



Fountain Valley School District

BOARD OF TRUSTEES
REGULAR MEETING

AGENDA

Board Room
10055 Slater Avenue
Fountain Valley, CA

September 12, 2013

- CALL TO ORDER: 6:30PM
- ROLL CALL
- APPROVAL OF AGENDA

M ___
 2nd ___
 V ___

- PUBLIC COMMENTS

Speakers may address the Board of Trustees on Closed Session Items. Please comply with procedures listed on the goldenrod form "For Persons Wishing to Address the Board of Trustees" and give the form to the Executive Assistant.

- CLOSED SESSION

The Board of Trustees will retire into Closed Session to address the following:

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Conference with Legal Counsel: Anticipated Litigation: *Government Code Section 54956.9*
Significant exposure to litigation pursuant to subdivision (b) of Section 54956.9: 1 case. Attorney Karen Van Dijk will join Support Services Director, Abby Wright and WOCCE Director Dr. Crystal Bejarano in updating the Board of Trustees.

- PLEDGE OF ALLEGIANCE

PUBLIC HEARING

1. PUBLIC HEARING FOR CALIFORNIA ENVIRONMENTAL QUALITY ACT

Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.

A public hearing shall be held for the purpose of receiving public comment on the California Environmental Quality Act. Public input is welcomed.

STAFF REPORTS AND PRESENTATIONS

2. UNAUDITED ACTUALS FOR FISCAL YEAR 2012-13 (ORAL AND WRITTEN)

Assistant Superintendent, Business, Steve McMahon and Director, Fiscal Services, Scott Martin will review for the Board of Trustees the unaudited actuals for the Fountain Valley School District for the fiscal year 2012-13.

3. STAR TEST RESULTS 2013 (ORAL AND WRITTEN)

Assistant Superintendent, Instruction, Anne Silavs will present the 2013 STAR Tests Results for the Fountain Valley School District to the Board of Trustees.

BOARD REPORTS AND COMMUNICATIONS

Board Members will make the following reports and communicate information to fellow Board Members and staff.

PUBLIC COMMENTS

Members of the community and staff are welcome to address the Board of Trustees on any item listed on the Agenda of Business or any other item of specific concern. Speakers are requested to limit their presentation to four minutes unless the time is waived by a majority of the Board Members present. If a member of the audience requests a response to their comments, the Board of Trustees may ask the Superintendent/Staff to respond to them personally or in writing after the meeting, or direct that additional information be provided to the Board on a future agenda.

*** BOARD MEMBERS WHO WISH TO DISCUSS WITH STAFF ANY ITEMS LISTED UNDER LEGISLATIVE SESSION SHOULD INFORM THE BOARD PRESIDENT AT THIS TIME.

LEGISLATIVE SESSION

4. PUBLIC INFORMATION OUTREACH CONSULTANT

M _____
2nd _____
V _____

The District is in receipt of three consultant proposals intended to assist in meeting several of the 2013-14 Board interests including the advancement of 21st century learning in our classrooms, the need to raise the district's profile and the institutionalized interest of long standing support for our Educational Foundation.

These proposals have been reviewed by staff with consideration of cost, contract terms, locale and accessibility of the consultant, appreciation of the role of a trustee and understanding of the Fountain Valley community. The size and scope of the consultant team and past success in reaching established outreach goals as well as a commitment to assisting the Educational Foundation increase its capacity to raise funds for the school district were also taken into account in reaching a recommendation.

Superintendent's Recommendation: Taking into consideration the information received in the written proposals, the content of the presentations and the feedback received from the Educational Foundation, the superintendent and staff recommend that the Board of Trustees approve and enter into a contract with Clifford Moss for the services outlined in the proposal.

5. CONSENT CALENDAR/ROUTINE ITEMS OF BUSINESS

M _____
2nd _____
V _____

All items listed under the Consent Calendar and Routine Items of Business are considered by the Board of Trustees to be routine and will be enacted by the Board in one action. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Calendar.

Superintendent's Recommendation: The Board of Trustees approves all items listed under the Consent Calendar and Routine Items of Business in one action.

Routine Items of Business

- 5-A. Board Meeting Minutes from August 15th meeting
- 5-B. Board Meeting Minutes from August 29th special meeting
- 5-C. Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- 5-D. Donations
- 5-E. Warrants
- 5-F. Purchase Order Listing
- 5-G. Budget Adjustments

Consent Items

5-H. UNAUDITED ACTUALS FOR FISCAL YEAR ENDING 2012-13

Superintendent's Comments: It is recommended that the Board of Trustees approves the unaudited actuals for fiscal year 2012-13 and the adjusted 2013-14 beginning balance.

5-I. RESOLUTION 2014-13: GANN AMENDMENT APPROPRIATIONS LIMITATION

Superintendent's Comments: It is recommended that the Governing Board adopts Resolution 2014-13, identifying the 2012-13 actual appropriation limit and the 2013-

14 estimated appropriation limit.

5-J. APPROVAL OF ANNUAL COPIER MAINTENANCE CONTRACT

Superintendent's Comments: It is recommended that the Board of Trustees approves the attached service contracts and authorizes the Superintendent or his designee to sign all documents.

5-K. RESOLUTION 2014-14: CALIFORNIA ENVIRONMENTAL QUALITY ACT – MOIOLA

Superintendent's Comments: It is recommended that the Governing Board adopts Resolution 2014-14, finding the property located at 9790 Finch Avenue, Fountain Valley, CA 92708 exempt from the California Environmental Quality Act and approving the filing and recording of a Notice of Exemption. It is further recommended that the Superintendent or his designee be authorized to sign all documents.

5-L. 504 HANDBOOK

Superintendent's Comments: It is recommended that the Board of Trustees approve the 504 Handbook.

5-M. NOTICE OF LAYOFF FOR CLASSIFIED POSITION

Superintendent's Comments: It is recommended that the Board of Trustees eliminates the services of the position so designated on the effective date listed in the attached memo.

5-N. TOBACCO-USE PREVENTION EDUCATION (TUPE) COHORT F COMPETITIVE GRANT

Superintendent's Comments: It is recommended that the Board of Trustees approves the Amendment #1 Contract for Tobacco-Use Prevention Education (TUPE) Cohort F Grant for July 1, 2010 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

5-O. MOIOLA SURPLUS PROPERTY RECOMMENDED LEASE TERMS

Superintendent's Comments: It is recommended that the Board set the minimum bid for the lease of the Property at \$1.15 per square foot modified gross or equivalent for a total minimum bid of \$46,085 per month. The lease term is recommended to be either ten years with 2 five year extensions at the District's option or 1 twenty year term with the District reserving the right to cancel the lease with a 36 month notice. It is further recommended that the Superintendent or his designee be approved to sign all documents.

5-P. CONTRACT FOR SERVICES BETWEEN PIVOT LEARNING PARTNERS AND THE FOUNTAIN VALLEY SCHOOL DISTRICT FOR PROFESSIONAL DEVELOPMENT SERVICES

Superintendent’s Comments: It is recommended that the Board of Trustees approves the contract between Pivot Learning Partners and the Fountain Valley School District for professional development services for the 2013-2014 school year.

5-Q. NON-PUBLIC AGENCY CONTRACTS (BOARD MEMBERS ONLY)

Superintendent’s Comments: Under current consortium budget agreements, any unfunded cost of non-public school or non-public agency placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contracts be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

| Non-Public School/Agency | 100% Contract Cost | Effective Dates |
|-------------------------------|--------------------|-----------------|
| Cornerstone Therapies | \$3,350 | 7/1/13-6/30/14 |
| Sandra Shigetomi-Toyama, M.S. | \$3,080 | 7/1/13-6/30/14 |
| Cornerstone Therapies | \$3,060 | 9/4/13-6/30/14 |
| Autism Partnership, Inc. | \$6,270 | 9/4/13-5/3/14 |
| Cornerstone Therapies | \$960 | 7/1/13-6/30/14 |
| Jose D. Rios, MS | \$2,700 | 7/1/13-6/30/14 |

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

The Board President will receive any announcements concerning new items of business from board members or the superintendent.

- CLOSED SESSION
- APPROVAL TO ADJOURN

The next regular meeting of the Fountain Valley School District Board of Trustees is on Thursday, October 17, 2013 at 7:00pm.

A copy of the Board Meeting agenda is posted on the District’s web site (www.fvsd.k12.ca.us). Materials related to this agenda submitted to the Board of Trustees less than 72 hours prior to the meeting are available for public inspection by contacting the Superintendent’s Office at 10055 Slater Avenue, Fountain Valley, CA 92708 or call 714.843.3255 during normal business hours.

Board meeting proceedings are tape recorded.

Reasonable Accommodation for any Individual with a Disability: Any individual with a disability who requires reasonable accommodation to participate in a board meeting may request assistance by contacting the Superintendent’s office: 10055 Slater Avenue, Fountain Valley, CA 92708 or call (714) 843-3255 or FAX (714) 841-0356.

NOTICE OF PUBLIC HEARING
FOUNTAIN VALLEY SCHOOL DISTRICT
CALIFORNIA ENVIRONMENTAL QUALITY ACT
MOIOLA SCHOOL SITE

Notice is hereby given that the Board of Trustees of the Fountain Valley School District, at its meeting to be held on Thursday, September 12, 2013 at 7:00 p.m., in the District Board Room, located at 10055 Slater Avenue, Fountain Valley, California, will conduct a Public Hearing for the purpose of receiving public comment on the exempt status from the California Environmental Quality Act as part of the lease requirements of the Fred Moiola School Site located at 9790 Finch Ave, Fountain Valley, CA.

FOUNTAIN VALLEY SCHOOL DISTRICT

Scott R. Martin, Director
Fiscal Services

Board Meeting of September 12, 2013

SO 2013-14/B14-10
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: **Unaudited Actuals for Fiscal Year 2012-13 (Oral and Written)**
DATE: September 5, 2013

Assistant Superintendent, Business, Steve McMahon and Director, Fiscal Services, Scott Martin will review for the Board of Trustees the unaudited actuals for the Fountain Valley School District for the fiscal year 2012-13.



PLEASE NOTE:

A copy of the **2012-13 Unaudited Actuals**
for the Fountain Valley School District
is available for review at the District Office.

Please contact the Superintendent's office at 714.843.3255.

Board Meeting of September 12, 2013

SO 2013-14/B14-11
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: STAR Test Results 2013 (Oral and Written)
DATE: September 5, 2013

Assistant Superintendent, Instruction, Anne Silavs will present the 2013 STAR Tests Results for the Fountain Valley School District to the Board of Trustees.

SO 2013-14/B14-12
Fountain Valley School District
Superintendent's Office

M E M O R A N D U M

TO: Board of Trustees
FROM: Marc Ecker, Superintendent
SUBJECT: Public Information Outreach Consultant
DATE: September 5, 2013

Background

The Board of Trustees during their spring Board Study Session reached consensus on four board interests for the 2013-2014 school year and institutionalized one that has been an interest for many years. Two of the board interests include the advancement of 21st Century learning in our classrooms and the need to raise the district's profile. The institutionalized interest was the Board's long standing support for our Educational Foundation that has been since 1982 a source of resource development, raising money for many district programs.

In light of the fact that our technology bond although receiving a majority of support from our community, failed to reach the 55% threshold required for passage, the district has worked during the past year to seek alternative measures to find the resources necessary to fund to the extent possible our technology plan. Staff reports, board study sessions and pilot programs on the new smarter balanced assessments, BYOD (Bring Your Own Device) and one to one computer teaching and classroom learning situations have taken place this spring and are planned for the fall. Additionally, we intend to start a new STEM (Science, Technology, Engineering and Math) magnet program at Talbert Middle School this coming school year.

The Fountain Valley Educational Foundation has acted to revise its mission statement to a STEAM (Science, Technology, Engineering, Arts and Math) focus with an emphasis now on the "T", technology. In so doing they also have been in strong support and quite appreciative of the school board's adopted board interest to support the Foundation so as to help it reorganize its outreach strategies as it builds its own capacity to raise significant amounts of money for the district's 21st Century classroom initiative.

On June 27, the Board of Trustees heard a presentation from one consultant in this regard and on July 25th, the Board of Trustees engaged in a study session in which it discussed the hiring of a consultant to work with the district and the Educational Foundation to address their adopted interests while serving to meet the ever growing need for digital learning opportunities and technology in our schools. The common core curriculum and the new assessments will require that our students and teachers have access to appropriate technology to meet the rigorous standards and become familiar with new measures of performance. Access to information is becoming quite critical as we seek to make sure that our own students remain competitive with their peers throughout the state.

The Board received in its August 6 mail-out, copies of three proposals from WBC, Communication Resources for Schools and Clifford Moss. These three proposals include training, public engagement and implementation outreach. Additionally the packet included a proposal from Jim Graves, a private communication specialist proposing an e-newsletter that

would be published monthly and general follow up information on two other consultants whose services basically focus on training and plan development.

