook 2019.2020](#)



## Emergency Evacuation Map



## ACTION ITEM

DATE:	February 10, 2021
TOPIC:	Review and approval of the Shelly Baird's School Plan for Student Achievement (SPSA)
ISSUE:	The SPSA must be developed and approved annually by the School Site Council (SSC) and local governing board. The SPSA is aligned to State and Federal mandates and the District's Local Control and Accountability Plan - LCAP.
BACKGROUND:	The Every Student Succeeds Act (ESSA) requires schools receiving Title I Part D and Title II Part A funds and operating a school-wide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan. Annually, the Board considers approval of the revised SPSA for school sites. Plans are revised to fit current conditions, funding sources, and curricular and instructional requirements and goals.
RESOURCE:	Joy Santos Program Director, Educational Services <a href="mailto:joy.santos@kingsco.eorg">joy.santos@kingsco.eorg</a> 559-589-7068
RECOMMENDATION:	Recommend the Kings County Board of Education review and approve the Shelly Baird SPSA.



















































































































































## ACTION ITEM

DATE:	February 10, 2021
TOPIC:	Review and approval of the J.C. Montgomery's School Plan for Student Achievement (SPSA)
ISSUE:	The SPSA must be developed and approved annually by the School Site Council (SSC) and local governing board. The SPSA is aligned to State and Federal mandates and the District's Local Control and Accountability Plan - LCAP.
BACKGROUND:	The Every Student Succeeds Act (ESSA) requires schools receiving Title I Part D and Title II Part A funds and operating a school-wide program (SWP), or schools identified for CSI, TSI, or ATSI, to develop a school plan. Annually, the Board considers approval of the revised SPSA for school sites. Plans are revised to fit current conditions, funding sources, and curricular and instructional requirements and goals.
RESOURCE:	Joy Santos Program Director, Educational Services <a href="mailto:joy.santos@kingscoe.org">joy.santos@kingscoe.org</a> 559-589-7068
RECOMMENDATION:	Recommend the Kings County Board of Education review and approve the J.C. Montgomery SPSA.

































































































































































## BOARD DISCUSSION ITEM

DATE:	February 10, 2020
TOPIC:	Quarterly Williams Complaint Report Summary
ISSUE:	Review of quarterly Williams Uniform Complaint report summary for Quarter 2: October 1, 2020 – December 31, 2020.
BACKGROUND:	<p>The County Superintendent of schools, or designee, shall report summarized data on the nature and resolution of all complaints for office operated classes and programs on a quarterly basis to the County Board of Education. The report shall include the number of complaints by general subject area and the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting (Educational Code 35186).</p> <p>A Williams Complaint is a type of Uniform Complaint (UCP), regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or miss-assignment and may be filed anonymously. County Offices and School Districts are required to have policies that describe the complaint process.</p>
RECOMMENDATION:	Discussion item. No action is necessary.
RESOURCE:	<p>Joy Santos Program Director, Educational Services <a href="mailto:joy.santos@kingscoe.org">joy.santos@kingscoe.org</a> 559-589-7068</p>

## Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186(d)]

County Office: Kings County Office of Education

Person completing this form: Joy Santos

Title: Program Director of Educational Services

Quarterly Report Submission Month/Quarter:  
(check one)

- ☐ October 1<sup>st</sup> Quarter (7/1/19-9/30/19)  
☒ January 2<sup>nd</sup> Quarter (10/1/19-12/31/19)  
☐ April 3<sup>rd</sup> Quarter (1/1/20-3/31/20)  
☐ July 4<sup>th</sup> Quarter (4/1/20-6/30/20)

Quarterly Report Submission Year: 2020-2021

Date for information to be reported publicly at governing board meeting: 2/10/2021

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Todd Barlow

Print Name of County Superintendent

Signature of County Superintendent

2/3/2021

Date

Please submit to: Genevieve Almanzar  
Kings County Office of Education  
Williams Compliance  
(559) 589-7035  
[genevieve.almanzar@kingsco.org](mailto:genevieve.almanzar@kingsco.org)

## DISCUSSION ITEM

DATE: February 10, 2021

TOPIC: Board Policy 0420.4: Charter School Authorization

ISSUE: Recent charter school legislation needs to be incorporated into our board policy.

BACKGROUND: Our policy was last updated in 2004. This policy provides information on the process for reviewing, approving, denying, and appealing a charter petition.

RESOURCE: Joy Santos  
Program Director, Foundational Services  
[joy.santos@kingscoe.org](mailto:joy.santos@kingscoe.org)  
559-589-7068

RECOMMENDATION: Recommend that the Kings County Board of Education place the policy on the March board agenda for a second reading.