At the August 15 Board Meeting, the trustees asked to hear from Tom DeLapp, Communication Resources. Mr. DeLapp presented orally his proposal to the Board of Trustees at a Special Board Meeting on August 29, 2013.

Recommendation

During the course of the past two months in which the Board received three written proposals and additional information from task specific individuals, staff has been weighing the cost benefits of the services to be rendered. We would urge that the Board pay close attention to a cost effective proposal with clear separation provisions. Consideration should be given to recent successful ventures and the value that the consultant's proximity has on the amount and intensiveness of face to face interactions with the district and the Education Foundation. Staff has additionally placed a certain level of value on the Educational Foundation's preference of the consultant that will ultimately work with them over the next several months. Taking into consideration the information we received in the written proposals, the content of the presentations and the feedback received from the Educational Foundation, the superintendent and staff recommend that the Board of Trustees approve and enter into a contract with Clifford Moss for the services outlined in the proposal.

Fountain Valley School District
Superintendent's Office

REGULAR MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

August 15, 2013

MINUTES

President Crandall called the regular meeting of the Board of Trustees to order at 6:30pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

| | |
|-----------------|-------------------|
| Sandra Crandall | President |
| Jimmy Templin | President Pro Tem |
| Judith Edwards | Clerk |
| Ian Collins | Member |
| Jeanne Galindo | Member |

Motion: Mr. Collins moved to approve the meeting agenda. AGENDA APPROVAL

Second: Mrs. Galindo

Vote: 5-0

There were no requests to address the Board prior to closed session.

PUBLIC COMMENTS

Mrs. Crandall announced that the Board would retire into Closed Session. No action was anticipated. The following would be addressed:

CLOSED SESSION

- Personnel Matters: *Government Code 54957 and 54957.1*
Appointment/Assignment/Promotion of employees; employee discipline/dismissal/release; evaluation of employee performance; complaints/charges against an employee; other personnel matters.
- Negotiations: Government Code 54957.6
Update and review of negotiations with the FVEA and CSEA Bargaining Units with the Board's designated representative, Cathie Abdel.

The public portion of the meeting resumed at 7:19pm.

PLEDGE OF

Ms. Silavs led the Pledge of Allegiance.

ALLEGIANCE

PUBLIC HEARINGS

A public hearing was held for the purpose of receiving public comment on the Capital Facilities Account Fund/Developer Fees. Public input was welcomed. There were no requests to address the Board and the hearing was closed.

**CAPITAL FACILITIES
ACCOUNT
FUND/DEVELOPER FEES
PUBLIC HEARING**

A public hearing was held for the purpose of receiving public comment on the district’s application of waivers to the California State Board of Education on class size cap penalties. Public input was welcomed. There were no requests to address the Board and the hearing was closed.

**APPLICATION OF
WAIVERS TO
CALIFORNIA STATE
BOARD OF EDUCATION
ON CLASS SIZE CAP
PENALTIES PUBLIC
HEARING**

BOARD REPORTS AND COMMUNICATIONS

Mrs. Edwards passed in observance of time.

**BOARD REPORTS AND
COMMUNICATIONS**

Mr. Templin passed in observance of time.

Mr. Collins enjoyed the Management Retreat kick-off breakfast with speaker Wes Smith, Executive Director, ACSA as well as the management BBQ at Dr. Ecker’s home.

Mrs. Galindo enjoyed the Management Retreat kick-off breakfast with speaker Wes Smith, Executive Director, ACSA.

Mrs. Crandall congratulated Mr. McMahon and the business staff for achieving the goal of 100% occupancy of the District Office building. She attended the kick-off activities of the Management Retreat, the cabinet meeting for this evening’s agenda, watched CSBA’s webinar on the Local Control Funding Formula as well as a webinar on iPads and their use in the classroom. She thanked all of the trustees for their service this month.

PUBLIC COMMENTS

There were four requests to address the Board. Four community members addressed the Board regarding the Common Core.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Mrs. Crandall noted her interest along with Mrs. Galindo in hearing from Communication Resources for Schools and Mr. DeLapp. Mrs. Edwards and Mr. Collins did not see the need to hear from Mr. DeLapp. Mr. Templin noted feeling comfortable with Clifford Moss but understood if others feel the need to hear from Mr. DeLapp before making their decision. Mr. Collins added the need to recognize the support the superintendent had from senior staff in making the recommendation to go with Clifford Moss. Mr. Templin added that as this is something that we are entering into for most likely the next four or so years, the additional 30 days resulting from delaying this action to listen to another presentation may be worth it in order to allow the board to move forward together. Mrs. Crandall noted that the board is available for a special meeting on August 29th, and as Dr. Ecker noted, Mr. DeLapp is available on this date as well as September 12th, the next regular board meeting. Mrs. Edwards noted that while she is happy with the recommendation of the superintendent and senior staff if she is the only one holding this up she would agree to hear the presentation.

PUBLIC
INFORMATION
OUTREACH
CONSULTANT

Motion: Mrs. Galindo moved to postpone approval of the Public Information Outreach Consultant until the special board meeting on August 29th in order to enable a second presentation by Communications Resources to be made to the Board.

Second: Mr. Templin

Vote: 3-2 (Collins, Edwards)

Motion: Mr. Templin moved to approve the Consent Calendar.

CONSENT
CALENDAR/
ROUTINE ITEMS OF
BUSINESS

Second: Mrs. Edwards

Vote: 5-0

The Consent Calendar included:

- Board Meeting Minutes from the July 25th meeting
- Personnel Items (Employment Functions, Workshops/Conferences, and Consultants)
- Donations
- Warrants
- Purchase Order Listing
- Budget Adjustments
- Approval of Capital Facilities Fund/Developer Fees

- Approval of Williams Uniform Complaint Quarterly Report
- Adoption of Resolution 2014-12: Authorization to Submit Class Size Reduction Waivers
- Approval of Contract with 2H Construction
- Approval of Mandate Block Grant
- Approval of Lease and Addendums for Modular Classrooms
- Approval of Contractual Agreement for Purchase of Consulting Services and Materials for Thinking Maps Training for Teachers at Newland and Tamura
- Non-Public Agency Contracts

| Non-Public School/Agency | 100% Contract Cost | Effective Dates |
|--------------------------------------|--------------------|-----------------------|
| Behavior Solutions, Inc. | 5,000.00 | 2013-07-01-2014-06-30 |
| Sylvia Mende, Psy.D. | 25,000.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 400.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 7,000.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 3,700.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 1,700.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 5,100.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 1,000.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 7,150.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 300.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 8,300.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 1,000.00 | 2013-07-01-2014-06-30 |
| Speech & Language Pathology Servs. | 9,020.00 | 2013-07-01-2014-06-30 |
| Cornerstone Therapies | 3,400.00 | 2013-07-01-2014-06-30 |
| Behavior Solutions, Inc. | 500.00 | 2013-07-01-2014-06-30 |
| Oak Grove Institute | 131,959.70 | 2013-07-01-2014-06-30 |
| Therapeutic Education Centers | 44,935.00 | 2013-07-01-2014-06-30 |
| Speech & Language Dev. Center | 57,084.50 | 2013-07-01-2014-06-30 |
| Therapeutic Education Centers | 47,025.00 | 2013-07-01-2014-06-30 |
| Therapeutic Education Centers | 44,935.00 | 2013-07-01-2014-06-30 |
| Speech & Language Dev. Center | 58,266.25 | 2013-07-01-2014-06-30 |
| Therapeutic Education Centers | 44,935.00 | 2013-07-01-2014-06-30 |
| Mardan Center of Educational Therapy | 30,960.00 | 2013-07-01-2014-06-30 |
| Speech & Language Dev. Center | 53,172.50 | 2013-07-01-2014-06-30 |

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Ecker Thanked the board for their deliberation this evening, noting that he will schedule the special meeting on August 29th for Mr. DeLapp’s presentation. He thanked as well Mr. Davis and Mr. Clifford for their attendance this evening from Clifford Moss.

ADJOURNMENT

Motion: Mr. Templin moved to adjourn the meeting at 8:07pm.

Second: Mrs. Edwards

Vote: Unanimously approved

/rl

Fountain Valley School District
Superintendent's Office

SPECIAL MEETING OF THE BOARD OF TRUSTEES

10055 Slater Avenue
Fountain Valley, CA 92708

August 29, 2013

MINUTES

President Crandall called the regular meeting of the Board of Trustees to order at 4:00pm.

CALL TO ORDER

The following board members were present:

ROLL CALL

| | |
|-----------------|-------------------|
| Sandra Crandall | President |
| Jimmy Templin | President Pro Tem |
| Judith Edwards | Clerk |
| Ian Collins | Member |
| Jeanne Galindo | Member |

Motion: Mrs. Edwards moved to approve the meeting agenda.

AGENDA APPROVAL

Second: Mr. Collins

Vote: 5-0

There were no requests to address the Board.

PUBLIC COMMENTS

Dr. Ecker led the Pledge of Allegiance.

PLEDGE OF
ALLEGIANCE

STAFF REPORTS AND PRESENTATIONS

Superintendent, Dr. Marc Ecker introduced Tom DeLapp of Communication Resources for Schools to present proposed ideas in response to the Board's 2013-14 Board interests including the advancement of 21st century learning in our classrooms, the need to raise the district's profile and the institutionalized interest of long standing support for our Educational Foundation. He reviewed his experience and expertise in public relations. He also reviewed the complexities of communicating in today's mixed media environment and the elements of an effective communication strategy for Fountain Valley. He explained his belief that when looking at a public school as a business, as districts are often asked to do, learning is our product and

DISTRICT
COMMUNICATIONS
AND OUTREACH
PRESENTATION
(WRITTEN AND ORAL)

performance is our means of profit. He explained achieving critical mass of support through reach, relevance, means, and climate. He explained the need to get beyond public information (awareness, accountability, and acceptance) and in addition build affinity, cultivate adherence, and move our audience to advocacy. He reviewed branding, explaining that it is a mix of penetration, performance, and perceptions. He reviewed his 4-step PR plan including research, creating action plans, communication and evaluation. He reviewed the purpose of various action plans and the aspects of planning including validating current efforts, taking inventory of workload functions, identifying gaps and new roles and defining the function well. He noted communication strategies, tools that can tip the balance in our favor to activate, and the elements of a branding campaign. He reviewed the need to create an imperative and the steps to do so. He also reviewed elements of the public opinion mix, including: networks, news media, stereotypes and rumors, and competing interests. He discussed the characteristics of people today and the means in which people currently receive information in a mixed media world. He reviewed the need for diverse communication vehicles. In closing he detailed managing our message by creating our own virtual community and using speak-listen-speak approach.

PUBLIC COMMENTS

There were no requests to address the Board.

PUBLIC COMMENTS

LEGISLATIVE SESSION

Motion: Mr. Templin moved to postpone approval of the Public Information Outreach Consultant until the board meeting on September 12th.

**PUBLIC
INFORMATION
OUTREACH
CONSULTANT**

Second: Mrs. Edwards

Vote: 5-0

SUPERINTENDENT’S COMMENTS/NEW ITEMS OF BUSINESS

Dr. Ecker Noted the need to calendar a kick-off event for the Energy Program where local dignitaries would be invited to a “ribbon cutting” of sorts. Mr. McMahon explained that Chevron is looking for a date around mid-October. It was agreed that October 17th prior to the Board

meeting would be a good date.

Dr. Ecker Thanked Mr. DeLapp for joining us for his
presentation this evening.

ADJOURNMENT

Motion: Mr. Collins moved to adjourn the meeting at
5:07pm.

Second: Mrs. Galindo

Vote: Unanimously approved

/rl

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL
September 12, 2013**

1.0 EMPLOYMENT FUNCTIONS:

1.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE CERTIFICATED JOB SHARE CONTRACTS OF THE FOLLOWING CLASSROOM TEACHERS FOR 2013-2014 SCHOOL YEAR:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>%</u> |
|-------|-----------------------------|-----------------|-----------------------|----------|
| 1.1.1 | Erb, Tara/Schlosser, Nicole | Cox | 4 th Grade | 40/60 |

1.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE REVISED EMPLOYMENT CONTRACT FOR STEVE McMAHON, ASSISTANT SUPERINTENDENT, BUSINESS EFFECTIVE DECEMBER 17, 2012 THROUGH DECEMBER 31, 2013.

1.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF NEW CERTIFICATED EMPLOYEES ON TEMPORARY CONTRACT FOR THE 2013-2014 SCHOOL YEAR:

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>FTE</u> |
|-------|-------------------|--------------------|----------------------|------------|
| 1.3.1 | Borges, Michele | Science | Fulton Middle School | 1.0 |
| 1.3.2 | Faris, Colleen | ELA/Social Science | Masuda Middle School | 1.0 |
| 1.3.3 | Clasen, Elizabeth | Special Day Class | Newland School | 1.0 |

1.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CERTIFICATED LEAVES OF ABSENCE:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>REASON</u> | <u>EFFECTIVE</u> |
|-------|------------------|-----------------|-------------------------------|---------------|------------------|
| 1.4.1 | Sutton, Mary | Tamura | 1 st Grade Teacher | Medical | 08/28/2013 |
| 1.4.2 | Kellogg, Laurel | Tamura | 4 th Grade Teacher | Medical | 08/28/2013 |
| 1.4.3 | Turner, Irene | Newland | Resource Specialist | Medical | 08/30/2013 |
| 1.4.4 | Brekke, Jody | Courreges | 3 rd Grade | Maternity | 08/28/2013 |
| 1.4.5 | Patton, Michelle | Masuda | Resource Specialist | Maternity | 09/03/2013 |

2.0 EMPLOYMENT FUNCTIONS

2.1 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS THE APPROVAL OF THE FOLLOWING NEW CLASSIFIED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>EFFECTIVE</u> |
|-------|-----------------|---------------------------|------------------|------------------|
| 2.1.1 | Tobon, Kim | Licensed Vocational Nurse | Support Services | 09/09/2013 |
| 2.1.2 | Beget, Alicia | Lead Behavior Int. Assist | District Office | 09/04/2013 |
| 2.1.3 | Phan, Lynna | IA | Oka | 09/04/2013 |
| 2.1.4 | Trinidad, Amy | IA | Newland | 09/04/2013 |
| 2.1.5 | Harris, Cathy | IA | Newland | 09/04/2013 |
| 2.1.6 | Yawata, Sandy | IA Vietnamese | Oka | 09/04/2013 |
| 2.1.7 | Chairez, Amber | Preschool Instructor | Newland | 09/04/2013 |

2.2 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE FOLLOWING CLASSIFIED LEAVES OF ABSENCE:

| | <u>EMPLOYEE</u> | <u>LOCATION</u> | <u>ASSIGNMENT</u> | <u>REASON</u> | <u>EFFECTIVE</u> |
|-------|-----------------|-----------------|-------------------|---------------|------------------|
| 2.2.1 | Caruso, Marina | Newland | IA | Medical | 09/04/2013 |
| 2.2.2 | Dalton, Monica | Tamura | IA | Medical | 09/04/2013 |
| 2.2.3 | Snyder, Tamara | Courreges | Health Assistant | Maternity | 09/04/2013 |
| 2.2.4 | Ramirez, Connie | Courreges | ESP Lead | Medical | 07/01/2013 |
| 2.2.5 | Montagne, Renee | Newland | IA DTT | Personal | 09/04/2013 |

2.3 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE RE-EMPLOYMENT OF CLASSIFIED EMPLOYEES CARISSA SANCHEZ AS INSTRUCTIONAL ASSISTANT AT GISLER SCHOOL, EFFECTIVE 09/04/2013 AND KATHY BECKMAN OFFICE ASSISTANT AT DISTRICT OFFICE EFFECTIVE 08/15/2013.

2.4 ASSISTANT SUPERINTENDENT, PERSONNEL REQUESTS APPROVAL OF THE TRANSFER OF CLASSIFIED EMPLOYEE LORI LOUSTAUNA FROM ESP INSTRUCTOR AT OKA SCHOOL TO TAMURA SCHOOL, EFFECTIVE 09/04/2013.

2.5 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RESIGNATION OF THE FOLLOWING CLASSIFIED EMPLOYEES:

| | <u>EMPLOYEE</u> | <u>ASSIGNMENT</u> | <u>LOCATION</u> | <u>EFFECTIVE</u> |
|-------|------------------|-------------------|-----------------|------------------|
| 2.5.1 | Gordon, Kerrie | P/S Instructor | Newland | 06/17/2013 |
| 2.5.2 | Traver, Lorraine | P/S Aide | Cox | 06/17/2013 |
| 2.5.3 | Lyall, Beverly | IA | Newland | 06/17/2013 |
| 2.5.4 | Burns, Kira | IA | Newland | 06/20/2013 |
| 2.5.5 | Burns, Kira | ESP Instructor | Tamura | 06/20/2013 |

2.6 ASSISTANT SUPERINTENDENT, PERSONNEL HAS ACCEPTED THE RETIREMENT OF THE CLASSIFIED EMPLOYEE DODI PALMER, SENIOR SECRETARY, EFFECTIVE 10/17/2013 AND LILY LEW LIBRARY MEDIA TECH EFFECTIVE 06/17/2013.

3.0 WORKSHOP/CONFERENCE ATTENDANCE:

| | <u>NAME</u> | <u>ATTENDING</u> | <u>LOCATION</u> | <u>COST</u> | <u>BUDGET</u> | <u>DATES</u> |
|-----|---------------|--------------------------|-----------------|--------------------|-----------------|----------------|
| 3.1 | Abdel, Cathie | ACSA Personnel Institute | Costa Mesa | Actual & Necessary | 012719470- 5210 | 10/02-4, 2013 |
| 3.2 | Arjian, Vania | CCAC Conference | Sacramento | Actual & Necessary | 012719470- 5210 | 10/16-18, 2013 |
| 3.3 | Edwards, Judy | CSBA Conference | San Diego | Actual & Necessary | 012719166-5210 | 12/03-07, 2013 |
| 3.4 | Collins, Ian | CSBA Conference | San Diego | Actual & Necessary | 012719166-5210 | 12/04-7, 2013 |

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL ITEMS FOR APPROVAL**

September 12, 2013

| |
|---------------------------|
| <i>INSTRUCTION</i> |
|---------------------------|

4.0 APPROVAL OF ADDITIONAL DUTY REQUEST(S)

| | <u>NAME</u> | <u>ASSIGNMENT</u> | <u>SALARY</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|--|--|--|------------------|---|
| 4.1 | FOLLETT, Catherine (C & I) | BTSA Lead Support Provider for 12 BTSA teachers | \$3,000 stipend | 01-610-9275-1954 | 2013-2014 school year |
| 4.2 | LEWIS, Kathy (Cox) WESLEY, Sam (Ful) LIM, Frieda (Mas) RASSEY, Diane (Oka) BARTON, Cecilia (Tal) JAMES, Brooke (Tal) (C & I) | BTSA Support Providers for one teacher (\$1,500) or two teachers (\$3,000) | \$3,000 stipend each, EXCEPT Wesley and Barton who receive a \$1,500 stipend each | 01-601-9275-1115 | 2013-2014 school year |
| 4.3 | LEWIS, Kathy (Cox) HOLMAN, Mark (Ful) JAMES, Brooke (Tal) RASSEY, Diane (Oka) (C & I) | BTSA Summer Training | \$100 stipend each \$300 stipend total for both days | 01-601-9275-1115 | Aug. 14, 2013 ½ day training Future Date TBD |

REASON FOR LATE SUBMITTAL: Received the information from the County too late for prior Board approval.

5.0 CONFERENCE/WORKSHOP ATTENDANCE

| | <u>NAME</u> | <u>ATTENDING</u> | <u>LOCATION</u> | <u>COST</u> | <u>BUDGET</u> | <u>DATE</u> |
|-----|----------------------|------------------------------------|------------------------|-------------|------------------|---------------|
| 5.1 | ADAMS, Jay (Mas) | ACSA Master Scheduling Workshop | Ontario ACSA Office | \$385.00 | 01-271-9275-5210 | Oct. 17, 2013 |

EMPLOYMENT CONTRACT

AMENDED

Assistant Superintendent, Business

This Contract for Employment is effective the 17th day of December, 2012 between the Board of Education (Board) of the Fountain Valley School District (District) and Stephen L. McMahon, Assistant Superintendent, Business. The parties agree as follows:

1. Mr. McMahon is hereby employed as District's Assistant Superintendent, Business. The Board hereby designates this position as a certificated senior management position. Mr. McMahon understands that he does not attain permanency in this position or in the District's certificated service.
2. The term of this Contract shall be from December 17th, 2012 through December 31, 2013. The Contract may be terminated by the Board by giving 30 days notice and without cause. Mr. McMahon may choose to terminate the Contract by giving the Board at least 60 days notice.
3. This Contract is subject to all applicable laws of the State of California and the rules and regulations of the California State Board of Education and the District. Said laws, rules and regulations are hereby made a part of the terms and conditions of this contract as though herein set forth.
4. The Assistant Superintendent, Business shall perform all of his powers and duties in accord with the laws, rules and regulations set forth above. All powers and duties legally delegated to the Assistant Superintendent, Business are to be executed in accord with the policies adopted by the Board. The duties of the Assistant Superintendent, Business shall be directed by the Superintendent.
5. The Assistant Superintendent, Business's annual salary shall be the maximum allowed by CalSTRS for retired annuitants (\$40,011 through June 30, 2013 and \$39,903 from July 1 to December 30, 2013) and will be paid in twelve monthly installments. Mr. McMahon's pre-retirement daily rate was approximately \$750 per day and each month of this Contract shall include Paid and Volunteer days of service. Paid days shall be determined by dividing the daily rate (\$750) by monthly salary. The remaining days of service each month shall be considered Volunteer days. Mr. McMahon will provide the Superintendent a projected work day calendar each month and be responsible to provide the Payroll Department an accounting each month verifying Paid and Volunteer days.
6. Mr. McMahon will not receive vacation or sick leave and the District will not pay into a retirement plan on his behalf. Mr. McMahon will receive health and welfare benefits as supplied to certificated management employees.
7. The District shall reimburse the Assistant Superintendent, Business for expenses, including travel expenses, in accord with the District's policies as actual and necessary and within the scope of employment while representing the District.
8. If any provisions of this Contract are held to be contrary to law, such provisions will not be deemed valid but all other provisions will remain in full force and effect.

9. This Contact is the full and complete agreement between the parties. Any amendments or modifications shall only be effective when approved in writing by both parties.

AGREED TO BY THE PARTIES ON: _____ (date)

Board of Education

Superintendent

Assistant Superintendent, Business

FOUNTAIN VALLEY SCHOOL DISTRICT
DONATION ACCEPTANCE FORM

Federal ID# 95-6001370

All donations to the district must be officially accepted by the Fountain Valley School District Board of Trustees inasmuch as their acceptance may involve an expenditure of district funds for installation, use, and/or maintenance. Before any donation is supplied or purchased by your organization, or formally accepted for a school, the following information is requested on this form. Upon site/document approval, a copy of the form shall be presented to Business Services or Instruction for further consideration and approval in accordance with Board Policy 3290, Donations to School District.

SCHOOL RECEIVING DONATION: Courreges Elementary School

NAME OF DONOR: Courreges PTA

DESCRIPTION OF DONATION OR CASH DONATION: (Include name and address of manufacturer or vendor, age and condition of item if not new, approximate present value.)
Courreges PTA 2013 Gift to School - \$6,500.00, Check #8164, 6/24/13

ESTIMATED INSTALLATION COST: (Note software needs, special wiring required, additional components needed, transportation, etc.)

INVENTORY INFORMATION: (Include quantity, brand name, model #, serial #)

| |
|-------------------|
| RECEIVED |
| AUG 29 2013 |
| BUSINESS SERVICES |

ESTIMATED COST OF ANNUAL UPKEEP: (Electricity, special supplies, accessories, etc.)