# **Kings County Office of Education Board Policy**

BP 0420.4

Philosophy, Goals, Objectives and Comprehensive Plans

## **CHARTER SCHOOLS-SCHOOL AUTHORIZATION**

**The Governing Board recognizes that charter schools may assist the district in offering diverse learning opportunities for students. In considering any petition to establish a charter school within the district, the Board shall give thoughtful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.**

**One or more persons may submit a petition to the Board for a charter school to be established within the district or for the conversion of an existing district school to a charter school. (Education Code 47605)**

**The Superintendent or designee shall consult with legal counsel, as appropriate, regarding compliance of the charter petition with legal requirements.**

**The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, the Superintendent or designee may also meet with the petitioners to establish workable plans for contracted services which the district may provide to the proposed charter school.**

**The Board shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)**

**Within 60 days of receiving a charter petition, the Board shall hold a public hearing on the charter provisions, at which time the Board shall consider the level of support for the petition by teachers, other district employees, and parents/guardians. A petition is deemed received on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. (Education Code 47605)**

**The Board shall either grant or deny the petition at a public hearing held within 90 days of receiving the petition, or within 120 days with the consent of both the petitioner and the Board. (Education Code 47605)  
(cf. 9320 – Meetings and Notices)**

**At least 15 days before the public hearing at which the Board will grant or deny the charter, the district shall publish all staff recommendations regarding the petition, including any recommended findings and, if applicable, certification from the County Superintendent of Schools regarding the potential fiscal impact of the charter school on the district. During the public hearing, the petitioners shall have equal time and opportunity to present evidence and testimony in response to the staff recommendations and findings. (Education Code 47605)**

**The Superintendent or designee shall maintain accurate records, in relation to each**

charter petition, of documents submitted, the Board's proceedings, and the findings upon which the Board's decision is made.

#### **Approval of Petition**

A charter petition shall be granted only if the Board is satisfied that doing so is consistent with sound educational practice and the interests of the community in which the school is proposing to locate. In granting charters, the Board shall consider the academic needs of the students the charter school proposes to serve and shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences for students who are identified by the petitioner as academically low-achieving, based on standards established by California Department of Education (CDE). (Education Code 47605)

Prior to authorizing any charter, the Board shall verify that the charter includes adequate processes and measures for monitoring and holding the school accountable for fulfilling the terms of its charter and complying with all applicable laws, including Education Code 47604.1. Such processes and measures shall include, but are not limited to, fiscal accountability of any part of the charter school, and regular reports to the Board. (cf. 0420.41 – Charter School Oversight)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)  
(cf. 0420.42 – Charter School Renewal)  
(cf. 0420.43 – Charter School Revocation)

When a petition is approved by the Board, it shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

#### **Denial of Petition**

The Board shall summarily deny any charter petition that proposes to:

1. Operate a charter school as or by a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization (Education Code 47604)
2. Convert a private school to a charter school. (Education Code 47602)
3. Serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district (Education Code



47605)

**4. Offer non-classroom-based instruction (Education Code 47612.7)**

Regarding all other charter petitions, the Board shall deny a petition only if the Board makes written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605; 5 CCR 11967.5.1)

1. The charter school presents an unsound educational program that has a likelihood of physical, educational, or psychological harm to, or which is not likely to provide an educational benefit for, the students to be enrolled in the charter school.

2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the number of signatures required.

4. The petition does not contain a clear, unequivocal statement described in Education Code 47605(e), including that the charter school will be nonsectarian and that the school shall not charge tuition or discriminate against any student based on the characteristics specified in Education Code 220.

5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(c).

6. The petition does not contain a declaration as to whether or not the charter school shall be deemed the exclusive public employer of the school's employees for purposes of collective bargaining pursuant to Government Code 3540-3549.3

7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding shall detail specific facts and circumstances regarding:

- a. The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.
- b. Whether the proposed charter school would duplicate a program currently offered within the district, when the existing program has sufficient capacity for the students proposed to be served within reasonable proximity to where the charter school intends to locate.

8. The district is not positioned to absorb the fiscal impact of the proposed charter school. The district meets the criterion if it has a negative interim certification, or has a qualified interim certification and the County Superintendent certifies that approving the charter school would result in the district having a negative certification.