REVENUE ACCT: 010470000-8699

EXPENDITURE ACCT(S) FOR BUDGET INCREASE: 010014787-4310

INTENDED USE: (State how this will be used) School Supplies

REVIEWED: *Ce Christ* APPROVED/DISAPPROVED: _____ Date 8/23/13
Principal/Department Head

REVIEWED: *[Signature]* APPROVED/DISAPPROVED: _____ Date 8/29/13
Assistant Superintendent
Business/Administration

REVIEWED: _____ APPROVED/DISAPPROVED: _____ Date _____
Assistant Superintendent
Instruction

BOARD APPROVAL DATE: 9/12/13

FOUNTAIN VALLEY SCHOOL DISTRICT

TO: STEVE McMAHON
FROM: MARTHA LOCKWOOD
SUBJECT: WARRANT LISTING BOARD MEETING – SEPTEMBER 12, 2013
DATES 8/06/13 – 8/30/13
WARRANT NUMBERS 62758 - 63037

| | | |
|-------------------------|----|-------------------|
| 01 GENERAL | \$ | 447,813.91 |
| 12 CHILD DEVELOPMENT | \$ | 3,627.01 |
| 13 CAFETERIA | \$ | 1,544.28 |
| 14 DEFERRED MAINTENANCE | \$ | 0 |
| 25 CAPITAL FACILITIES | \$ | 20,300.00 |
| 35 SCHOOL FACILITIES | \$ | 0 |
| 40 SPECIAL RESERVE | \$ | 39,732.27 |
| 68 WORKERS COMPENSATION | \$ | 58,709.60 |
| 69 INSURANCE | \$ | 348,255.30 |
| TOTAL | \$ | 919,982.37 |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|----------------------------------|--|
| H20M4047 | APOLLO WOOD RECOVERY INC. | 9,652.25 | 9,652.25 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4048 | APOLLO WOOD RECOVERY INC. | 25,484.76 | 25,484.76 | 012869390 6110 | Maintenance / Site Improvement - Playground |
| H20M4049 | RELIABLE DELIVERY SERVICE INC. | 2,500.00 | 2,500.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4050 | BEACH WIRE & CABLE INC. | 1,681.46 | 1,681.46 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4064 | INLAND INSPECIONS & CONSULTING | 2,000.00 | 2,000.00 | 252869380 6299 | Capital Facilities-Maintenance / Other Building & |
| H20M4071 | LOS ANGELES TIMES | 152.00 | 152.00 | 012869390 4325 | Maintenance / Office Supplies |
| H20M4079 | TIME AND ALARM SYSTEMS INC. | 1,169.00 | 1,169.00 | 014869390 5645 | STAR Building DO-Routine Maint / Outside Srvs-Repairs |
| H20M4081 | PRECISION FLOOR COVERING INC. | 1,819.00 | 1,819.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4082 | PRECISION FLOOR COVERING INC. | 3,061.00 | 3,061.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4083 | USA MOBILITY | 63.73 | 19.12 44.61 | 012739961 5920 015999860 5920 | Health Services / Communications-Pagers,Beepers Special Ed - Administration / |
| H20M4084 | JORGENSON LOCKERS | 2,500.00 | 2,500.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4101 | HILLYARD / LOS ANGELES | 200.00 | 200.00 | 012889390 4347 | Custodial / Repair & Upkeep Equip Supplies |
| H20M4102 | A GOOD SIGN | 400.00 | 400.00 | 012879390 4347 | Vandalism / Repair & Upkeep Equip Supplies |
| H20M4103 | GANAHL LUMBER COMPANY | 150.00 | 150.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4104 | WESTERN GLASS RESTORATION | 1,500.00 | 1,500.00 | 012879390 4347 | Vandalism / Repair & Upkeep Equip Supplies |
| H20M4105 | MOBILE MINI STORAGE | 588.85 | 588.85 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4106 | COMPONENTS CENTER | 350.00 | 350.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4107 | VIKING ENVIRONMENTAL SOLUTIONS | 2,340.00 | 2,340.00 | 012869390 5540 | Maintenance / Waste Disposal |
| H20M4108 | GOLDEN STATE PAVING INC. | 1,600.00 | 1,600.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4109 | WESTERN EXTERMINATOR | 180.00 | 180.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4110 | BEACH WIRE & CABLE INC. | 400.00 | 400.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20M4111 | PRO SWEEPERS | 700.00 | 700.00 | 012899390 4343 | Gardening / Gardening Supplies |
| H20M4113 | RAMIREZ, JUAN CARLOS | 2,880.00 | 2,880.00 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| H20M4114 | PALFINGER LIFTGATES | 200.00 | 200.00 | 012869390 4343 | Maintenance / Gardening Supplies |
| H20M4115 | EBERHARD EQUIPMENT | 150.00 | 150.00 | 012899390 4343 | Gardening / Gardening Supplies |
| H20M4116 | ECOLOGY ROOF CORP. | 3,765.58 | 3,765.58 | 012869390 5645 | Maintenance / Outside Srvs-Repairs & Mainten |
| H20M4117 | LIGHTSPEED TECHNOLOGIES | 756.00 | 756.00 | 012869390 4347 | Maintenance / Repair & Upkeep Equip Supplies |
| H20R0253 | ARIEL SUPPLY INC. | 290.52 | 290.52 | 012849380 4325 | Fiscal Services / Office Supplies |
| H20R0254 | CDWG | 141.26 | 141.26 | 012289961 4325 | MAA - Administration / Office Supplies |
| H20R0255 | SOUTHERN CALIFORNIA SUPERINTEN | 150.00 | 150.00 | 012719165 5210 | Superintendent / Travel, Conference, Workshop |
| H20R0256 | SAMS CLUB | 162.00 | 162.00 | 120336098 4325 | Extended School Administration / Office Supplies |
| H20R0257 | TRACE3 | 1,262.19 | 1,262.19 | 012109078 4347 | Tech/Media Office Operation / Repair & Upkeep Equip |
| H20R0258 | CENTRAL DRUG SYSTEM | 1,980.00 | 1,980.00 | 012719470 5820 | Personnel Department / Physical Exam, Drug testing |
| H20R0259 | VAN ANTWERP, ANDREA | 41,290.00 | 41,290.00 | 015999860 5894 | Special Ed - Administration / Regionalized Services (X-Pot) |
| H20R0260 | PERSONNEL COMMISSIONERS ASSOC | 40.00 | 40.00 | 012819771 5390 | Personnel Commission / Dues and Membership Non Taxabl |
| H20R0261 | VAN ANTWERP, ANDREA | 41,290.00 | 41,290.00 | 015999860 5894 | Special Ed - Administration / Regionalized Services (X-Pot) |
| H20R0262 | CDWG | 288.96 | 288.96 | 012109078 4347 | Tech/Media Office Operation / Repair & Upkeep Equip |
| H20R0263 | AWARDS & TROPHIES | 92.88 | 92.88 | 015999860 4325 | Special Ed - Administration / Office Supplies |
| H20R0264 | VIRCO MANUFACTURING | 2,281.50 | 2,281.50 | 010019380 4310 | School Equipment Replacement / Instructional Supplies |
| H20R0265 | SHI INTERNATIONAL CORP | 1,465.80 | 1,465.80 | 133207380 4399 | Cafeteria Fund / Equipment Under \$500 |
| H20R0266 | LAKESHORE LEARNING MATERIALS | 140.00 | 140.00 | 011493288 4310 | FVEF Teacher Grants - Cox / Instructional Supplies |
| H20R0267 | SCHOLASTIC CATALOG DEPT. | 159.12 | 159.12 | 011493288 4310 | FVEF Teacher Grants - Cox / Instructional Supplies |
| H20R0268 | WAXIE | 800.00 | 800.00 | 012919395 4349 | Special Ed. Transportation / Transportation Supplies (only) |
| H20R0269 | STAPLES | 950.00 | 950.00 | 012919395 4349 | Special Ed. Transportation / Transportation Supplies (only) |
| H20R0270 | CODESP | 1,850.00 | 1,850.00 | 012819771 5390 | Personnel Commission / Dues and Membership Non Taxabl |
| H20R0271 | DISCOUNT SCHOOL SUPPLY | 1,620.00 | 1,620.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |
| H20R0272 | TARGET STORES | 432.00 | 432.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|--|
| H20R0273 | SAMS CLUB | 540.00 | 540.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |
| H20R0274 | ORANGE COUNTY DEPARTMENT OF ED | 922.60 | 922.60 | 015999860 5390 | Special Ed - Administration / Dues and Membership Non |
| H20R0275 | ARIEL SUPPLY INC. | 1,301.03 | 1,301.03 | 012849380 4325 | Fiscal Services / Office Supplies |
| H20R0276 | BEACH WIRE & CABLE INC. | 145.04 | 145.04 | 012109078 5899 | Tech/Media Office Operation / Other Operating Expenses |
| H20R0277 | XVR SOFTWARE LLC | 900.00 | 900.00 | 012109078 5899 | Tech/Media Office Operation / Other Operating Expenses |
| H20R0278 | RALPHS GROCERY COMPANY | 5,400.00 | 5,400.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0279 | SMART & FINAL | 10,800.00 | 10,800.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0280 | SAMS CLUB | 10,800.00 | 10,800.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0281 | SOUTHWEST SCHOOL AND OFFICE SU | 5,400.00 | 5,400.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0282 | SOUTHWEST SCHOOL AND OFFICE SU | 5,400.00 | 5,400.00 | 120336098 4325 | Extended School Administration / Office Supplies |
| H20R0283 | BRUCE'S PRODUCE | 1,080.00 | 1,080.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0284 | WHAT A LOT OF PIZZA | 1,080.00 | 1,080.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0285 | PARTY BOUNCE | 1,080.00 | 1,080.00 | 120016098 4310 | Extended School Instructional / Instructional Supplies |
| H20R0286 | STAPLES | 150.77 | 150.77 | 012329275 4325 | Title II-Teacher Quality / Office Supplies |
| H20R0287 | FEDERAL EXPRESS CORP. | 1,400.00 | 50.00 | 012099078 4325 | Vantage Learning / Office Supplies |
| | | | 50.00 | 012719165 4325 | Superintendent / Office Supplies |
| | | | 50.00 | 012719470 4325 | Personnel Department / Office Supplies |
| | | | 400.00 | 012849380 4325 | Fiscal Services / Office Supplies |
| | | | 50.00 | 012869390 4325 | Maintenance / Office Supplies |
| | | | 50.00 | 017109275 4335 | Testing / Postage, Bulk Mail, Freight |
| | | | 50.00 | 133207380 4325 | Cafeteria Fund / Office Supplies |
| | | | 700.00 | 695009470 4325 | Insurance Health/Welfare / Office Supplies |
| H20R0288 | UNITED PARCEL SERVICE | 1,500.00 | 1,500.00 | 012719385 4335 | Purchasing / Postage, Bulk Mail, Freight |
| H20R0289 | TECHNOLOGY INTEGRATION | 263.64 | 263.64 | 012395298 5899 | 7395 Sch/Libr Impr Admin-DO / Other Operating Expenses |
| H20R0290 | HOME DEPOT | 540.00 | 540.00 | 120016598 4410 | Child Dev Newland Presch-Instr / Fixed Assets \$500-\$5000 |
| H20R0291 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| H20R0292 | SMART & FINAL | 540.00 | 540.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| H20R0293 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| H20R0294 | SAMS CLUB | 540.00 | 540.00 | 120016198 4310 | State Preschool Instructional / Instructional Supplies |
| H20R0295 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016698 4310 | Child Dev Courreges Pres-Instr / Instructional Supplies |
| H20R0296 | SMART & FINAL | 540.00 | 540.00 | 120016698 4310 | Child Dev Courreges Pres-Instr / Instructional Supplies |
| H20R0297 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016698 4310 | Child Dev Courreges Pres-Instr / Instructional Supplies |
| H20R0298 | CDWG | 13,312.52 | 13,312.52 | 010014089 4399 | Donations - Plavan / Equipment Under \$500 |
| H20R0299 | SAMS CLUB | 540.00 | 540.00 | 120016698 4310 | Child Dev Courreges Pres-Instr / Instructional Supplies |
| H20R0300 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016798 4310 | Child Dev Cox Preschool-Instr / Instructional Supplies |
| H20R0301 | SMART & FINAL | 540.00 | 540.00 | 120016798 4310 | Child Dev Cox Preschool-Instr / Instructional Supplies |
| H20R0302 | SOUTHWEST SCHOOL AND OFFICE SU | 200.00 | 200.00 | 015103860 4310 | Special Ed. - Talbert SDC / Instructional Supplies |
| H20R0303 | ARIEL SUPPLY INC. | 1,000.00 | 1,000.00 | 012723838 4325 | Sch Site Admin - Talbert / Office Supplies |
| H20R0304 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016798 4310 | Child Dev Cox Preschool-Instr / Instructional Supplies |
| H20R0305 | SAMS CLUB | 540.00 | 540.00 | 120016798 4310 | Child Dev Cox Preschool-Instr / Instructional Supplies |
| H20R0306 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016898 4310 | Child Dev Gisler Presch-Instr / Instructional Supplies |
| H20R0307 | SMART & FINAL | 540.00 | 540.00 | 120016898 4310 | Child Dev Gisler Presch-Instr / Instructional Supplies |
| H20R0308 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016898 4310 | Child Dev Gisler Presch-Instr / Instructional Supplies |
| H20R0309 | SAMS CLUB | 540.00 | 540.00 | 120016898 4310 | Child Dev Gisler Presch-Instr / Instructional Supplies |
| H20R0310 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016498 4310 | Child Dev Oka Preschool Instr / Instructional Supplies |
| H20R0311 | SMART & FINAL | 540.00 | 540.00 | 120016498 4310 | Child Dev Oka Preschool Instr / Instructional Supplies |
| H20R0312 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016498 4310 | Child Dev Oka Preschool Instr / Instructional Supplies |
| H20R0313 | SAMS CLUB | 540.00 | 540.00 | 120016498 4310 | Child Dev Oka Preschool Instr / Instructional Supplies |
| H20R0314 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |
| H20R0315 | SMART & FINAL | 540.00 | 540.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| H20R0316 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016998 4310 | Child Dev Plavan Presch-Instr / Instructional Supplies |
| H20R0317 | RALPHS GROCERY COMPANY | 540.00 | 540.00 | 120016598 4310 | Child Dev Newland Presch-Instr / Instructional Supplies |
| H20R0318 | SMART & FINAL | 540.00 | 540.00 | 120016598 4310 | Child Dev Newland Presch-Instr / Instructional Supplies |
| H20R0319 | SOUTHWEST SCHOOL AND OFFICE SU | 1,080.00 | 1,080.00 | 120016598 4310 | Child Dev Newland Presch-Instr / Instructional Supplies |
| H20R0320 | SAMS CLUB | 540.00 | 540.00 | 120016598 4310 | Child Dev Newland Presch-Instr / Instructional Supplies |
| H20R0321 | SOUTHWEST SCHOOL AND OFFICE SU | 200.00 | 200.00 | 015643860 4310 | Special Ed. - Talbert S&L / Instructional Supplies |
| H20R0322 | WAMPLER, GARY L. | 1,200.00 | 1,200.00 | 012329275 5813 | Title II-Teacher Quality / Consultant |
| H20R0323 | CDWG | 926.98 | 926.98 | 010014089 4399 | Donations - Plavan / Equipment Under \$500 |
| H20R0324 | WEST LITE SUPPLY CO INC | 4,514.40 | 4,514.40 | 010019380 4347 | School Equipment Replacement / Repair & Upkeep Equip |
| H20R0325 | CSM CONSULTING INC | 11,300.00 | 11,300.00 | 012109076 5813 | E-Rate / Consultant |
| H20R0326 | OFFICE DEPOT | 26.01 | 26.01 | 012719165 4325 | Superintendent / Office Supplies |
| H20R0327 | ORANGE COUNTY DEPARTMENT OF ED | 225.00 | 225.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0328 | ORANGE COUNTY DEPARTMENT OF ED | 245.00 | 245.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0330 | ORANGE COUNTY DEPARTMENT OF ED | 225.00 | 225.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0331 | SOUTHWEST SCHOOL AND OFFICE SU | 4,200.00 | 4,200.00 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| H20R0332 | SOUTHWEST SCHOOL AND OFFICE SU | 500.00 | 500.00 | 010011010 4325 | Sch Site Instr - Tamura / Office Supplies |
| H20R0333 | SOUTHWEST SCHOOL AND OFFICE SU | 3,000.00 | 3,000.00 | 010142929 4310 | Sch Site Instr - Fulton / Instructional Supplies |
| H20R0334 | BEHAVIOR INTERVENTION SPECIALI | 315.00 | 315.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0335 | SOUTHWEST SCHOOL AND OFFICE SU | 600.00 | 600.00 | 012722929 4325 | Sch Site Admin - Fulton / Office Supplies |
| H20R0336 | RALPHS GROCERY COMPANY | 1,000.00 | 1,000.00 | 010142929 4311 | Sch Site Instr - Fulton / Elective Supplies |
| H20R0337 | HOME DEPOT | 2,500.00 | 2,500.00 | 010142929 4311 | Sch Site Instr - Fulton / Elective Supplies |
| H20R0339 | SCHOOL SERVICES OF CALIFORNIA | 700.00 | 175.00 | 012719470 5210 | Personnel Department / Travel, Conference, Workshop |
| | | | 525.00 | 012849380 5210 | Fiscal Services / Travel, Conference, Workshop |
| H20R0340 | ARIEL SUPPLY INC. | 540.00 | 540.00 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|--------------------------------|-----------------|-----------------------|-----------------------|---|
| H20R0341 | STAPLES | 648.00 | 648.00 | 012721616 4325 | Sch Site Admin - Newland / Office Supplies |
| H20R0342 | ROCHESTER 100 INC | 546.48 | 546.48 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| H20R0343 | PARLANT TECHNOLOGY INC. | 18,585.00 | 18,585.00 | 016509860 5915 | 6405 SSVF - Instructional / Notification System PACE |
| H20R0344 | DISCOUNTCELL INC. | 277.56 | 277.56 | 012919395 4349 | Special Ed. Transportation / Transportation Supplies (only) |
| H20R0345 | WHAT A LOT OF PIZZA | 540.00 | 540.00 | 120017098 4310 | CDC-Summer Camp Instructional / Instructional Supplies |
| H20R0346 | SOUTHWEST SCHOOL AND OFFICE SU | 300.00 | 300.00 | 010011010 4310 | Sch Site Instr - Tamura / Instructional Supplies |
| H20R0347 | SOUTHWEST SCHOOL AND OFFICE SU | 216.00 | 216.00 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| H20R0348 | SOUTHWEST SCHOOL AND OFFICE SU | 108.00 | 108.00 | 010011616 4310 | Sch Site Instr - Newland / Instructional Supplies |
| H20R0349 | MCGRAW-HILL | 2,114.86 | 2,114.86 | 012289963 4310 | MAA - Instructional / Instructional Supplies |
| H20R0350 | WHAT'S HAPPENING PUBLICATIONS | 750.00 | 750.00 | 012395098 4310 | 7395 Sch/Libr Imp Instr-DO / Instructional Supplies |
| H20R0351 | LAKESHORE LEARNING MATERIALS | 2,693.52 | 1,399.68 | 012289963 4310 | MAA - Instructional / Instructional Supplies |
| | | | 1,293.84 | 012289963 4410 | MAA - Instructional / Fixed Assets \$500-\$5000 |
| H20R0352 | KEENAN & ASSOCIATES | 2,800.00 | 2,800.00 | 682719470 5899 | Workers Comp Admin / Other Operating Expenses |
| H20R0353 | TEXTBOOK WAREHOUSE | 1,659.53 | 1,659.53 | 012129078 4110 | Lottery Instructional Material / Basic Textbooks |
| H20R0354 | SAMS CLUB | 1,764.00 | 1,764.00 | 010143889 4410 | Donations - Talbert / Fixed Assets \$500-\$5000 |
| H20R0355 | ACSA FOUNDATION FOR | 395.00 | 395.00 | 012719470 5210 | Personnel Department / Travel, Conference, Workshop |
| H20R0356 | FOLLETT EDUCATIONAL SERVICES | 1,336.50 | 1,336.50 | 012129078 4110 | Lottery Instructional Material / Basic Textbooks |
| H20R0357 | SUMMIT PROFESSIONAL EDUCATION | 179.00 | 179.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0358 | OFFICE DEPOT | 345.59 | 345.59 | 682719470 4325 | Workers Comp Admin / Office Supplies |
| H20R0359 | SOUTHWEST SCHOOL AND OFFICE SU | 3,024.00 | 3,024.00 | 010013737 4310 | Sch Site Instr - Oka / Instructional Supplies |
| H20R0360 | ORANGE COUNTY DEPARTMENT OF ED | 100.00 | 100.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0361 | DIDAX INC. | 320.39 | 320.39 | 011493288 4310 | FVEF Teacher Grants - Cox / Instructional Supplies |
| H20R0362 | KNOTT'S BERRY FARM | 8,208.00 | 8,208.00 | 120016398 5812 | ESP-Summer Camp Instructional / Admission Costs |
| H20R0363 | ORANGE COUNTY DEPARTMENT OF ED | 60.00 | 60.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |

FOUNTAIN VALLEY SD
PURCHASE ORDER DETAIL REPORT
BOARD OF TRUSTEES MEETING 09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>ACCOUNT AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|---|-------------------|------------------------|----------------------------------|--|
| H20R0365 | SOUTHWEST SCHOOL AND OFFICE SU | 4,000.00 | 4,000.00 | 010014040 4310 | Sch Site Instr - Plavan / Instructional Supplies |
| H20R0366 | NATIONAL GEOGRAPHIC SOCIETY | 100.00 | 100.00 | 010014787 4310 | Other Donations - Courreges / Instructional Supplies |
| H20R0367 | CASTO CHAPTER TWO | 390.00 | 390.00 | 012919395 5210 | Special Ed. Transportation / Travel, Conference, Workshop |
| H20R0368 | STAPLES | 140.39 | 140.39 | 010014089 4310 | Donations - Plavan / Instructional Supplies |
| H20R0369 | ACSA FOUNDATION FOR | 395.00 | 395.00 | 010019961 5210 | Medi-Cal Billing-Instructional / Travel, Conference, |
| H20R0370 | TEXTBOOK WAREHOUSE | 621.17 | 621.17 | 012129078 4110 | Lottery Instructional Material / Basic Textbooks |
| H20R0372 | METRO BUSINESS SOLUTIONS INC. | 99,587.07 | 10,800.00 88,787.07 | 012059385 5645 012719385 5645 | Publications / Outside Srvs-Repairs & Mainten Purchasing / Outside Srvs-Repairs & Mainten |
| H20R0373 | FOLLETT EDUCATIONAL SERVICES | 2,027.32 | 2,027.32 | 012129078 4110 | Lottery Instructional Material / Basic Textbooks |
| H20R0374 | MAGENTA COMPUTER CENTER | 627.48 | 627.48 | 012109078 4320 | Tech/Media Office Operation / Computer Supplies |
| H20S8005 | ARIEL SUPPLY INC. | 22,337.10 | 22,337.10 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| H20S8006 | WAXIE | 2,086.40 | 2,086.40 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| H20S8007 | INDUSTRIAL FORMULATORS INC. | 863.23 | 863.23 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| H20S8008 | WAXIE | 5,154.44 | 5,154.44 | 011000000 9320 | Revenue Limit - State Revenues / STORES |
| | Fund 01 Total: | 383,220.49 | | | |
| | Fund 12 Total: | 71,442.00 | | | |
| | Fund 13 Total: | 1,515.80 | | | |
| | Fund 25 Total: | 2,000.00 | | | |
| | Fund 68 Total: | 3,145.59 | | | |
| | Fund 69 Total: | 700.00 | | | |
| | Total Amount of Purchase Orders: | 462,023.88 | | | |

FOUNTAIN VALLEY SD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES

09/12/2013

FROM 08/07/2013 TO 08/31/2013

| <u>PO NUMBER</u> | <u>VENDOR</u> | <u>PO TOTAL</u> | <u>CHANGE AMOUNT</u> | <u>ACCOUNT NUMBER</u> | <u>PSEUDO / OBJECT DESCRIPTION</u> |
|------------------|---------------------------------------|-----------------|----------------------|-----------------------|---|
| H20R0174 | SMART & FINAL | 972.00 | +648.00 | 120017098 4310 | CDC-Summer Camp Instructional / Instructional Supplies |
| H20R0213 | SCHOOL HEALTH CORPORATION | 4,684.68 | +36.42 | 012739963 4410 | Medi-Cal Billing-Health Serv. / Fixed Assets \$500-\$5000 |
| H20R0227 | CONSILIANTECHNOLOGIES LLC | 17,580.95 | -44.65 | 016689380 4410 | 7394 TIIG Admin Tech-Operation / Fixed Assets |
| H20R0237 | METRO BUSINESS SOLUTIONS INC. | 9,780.00 | -360.00 | 012719385 4325 | Purchasing / Office Supplies |
| H20R0238 | METRO BUSINESS SOLUTIONS INC. | 9,292.59 | -6,745.41 | 012719385 5645 | Purchasing / Outside Srvs-Repairs & Mainten |
| H20R0239 | METRO BUSINESS SOLUTIONS INC. | 19,800.00 | -6,048.00 | 012059385 5645 | Publications / Outside Srvs-Repairs & Mainten |
| H20R0240 | METRO BUSINESS SOLUTIONS INC. | 6,508.00 | -288.00 | 012719385 4325 | Purchasing / Office Supplies |
| | | | -220.00 | 012719385 5645 | Purchasing / Outside Srvs-Repairs & Mainten |
| H20R0241 | METRO BUSINESS SOLUTIONS INC. | 4,140.00 | -1,476.00 | 012719385 5645 | Purchasing / Outside Srvs-Repairs & Mainten |
| H20R0242 | METRO BUSINESS SOLUTIONS INC. | 66,300.00 | -50,054.40 | 012719385 5645 | Purchasing / Outside Srvs-Repairs & Mainten |
| | Fund 01 Total: | | -65,200.04 | | |
| | Fund 12 Total: | | 648.00 | | |
| | Total Amount of Change Orders: | | -64,552.04 | | |