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll students with disabilities who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

## Appeals

If the Board denies a petition, the petitioner may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to SBE. (Education Code 47605)

At the request of the petitioner, the Board shall prepare the documentary record, including a transcript of the public hearing at which the Board denied the charter, no later than 10 business days after the petitioner makes the request. (Education Code 47605)

Within 30 days of receipt of an appeal submitted to SBE, the Board may submit a written opposition to SBE detailing, with specific citations to the documentary record, how the Board did not abuse its discretion in denying the petition. (Education Code 47605)

If SBE remands the petition to the Board because the petition on appeal contains new or different material terms, the Board shall reconsider the petition and grant or deny the petition within 30 days. (Education Code 47605)

1. ~~It is the Policy of the Kings County Office of Education and Kings County Board of Education to provide quality education that meets individual student needs.~~
2. ~~The Governing Board believes that charter schools provide one opportunity to implement school-level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal laws, specified state laws and general oversight of the Board.~~
3. ~~A petition may be submitted to a school district or County Board of Education for the Establishment of a charter school at which time the governing board will review after either of the following criteria are met:
  - (A) ~~The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.~~
  - (B) ~~The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.~~
  - (C) ~~If the charter petition calls for an existing public school to be converted to a charter school, at least one-half of the permanent status teachers currently employed at the school must sign the petition.~~~~
4. ~~If the governing board of a school district denies a petition, the petitioner may elect to submit the petition to either the County Board of Education or directly to the State Board of Education.~~
5. ~~In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.~~

6. ~~The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems as well as multiple measures for evaluating the educational program. To assist the Board in its general oversight responsibility, charters shall provide regular reports to the Board related to the charter provisions.~~

#### Reference

#### Education Code

**200 Equal rights and opportunities in state educational institutions**

**220 Nondiscrimination**

**1240 Duties of County Superintendent**

**17078.52-17078.66 Charter schools facility funding; state bond proceeds**

**17280-17317 Field Act**

**17365-17374 Field Act, fitness for occupancy**

**32282 Comprehensive safety plan**

**33126 School Accountability Report Card**

**41365 Charter school revolving loan fund**

**42131 Interim certification**

**42238.51-42238.2 Funding for charter districts**

**44237 Criminal record summary**

**44830.1 Certificated employees, conviction of a violent or serious felony**

**45122.1 Classified employees, conviction of a violent or serious felony**

**46201 Instructional minutes**

**47600-47646.5 47616.7 Charter Schools Act of 1992**

**47640-47647 Special education funding for charter schools**

**47650-47652 Funding of charter schools**

**49011 Student fees**

**51745-51749.6 Independent study**

**52052 Accountability: numerically significant student subgroups**

**52060-52077 Local control and accountability plan**

**56026 Special education**

**56145-56146 Special education services in charter schools**

#### **CORPORATIONS CODE**

**5110-6910 Nonprofit public benefit corporations**

#### **GOVERNMENT CODE**

**1090-1099 Prohibitions applicable to specified officers**

**3540-3549.3 Educational Employment Relations Act**

**6250-6270 California Public Records Act**

**54950-54963 Ralph M. Brown Act**

**81000-91014 Political Reform Act of 1974**

#### **CODE OF REGULATIONS, TITLE 5**

**11700.1-11705 Independent study**

**11960-11968.5.5 Charter schools**

#### **UNITED STATES CODE, TITLE 20**

**7223-7225 Charter schools**

#### **COURT DECISIONS**

**Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986**

#### **ATTORNEY GENERAL OPINIONS**

**Opinion No. 11-201 (2018)**

89 Ops.Cal.Atty.Gen. 166 (2006)  
80 Ops.Cal.Atty.Gen. 52 (1997)  
78 Ops.Cal.Atty.Gen. 297 (1995)

**Management Resources:**

**CSBA PUBLICATIONS**

**Uncharted Waters: Recommendations for Prioritizing Student Achievement and Effective Governance in California's Charter Schools, September 2018**

**Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016**

**Charter Schools and Board Member Responsibilities, Education Insights Legal Update Webcast, March 2016**

**Charter Schools: A Guide for Governance Teams, rev. February 2016**

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

**Sample Copy of a Memorandum of Understanding**

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

**Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, August 2016**

**Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014**

**Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools, December 2011**

**WEB SITES**

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

**California Charter Schools Association:** <http://www.ccsa.org>

**California Department of Education, Charter Schools:** <http://www.cde.ca.gov/sp/cs>

**National Association of Charter School Authorizers:** <http://www.qualitycharters.org>

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

Adopted by Board: January 5, 2000

Reviewed by Board: February 4, 2004

**Reviewed by Board:** \_\_\_\_\_