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 1

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

Fund: 0101 GENERAL FUND

| Object | Description | FROM | TO |
|-----------------------|-------------------------------|---------------------|---------------------|
| 2100 | INSTRUCTIONAL AIDES' SALARIES | | 992.00 |
| 3202 | PERS-CLASSIFIED | | 113.00 |
| 3314 | MEDICARE-CLASSIFIED | | 14.00 |
| 3356 | OASDI-CLASSIFIED | | 59.00 |
| 3502 | SUI-CLASSIFIED | | 1.00 |
| 3602 | WORKERS'COMP-CLASSIFIED | | 20.00 |
| 4100 | TEXTBOOKS | | 443,275.00 |
| 4200 | BOOKS OTHER THAN TEXTBOOKS | | 4,203.00 |
| 4300 | MATERIALS & SUPPLIES | | 77,032.00 |
| 5800 | PROF/CONS SERV & OPER EXPENSE | 103,537.00 | 715,712.00 |
| 8100 | FEDERAL INCOME | | 185,804.00 |
| 8200 | FEDERAL INCOME | | 70,145.00 |
| 8500 | STATE INCOME | 103,537.00 | |
| 9740 | RESTRICTED BALANCE | 1,157,857.00 | 1,077,700.00 |
| 9780 | OTHER ASSIGNMENTS | 67,891.00 | |
| 9790 | UNASSIGNED/UNAPPROPRIATED | 99,382.00 | 418,141.00 |
| 9799 | APPROPRIATED FUND BALANCE | 1,266,157.00 | 2,422,340.00 |
| Subfund Total: | | 2,798,361.00 | 5,415,551.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200____.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 2

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|-------------------------------------|
| Fund: 1212 CHILD DEVELOPMENT |
|-------------------------------------|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|---------------------|---------------------|
| 9740 | RESTRICTED BALANCE | 630,632.00 | 840,966.00 |
| 9799 | APPROPRIATED FUND BALANCE | 630,632.00 | 840,966.00 |
| Subfund Total: | | 1,261,264.00 | 1,681,932.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 3

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|----------------------------------|
| Fund: 1313 CAFETERIA FUND |
|----------------------------------|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|-------------------|-------------------|
| 9712 | NONSPENDABLE STORES | 4,467.00 | 4,837.00 |
| 9740 | RESTRICTED BALANCE | 468,715.00 | 457,044.00 |
| 9799 | APPROPRIATED FUND BALANCE | 473,182.00 | 461,881.00 |
| Subfund Total: | | 946,364.00 | 923,762.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200____.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 4

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|--|
| Fund: 1414 DEFERRED MAINTENANCE |
|--|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|--------------|--------------|
| 9760 | OTHER COMMITMENTS | 28.00 | 27.00 |
| 9799 | APPROPRIATED FUND BALANCE | 28.00 | 27.00 |
| Subfund Total: | | 56.00 | 54.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the _____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 5

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|--------------------------------------|
| Fund: 2525 CAPITAL FACILITIES |
|--------------------------------------|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|---------------------|---------------------|
| 9780 | OTHER ASSIGNMENTS | 828,857.00 | 936,976.00 |
| 9799 | APPROPRIATED FUND BALANCE | 828,857.00 | 936,976.00 |
| Subfund Total: | | 1,657,714.00 | 1,873,952.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 6

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|-------------------------------------|
| Fund: 3535 SCHOOL FACILITIES |
|-------------------------------------|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|---------------|---------------|
| 9780 | OTHER ASSIGNMENTS | 83.00 | 82.00 |
| 9799 | APPROPRIATED FUND BALANCE | 83.00 | 82.00 |
| Subfund Total: | | 166.00 | 164.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 7

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|--|
| Fund: 4040 SPECIAL RESERVE/C.O.P. |
|--|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|----------------------|----------------------|
| 9780 | OTHER ASSIGNMENTS | 24,100,391.00 | 24,444,163.00 |
| 9799 | APPROPRIATED FUND BALANCE | 24,100,391.00 | 24,444,163.00 |
| Subfund Total: | | 48,200,782.00 | 48,888,326.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 8

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

Fund: 6768 INSURANCE-WCI

| Object | Description | FROM | TO |
|-----------------------|---------------------------|-------------------|-------------------|
| 9790 | UNASSIGNED/UNAPPROPRIATED | 77,082.00 | 63,143.00 |
| 9799 | APPROPRIATED FUND BALANCE | 77,082.00 | 63,143.00 |
| Subfund Total: | | 154,164.00 | 126,286.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

FOUNTAIN VALLEY SD

Reference #:

Adjustment of Funds

2014 9

It has been resolved to make the budget adjustments as listed below per Education Code 42600.

| |
|--|
| Fund: 6769 INSURANCE HEALTH/WELFARE |
|--|

| Object | Description | FROM | TO |
|-----------------------|---------------------------|---------------------|---------------------|
| 9790 | UNASSIGNED/UNAPPROPRIATED | 554,059.00 | 633,755.00 |
| 9799 | APPROPRIATED FUND BALANCE | 554,059.00 | 633,755.00 |
| Subfund Total: | | 1,108,118.00 | 1,267,510.00 |

I certify this is a true excerpt from the Minutes of a regular Board Meeting held by the FOUNTAIN VALLEY SD Board of Trustees, September 12, 2013.

AYES: _____

NOES: _____

ABSENT: _____

Secretary, Board of Trustees

The above adjustment was approved on the ____ day of _____, 200__.

APPROVED: Superintendent of Schools, County of Orange: _____
Deputy

Fountain Valley School District
BUSINESS SERVICES DIVISION
DFS/13-14 - 38

MEMORANDUM

TO: Stephen McMahon, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **UNAUDITED ACTUALS FOR FISCAL YEAR ENDING 2012-13**
DATE: August 28, 2013

BACKGROUND

Attached are a five-year financial comparison of the unaudited actuals for the fiscal year ending June 30, 2013 and the 2013-14 budget. The full unaudited actuals report was sent under separate cover. The total fund ending balance is \$4,155,041 of which \$1,847,024 is restricted. The ending balance is \$1,156,182 more than the estimated end of the year actual. The difference in the ending balance is a result of reduced expenditures in salaries, books & supplies and other services. The Fountain Valley School District has met all of our requirements outlined in AB1200 and reports an undesignated amount of \$781,986. All of the District's funds reflect a positive ending balance.

The 2013-14 budget reflects the difference in the projected ending balance. Increase/decrease in revenue and expenditure enhancements affecting the budget will be addressed at the first interim reporting period in December 2013.

RECOMMENDATION

It is recommended that the Board of Trustees approve the unaudited actuals for fiscal year 2012-13 and the adjusted 2013-14 beginning balance.

cl

Fountain Valley Elementary School District

Unaudited Actuals as compared to Estimated Actuals

| | | Unrestricted | | | | Restricted | | | | Combined | | | |
|--|-----------|---------------|---------------|--------------|-----------------------|---------------|---------------|--------------|-----------------------|---------------|---------------|----------------|-----------------------|
| A. Revenues | | 2012-13 EA | 2012-13 UA | Delta | % of Exp, xfers, uses | 2012-13 EA | 2012-13 UA | Delta | % of Exp, xfers, uses | 2012-13 EA | 2012-13 UA | Delta | % of Exp, xfers, uses |
| 1) Revenue Limit Sources | 8010-8099 | \$30,346,507 | \$30,098,907 | \$ (247,600) | -0.6% | \$785,951 | \$785,951 | \$ - | 0.0% | \$31,132,458 | \$30,884,858 | \$ (247,600) | -0.6% |
| 2) Federal Sources | 8100-8299 | \$0 | \$0 | \$ - | 0.0% | \$2,009,518 | \$1,874,213 | \$ (135,305) | -0.3% | \$2,009,518 | \$1,874,213 | \$ (135,305) | -0.3% |
| 3) Other State Revenue | 8300-8599 | \$4,390,709 | \$4,461,976 | \$ 71,267 | 0.2% | \$862,503 | \$1,118,571 | \$ 256,068 | 0.6% | \$5,253,212 | \$5,580,547 | \$ 327,335 | 0.7% |
| 4) Other Local Revenue | 8600-8799 | \$302,729 | \$439,750 | \$ 137,021 | 0.3% | \$4,296,502 | \$4,263,041 | \$ (33,461) | -0.1% | \$4,599,231 | \$4,702,791 | \$ 103,560 | 0.2% |
| 5) Total, Revenues | | \$35,039,945 | \$35,000,634 | \$ (39,311) | -0.1% | \$7,954,474 | \$8,041,775 | \$ 87,301 | 0.2% | \$42,994,419 | \$43,042,409 | \$ 47,989 | 0.1% |
| B. Expenditures | | | | | | | | | | | | | |
| 1) Certificated Salaries | 1000-1999 | \$18,055,142 | \$17,862,576 | \$ (192,566) | -0.4% | \$4,723,701 | \$4,608,614 | \$ (115,087) | -0.3% | \$22,778,843 | \$22,471,190 | \$ (307,653) | -0.7% |
| 2) Classified Salaries | 2000-2999 | \$4,560,015 | \$4,588,797 | \$ 28,782 | 0.1% | \$4,270,932 | \$4,260,937 | \$ (9,995) | 0.0% | \$8,830,947 | \$8,849,734 | \$ 18,787 | 0.0% |
| 3) Employee Benefits | 3000-3999 | \$6,183,150 | \$6,066,536 | \$ (116,614) | -0.3% | \$2,383,032 | \$2,325,505 | \$ (57,527) | -0.1% | \$8,566,182 | \$8,392,041 | \$ (174,141) | -0.4% |
| 4) Books & Supplies | 4000-4999 | \$712,450 | \$603,556 | \$ (108,894) | -0.2% | \$1,043,479 | \$726,378 | \$ (317,101) | -0.7% | \$1,755,929 | \$1,329,934 | \$ (425,995) | -1.0% |
| 5) Services/Other Oper Expenditures | 5000-5999 | \$1,571,267 | \$1,347,924 | \$ (223,343) | -0.5% | \$2,350,469 | \$2,051,168 | \$ (299,301) | -0.7% | \$3,921,736 | \$3,399,092 | \$ (522,644) | -1.2% |
| 6) Capital Outlay | 6000-6999 | \$6,465 | \$30,284 | \$ 23,819 | 0.1% | \$144,220 | \$141,870 | \$ (2,350) | 0.0% | \$150,685 | \$172,154 | \$ 21,469 | 0.0% |
| 7) Other Outgo (exclude indirect Cost Transfers) | 7400-7499 | \$0 | \$0 | \$ - | 0.0% | \$308,570 | \$277,957 | \$ (30,613) | -0.1% | \$308,570 | \$277,957 | \$ (30,613) | -0.1% |
| 8) Other Outgo - Indirect Costs Transfers | 7300-7399 | (\$150,416) | (\$146,761) | \$ 3,655 | 0.0% | \$40,456 | \$39,698 | \$ (758) | 0.0% | (\$109,960) | (\$107,063) | \$ 2,897 | 0.0% |
| Total Expenditures | | \$30,938,073 | \$30,352,912 | \$ (585,161) | -1.3% | \$15,264,859 | \$14,432,127 | \$ (832,732) | -1.9% | \$46,202,932 | \$44,785,039 | \$ (1,417,893) | -3.2% |
| C. Excess (Deficiency) Revenues- Expenditures | | \$4,101,872 | \$4,647,722 | \$ 545,850 | 1.2% | (\$7,310,385) | (\$6,390,352) | \$ 920,033 | 2.1% | (\$3,208,513) | (\$1,742,630) | \$ 1,465,883 | 3.3% |
| D. Other Financing Sources/Uses | | | | | | | | | | | | | |
| 1) Interfund transfers | | | | | | | | | | | | | |
| a) transfers In | 8900-8929 | \$1,309,701 | \$1,000,000 | \$ (309,701) | -0.7% | \$0 | \$0 | \$ - | 0.0% | \$1,309,701 | \$1,000,000 | \$ (309,701) | -0.7% |
| b) Transfers Out | 7600-7629 | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% |
| 2) Other Sources/Uses | | | | | | | | | | | | | |
| a) Sources | 8930-8979 | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% |
| b) Uses | 7630-7699 | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% | \$0 | \$0 | \$ - | 0.0% |
| 3) Contributions | 8980-8999 | (\$6,825,466) | (\$6,595,799) | \$ 229,667 | 0.5% | \$6,825,466 | \$6,595,799 | \$ (229,667) | -0.5% | \$0 | \$0 | \$ - | 0.0% |
| 4) Total, Other Financing Sources/Uses | | (\$5,515,765) | (\$5,595,799) | \$ (80,034) | -0.2% | \$6,825,466 | \$6,595,799 | \$ (229,667) | -0.5% | \$1,309,701 | \$1,000,000 | \$ (309,701) | -0.7% |
| E. Net Increase (Decrease) Fund Bal | | (\$1,413,893) | (\$948,077) | \$ 465,816 | 1.0% | (\$484,919) | \$205,447 | \$ 690,366 | 1.5% | (\$1,898,812) | (\$742,630) | \$ 1,156,182 | 2.6% |
| F. Beginning Fund Balance | | \$3,254,895 | \$3,254,895 | \$0 | 0.0% | \$1,642,776 | \$1,642,775 | \$ (1) | 0.0% | \$4,897,671 | \$4,897,671 | \$0 | 0.0% |
| G. Audit Adjustments | | \$0 | \$0 | \$0 | 0.0% | \$0 | \$0 | \$0 | 0.0% | \$0 | \$0 | \$0 | 0.0% |
| H. Ending Fund Balance | | \$1,841,002 | \$2,306,818 | \$ 465,816 | 1.0% | \$1,157,857 | \$1,848,223 | \$ 690,366 | 1.5% | \$2,998,859 | \$4,155,041 | \$ 1,156,182 | 2.6% |

**FOUNTAIN VALLEY SCHOOL DISTRICT
ADOPTED BUDGET FOR FISCAL YEAR 2013-14
GENERAL FUND**

| REVENUES | Actuals 2009-10 | Actuals 2010-11 | Actuals 2011-12 | Actuals 2012-13 | Budget 2013-14 |
|--|--------------------|--------------------|--------------------|--------------------|-------------------|
| <u>INCOME BY SOURCE</u> | | | | | |
| <u>8011-8095 REVENUE LIMIT SOURCES</u> | | | | | |
| INCOME ACCOUNT NUMBER | | | | | |
| 8011 Principal Apportionment-State Aid | 9,505,453 | 11,489,900 | 12,876,488 | - | 5,928,124 |
| 8012 Education Protection Account - State Aide | | | | 5,879,714 | 5,114,279 |
| 8019 Prior Year Adjustment to Rev. Limit | 31,991 | 16,115 | - | 788 | - |
| 8021 Homeowners' Exemption | 154,196 | 158,299 | 157,645 | 153,943 | 153,943 |
| 8022 Timber Yield Tax | | - | - | - | - |
| 8030 Trailer Coach Fees | | | - | | - |
| 8041 Secured Roll Taxes | 15,533,714 | 17,099,287 | 17,641,256 | 18,089,101 | 18,279,630 |
| 8042 Unsecured Roll Taxes | 712,353 | 729,985 | 727,776 | 673,028 | 692,231 |
| 8043 Prior Years' Taxes | 859,217 | 549,530 | 410,081 | 443,826 | 445,924 |
| 8044 Supplemental Taxes | 281,611 | 282,679 | 131,769 | 320,233 | 263,008 |
| 8045 Education Revenue Augmentation (ERAF) | 333,953 | 2,386 | (1,256,288) | (172,368) | (237,979) |
| 8046 Supplemental Educational Revenue (SERAF) | 1,065,089 | 219,283 | - | - | - |
| 8047 Community Redevelopment Funds | | 53,089 | 112,718 | 5,409,495 | 445,847 |
| 8092 Pers Reduction Transfer | 243,835 | 146,070 | 125,606 | 87,098 | 87,984 |
| 8097 Property Taxes Transfer | | | | | |
| TOTAL: REVENUE LIMIT SOURCES | 28,721,412 | 30,746,623 | 30,927,051 | 30,884,858 | 31,172,991 |
| | | | | | |
| <u>8110-8290 FEDERAL REVENUES</u> | | | | | |
| 8160 Chapter I/Chapter II/Migrant | | | | | |
| 8181 Special Education Entitlement PL94-142 | 1,369,560 | 1,370,282 | 1,158,535 | 902,654 | 993,622 |
| 8182 Federal Preschool Grant PL94-157 | 190,052 | 223,963 | 182,671 | 94,709 | 118,398 |
| 8290 Other Federal Revenue | 1,161,580 | 1,154,164 | 2,125,827 | 876,850 | 797,516 |
| TOTAL: Federal Revenues | 2,721,192 | 2,748,409 | 3,467,034 | 1,874,213 | 1,909,536 |
| | | | | | |
| <u>8311-8590 OTHER STATE REVENUES</u> | | | | | |
| 8311 Special Ed Apportionments-Current Year | | | | | |
| 8311 Gifted/Talented (GATE) | | | | | |
| 8311 Home-to-School Transportation | 138,343 | 138,479 | 138,976 | 31,191 | 0 |
| 8311 School Improvement Program | | | | | |
| 8311 Economic Impact Aid | 260,317 | 336,693 | 344,270 | 326,823 | 326,843 |
| 8311 Special Education Transportation | 264,330 | 265,164 | 269,746 | 271,231 | 271,271 |
| 8319 Special Ed Apportionments-Prior Year | 8,211 | | 2,004 | | |
| 8319 Home-to-School Apportionments-Prior Year | | | 231 | | |
| 8311 Supplemental Instruction Programs | | | | | |
| 8311 All Other State Apportionments-Prior Year | | | | | |
| 8434 Class Size Reduction K-3 | 996,064 | 1,250,928 | 1,465,936 | 1,255,212 | 1,250,928 |
| 8550 Mandated Costs | | 267,395 | 54,357 | 196,896 | 290,000 |
| 8560 Lottery | 799,401 | 844,461 | 975,582 | 1,026,183 | 952,470 |
| 8590 Drug/Alcohol/Tobacco Funds | 5,149 | 5,499 | | | |
| 8590 School Counseling Program | | | 92,080 | 92,080 | 92,080 |
| 8590 Arts and Music Block Grant | | | 83,632 | 83,638 | 83,638 |
| 8590 Instructional Materials K-8 | | | 338,485 | 338,027 | 338,027 |
| 8590 Other Instructional Materials | | | | | |
| 8590 Teacher Credentialing Block Grant | | | 74,999 | 59,650 | 45,510 |
| 8590 Peer Assistant Review | | | 22,198 | 22,198 | 22,198 |

| | | | | | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| 8590 Professional Development Block Grant | | | 182,460 | 182,460 | 182,460 |
| 8590 School & Library Improvement Block Grant | | | 615,923 | 615,923 | 615,923 |
| 8590 Targeted Instructional Improvement Block Grant | | | 323,861 | 431,814 | 431,814 |
| 8590 Educational Technology Assistance Grants | | | | | |
| 8590 Beginning Teacher Support | | | | | |
| 8590 All Other State Revenue | 1,981,095 | 2,086,479 | 361,557 | 647,221 | 446,485 |
| TOTAL: Other State Revenues | <u>4,452,910</u> | <u>5,195,098</u> | <u>5,346,296</u> | <u>5,580,547</u> | <u>5,349,647</u> |
| <u>8615-8799 OTHER LOCAL REVENUES</u> | | | | | |
| 8625 Community Redevelopment Fund | | | | | |
| 8631 Sale of Equipment/Supplies | | | 30 | | |
| 8650 Leases/Rentals | 5,455 | 56,425 | 113,980 | 82,357 | 95,865 |
| 8660 Interest | 66,254 | 45,644 | 31,559 | 31,314 | 23,627 |
| 8662 Gains/Loss on Investments | | (8,199) | 663 | | |
| 8675 Transportation Services | 38,740 | 42,357 | 39,854 | 31,071 | 25,645 |
| 8677 Interagency Revenues Fees | 83,900 | 83,268 | 8,462 | 13,788 | 0 |
| 8689 All Other Fees/Contracts | 408,930 | 321,999 | 215,195 | 80,350 | 0 |
| 8699 Other Local Income | 1,657,246 | 1,514,429 | 1,488,865 | 1,316,046 | 730,359 |
| 8791 Special Education | 3,102,671 | 3,374,847 | 3,207,753 | 3,147,864 | 3,246,361 |
| 8793 All Other Transfers in From JPA | | | | | |
| TOTAL: Other Local Revenues | <u>5,363,196</u> | <u>5,430,770</u> | <u>5,106,360</u> | <u>4,702,791</u> | <u>4,121,857</u> |
| REVENUE TOTAL | 41,258,710 | 44,120,900 | 44,846,741 | 43,042,409 | 42,554,031 |
| <u>8910-8929 INTERFUND TRANSFERS IN</u> | | | | | |
| 8912 IFT-IN Fr Special Reserve Fund | | 179,379 | 2,000,049 | 1,000,000 | 2,376,605 |
| 8919 Other Authorized Interfund Transfers In | 3,309,037 | 1,030,246 | 32,197 | 0 | 0 |
| TOTAL: Revenue and Transfers In | 44,567,747 | 45,330,525 | 46,878,987 | 44,042,409 | 44,930,636 |
| BEGINNING BALANCE | 5,252,263 | 3,653,509 | 4,111,588 | 4,897,672 | 4,155,041 |
| Audit Adjustment | | | | | |
| TOTAL RESOURCES AVAILABLE | 49,820,010 | 48,984,034 | 50,990,575 | 48,940,080 | 49,085,677 |
| | Actuals | Actuals | Actuals | Budget | Budget |
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| EXPENDITURES | | | | | |
| <u>1000 Certificated Salaries</u> | | | | | |
| 1100 Teachers | 19,533,077 | 18,865,451 | 19,315,885 | 18,927,455 | 19,750,797 |
| 1200 Principals/Assistant Principals | 884,396 | 868,012 | 951,247 | 1,004,837 | 1,026,624 |
| 1300 Supervisors | 2,640,217 | 2,716,267 | 2,664,950 | 2,535,397 | 2,562,420 |
| 1900 Other Certificated Salaries | 119,588 | 2,738 | 6,500 | 3,500 | 3,500 |
| Subtotal | <u>23,177,278</u> | <u>22,452,468</u> | <u>22,938,582</u> | <u>22,471,190</u> | <u>23,343,341</u> |
| <u>2000 Classified Salaries</u> | | | | | |
| 2100 Instructional Aides | 2,948,918 | 2,947,595 | 2,995,262 | 2,880,037 | 2,756,449 |
| 2200 Classified Support | 2,889,183 | 2,803,287 | 2,832,463 | 2,818,163 | 2,782,705 |
| 2300 Classified Supervisors' and Administrators | 843,855 | 812,352 | 834,363 | 736,608 | 671,091 |
| 2400 Clerical, Technical and Office | 2,302,730 | 2,201,468 | 2,097,101 | 2,061,078 | 2,063,738 |
| 2900 Other Classified Salaries | 335,938 | 361,062 | 340,569 | 353,849 | 339,630 |
| Subtotal | <u>9,320,624</u> | <u>9,125,764</u> | <u>9,099,758</u> | <u>8,849,734</u> | <u>8,613,613</u> |

| | | | | | |
|--|------------|------------|------------|------------|------------|
| <u>3000 Employee Benefits</u> | | | | | |
| 3100 State Teachers' Retirement System (STRS) | 1,884,074 | 1,841,403 | 1,896,870 | 1,848,541 | 1,940,050 |
| 3200 Public Employees' Retirement System (PERS) | 809,706 | 839,193 | 880,950 | 907,026 | 915,053 |
| 3300 OASDI/Medicare | 940,937 | 921,550 | 937,994 | 916,582 | 906,559 |
| 3400 Health & Welfare | 3,117,468 | 3,055,729 | 3,067,860 | 3,182,501 | 3,204,611 |
| 3500 State Unemployment Insurance | 98,648 | 229,008 | 498,695 | 322,854 | 16,987 |
| 3600 Workers' Compensation Insurance | 611,293 | 593,683 | 641,152 | 645,699 | 655,408 |
| 3700 Retiree Benefits | 711,682 | 661,410 | 564,901 | 465,151 | 472,103 |
| 3800 PERS Reduction | 194,671 | 111,529 | 95,628 | 62,568 | 59,229 |
| 3900 Other Fringe Benefits | 125,437 | 12,718 | 97,109 | 41,118 | 77,308 |
| Subtotal | 8,493,916 | 8,266,223 | 8,681,159 | 8,392,041 | 8,247,308 |
| <u>4000 Books & Supplies</u> | | | | | |
| 4100 Textbooks | 221,524 | 226,609 | 301,972 | 309,980 | 187,708 |
| 4200 Other Books | 29,921 | 1,011 | 6,115 | 1,181 | 550 |
| 4300 Instructional Material & Supplies | 937,648 | 817,787 | 779,976 | 851,453 | 776,044 |
| 4400 Noncapitalization Equipment | 410,553 | 340,488 | 327,545 | 167,321 | 52,423 |
| Subtotal | 1,599,646 | 1,385,895 | 1,415,608 | 1,329,934 | 1,016,725 |
| <u>5000 Services & Other Operating Expenses</u> | | | | | |
| 5100 Instructional Consultants/Lecturers | | | | 414,628 | 400,000 |
| 5200 Travel/Conference | 46,259 | 57,180 | 88,409 | 65,000 | 65,622 |
| 5300 Dues/Memberships | 36,913 | 18,940 | 26,765 | 19,035 | 19,108 |
| 5400 Insurance | 239,511 | 231,331 | 240,136 | 234,630 | 254,578 |
| 5500 Utilities/Housekeeping | 805,945 | 880,219 | 943,681 | 857,362 | 802,012 |
| 5600 Rentals/Leases/Repairs | 580,952 | 581,396 | 553,486 | 487,072 | 524,862 |
| 5750 Direct Costs for Interfund Services | (11,860) | (10,794) | (8,560) | (9,641) | (11,852) |
| 5800 Other Services & Operating Expenses | 1,174,044 | 1,253,540 | 1,514,511 | 1,123,650 | 1,192,766 |
| 5900 Communications | 163,637 | 162,978 | 152,392 | 207,356 | 141,688 |
| Subtotal | 3,035,401 | 3,174,790 | 3,510,820 | 3,399,092 | 3,388,784 |
| <u>6000 Capital Outlay</u> | | | | | |
| 6100 Sites & Improvements of Sites | 30,549 | 21,291 | 43,426 | 34,064 | 28,031 |
| 6200 Buildings & Improvements of Buildings | 16,210 | 8,454 | 25,955 | 82,624 | 32,280 |
| 6400 Equipment | 27,343 | 28,697 | 52,814 | 55,465 | 6,465 |
| 6500 Replacement of Equipment | | | | | |
| Subtotal | 74,102 | 58,442 | 122,195 | 172,154 | 66,776 |
| SUBTOTAL: Expenditures | 45,700,967 | 44,463,582 | 45,768,122 | 44,614,145 | 44,676,547 |
| <u>7000 Other Outgo</u> | | | | | |
| 7100 Tuition | | | | | |
| 7141 Tuition, Excess Costs & or Deficit Payments | 550,708 | 448,536 | 313,410 | 238,910 | 267,480 |
| 7142 Payments to County Office | 8,091 | 26,133 | 61,410 | 8,091 | 8,091 |
| 7350 Interfund Transfers of Support Costs | (101,946) | (93,607) | (102,868) | (107,063) | (112,843) |
| 7439 Other Debt Service | 8,681 | 27,802 | 52,830 | 30,956 | 30,956 |
| 7612 To: Special Reserve Other Fund | | | | | |
| 7615 Interfund Transfer to Deferred Maintenance | 0 | 0 | 0 | 0 | 0 |
| 7619 Other Authorized Interfund Transfers out | | | | | |
| Subtotal | 465,534 | 408,864 | 324,781 | 170,894 | 193,684 |
| TOTAL EXPENDITURES AND OTHER OUTGO | 46,166,501 | 44,872,446 | 46,092,904 | 44,785,039 | 44,870,231 |
| ENDING BALANCE | 3,653,509 | 4,111,588 | 4,897,672 | 4,155,041 | 4,215,446 |

**FOUNTAIN VALLEY SCHOOL DISTRICT
2012-13 UNAUDITED ACTUALS
SUMMARY OF FUNDS**

| | GENERAL Form 01 | CHILD DEVELOPMENT Form 12 | CAFETERIA Form 13 | DEFERRED MAINTENANCE Form 14 | SPECIAL RESERVE OTHER Form 17 | CAPITAL FACILITIES Form 25 | County School Facilities Form 35 | SPECIAL RESERVE Form 40 | Workers' Comp Form 6768 | Health/Welfare Form 6769 | TOTAL |
|--------------------------------|--------------------|---------------------------------|----------------------|------------------------------------|-------------------------------------|----------------------------------|--|-------------------------------|-------------------------------|-----------------------------|------------|
| Beginning Balance | 4,897,671 | 807,163 | 413,742 | 27 | 0 | 541,142 | 82 | 23,688,913 | 137,319 | 487,344 | 30,973,403 |
| Revenue/Transfers In | 44,042,409 | 2,172,635 | 1,089,597 | 0 | 0 | 439,403 | 0 | 12,405,222 | 703,511 | 4,618,440 | 65,471,215 |
| Expenditures/ Transfers Out | 44,785,039 | 2,138,832 | 1,041,457 | 0 | 0 | 43,568 | 0 | 1,359,985 | 777,686 | 4,472,029 | 54,618,596 |
| Ending Balance | 4,155,041 | 840,966 | 461,881 | 27 | 0 | 936,976 | 82 | 34,734,150 | 63,143 | 633,755 | 41,826,022 |

FOUNTAIN VALLEY SCHOOL DISTRICT
BUSINESS SERVICES DIVISION
DFS/13/14 - 37
M E M O R A N D U M

TO: Stephen McMahon, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
SUBJECT: **RESOLUTION 2014-13 — GANN AMENDMENT APPROPRIATIONS
LIMITATION**
DATE: August 16, 2013

BACKGROUND:

According to Education Code Sections 1629 and 42132, each year governing boards shall adopt a resolution identifying their estimated appropriations limits for the current year and their actual appropriations limit for the prior year. The appropriations limit is the dollar amount that a District can expend in one fiscal year. The District did not exceed its appropriation limit of \$29,302,659 for 2012-13. The estimated appropriation limit for 2013-14 is \$30,802,955. The calculation of the appropriation limit is available for public review in the Business Services Office.

RECOMMENDATION:

It is recommended that the Governing Board adopt **RESOLUTION 2014-13**, identifying the 2012-13 actual appropriation limit and the 2013-14 estimated appropriation limit.

Fountain Valley School District

**RESOLUTION 2014-13
GANN AMENDMENT
APPROPRIATIONS LIMIT**

WHEREAS, Article XIII B of California Constitution provides certain limitations and controls on the total annual appropriations of any school district; and

WHEREAS, Division 9, (commencing with Section 7900) of Title 1 of the Government Code, provides for the implementation of Article XIII B; and

WHEREAS, Government Code Section 7900 provides that the governing body of each school district shall annually adopt a resolution to identify the estimated appropriations limit for the district for the current fiscal year and the actual appropriations limit for the district for the preceding fiscal year.

NOW, THEREFORE, the Board of Trustees of the FOUNTAIN VALLEY SCHOOL DISTRICT hereby resolves and declares as follows:

The actual appropriations limit for 2012-13 was \$29,302,659, and the appropriations in the 2012-13 budget did not exceed the limitation imposed by Article XIII B of the California Constitution.

The appropriations limit for 2013-14 is estimated to be \$30,802,955, and the appropriations in the 2013-14 budget do not exceed the limitations imposed by Article XIII B of the California Constitution.

BE IT FURTHER RESOLVED, that the documentation used in determining the appropriations limit shall be available to the public at 10055 Slater Avenue, Fountain Valley, California.

ADOPTED ON THIS 15th DAY OF AUGUST 2013.

SIGNED _____

Judith Edwards
Clerk, Board of Trustees

Fountain Valley, California
County of Orange, State of California

| | 2012-13 Calculations | | | 2013-14 Calculations | | |
|---|-------------------------------|--------------|---------------------|-------------------------------|--------------|---------------------|
| | Extracted Data | Adjustments* | Entered Data/Totals | Extracted Data | Adjustments* | Entered Data/Totals |
| A. PRIOR YEAR DATA (2011-12 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE) | 2011-12 Actual | | | 2012-13 Actual | | |
| 1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column) | 28,314,532.25 | | 28,314,532.25 | | | 29,302,658.74 |
| 2. PRIOR YEAR GANN ADA (Preload/Line B9, PY column) | 6,187.26 | | 6,187.26 | | | 6,170.42 |
| ADJUSTMENTS TO PRIOR YEAR LIMIT | Adjustments to 2011-12 | | | Adjustments to 2012-13 | | |
| 3. District Lapses, Reorganizations and Other Transfers | | | | | | |
| 4. Temporary Voter Approved Increases | | | | | | |
| 5. Less: Lapses of Voter Approved Increases | | | | | | |
| 6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5) | | 0.00 | | | | 0.00 |
| 7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above) | | | | | | |
| B. CURRENT YEAR GANN ADA (2012-13 data should tie to Principal Apportionment Attendance Software reports) | 2012-13 P2 Report | | | 2013-14 P2 Estimate | | |
| 1. Total K-12 ADA (Form A, Lines 10, 28, & 29) | 6,170.42 | | 6,170.42 | 6,170.42 | | 6,170.42 |
| 2. ROC/P ADA** | | | | | | |
| 3. Total Charter Schools ADA (Form A, Line 26) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 4. Total Supplemental Instructional Hours** | | | | | | |
| 5. Divide Line B4 by 700 (Round to 2 decimal places) | | | 6,170.42 | | | 6,170.42 |
| 6. TOTAL P2 ADA (Lines B1 through B3 plus B5) | | | | | | |
| OTHER ADA (From Principal Apportionment Attendance Software) | | | | | | |
| 7. Apprentice Hours - High School | | | | | | |
| 8. Divide Line B7 by 525 (Round to 2 decimal places) | | | 0.00 | | | 0.00 |
| 9. TOTAL CURRENT YEAR GANN ADA (Sum Lines B6 plus B8) | | | 6,170.42 | | | 6,170.42 |
| C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED | 2012-13 Actual | | | 2013-14 Budget | | |
| TAXES AND SUBVENTIONS (Funds 01, 09, and 62) | | | | | | |
| 1. Homeowners' Exemption (Object 8021) | 153,942.82 | | 153,942.82 | 153,943.00 | | 153,943.00 |
| 2. Timber Yield Tax (Object 8022) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 3. Other Subventions/In-Lieu Taxes (Object 8029) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 4. Secured Roll Taxes (Object 8041) | 18,089,102.68 | | 18,089,102.68 | 18,279,630.00 | | 18,279,630.00 |
| 5. Unsecured Roll Taxes (Object 8042) | 673,027.52 | | 673,027.52 | 692,231.00 | | 692,231.00 |
| 6. Prior Years' Taxes (Object 8043) | 443,825.92 | | 443,825.92 | 445,924.00 | | 445,924.00 |
| 7. Supplemental Taxes (Object 8044) | 320,233.22 | | 320,233.22 | 263,008.00 | | 263,008.00 |
| 8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045) | (172,368.35) | | (172,368.35) | (237,979.00) | | (237,979.00) |
| 9. Penalties and Int. from Delinquent Taxes (Object 8048) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 10. Other In-Lieu Taxes (Object 8082) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 11. Comm. Redevelopment Funds (Obj. 8047 & 8625) | 5,409,494.92 | | 5,409,494.92 | 445,847.00 | | 445,847.00 |
| 12. Parcel Taxes (Object 8621) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 14. Penalties and Int. from Delinquent Non-Revenue Limit Taxes (Object 8629) (Only those for the above taxes) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15) | 24,917,258.73 | 0.00 | 24,917,258.73 | 20,042,604.00 | 0.00 | 20,042,604.00 |
| OTHER LOCAL REVENUES (Funds 01, 09, and 62) | | | | | | |
| 17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17) | 24,917,258.73 | 0.00 | 24,917,258.73 | 20,042,604.00 | 0.00 | 20,042,604.00 |

| | 2012-13 Calculations | | | 2013-14 Calculations | | |
|--|----------------------|----------------|---------------------|----------------------|--------------|---------------------|
| | Extracted Data | Adjustments* | Entered Data/Totals | Extracted Data | Adjustments* | Entered Data/Totals |
| EXCLUDED APPROPRIATIONS | | | | | | |
| 19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts) | | | 457,958.29 | | | 477,997.00 |
| OTHER EXCLUSIONS | | | | | | |
| 20. Americans with Disabilities Act | | | | | | |
| 21. Unreimbursed Court Mandated Desegregation Costs | | | | | | |
| 22. Other Unfunded Court-ordered or Federal Mandates | | | | | | |
| 23. TOTAL EXCLUSIONS (Lines C19 through C22) | | | 457,958.29 | | | 477,997.00 |
| STATE AID RECEIVED (Funds 01, 09, and 62) | | | | | | |
| 24. Revenue Limit State Aid - CY (objects 8011 and 8012) | 5,879,713.60 | | 5,879,713.60 | 11,042,403.00 | | 11,042,403.00 |
| 25. Revenue Limit State Aid - Prior Years (Object 8019) | 788.00 | | 788.00 | 0.00 | | 0.00 |
| 26. Supplemental Instruction - CY (Res. 0000, Object 8590)** | | 0.00 | 0.00 | | 112,751.00 | 112,751.00 |
| 27. Supplemental Instruction - PY (Res. 0000, Object 8590)** | | 130,746,383.00 | 130,746,383.00 | | 0.00 | 0.00 |
| 28. Comm Day Sch Addl Funding - CY (Res. 2430, Obj. 8311 and Res. 0000, Obj. 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 29. Comm Day Sch Addl Funding - PY (Res. 2430, Obj. 8319 and Res. 0000, Obj. 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 30. ROC/P Apportionment - CY (Res. 0000, Object 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 31. ROC/P Apportionment - PY (Res. 0000, Object 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 32. Charter Schs. Gen. Purpose Entitlement (Object 8015) | 0.00 | | 0.00 | 0.00 | | 0.00 |
| 33. Charter Schs. Categorical Block Grant (Object 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 34. Class Size Reduction, Grades K-3 (Object 8434) | 1,255,212.00 | | 1,255,212.00 | 1,250,928.00 | | 1,250,928.00 |
| 35. Class Size Reduction, Grade 9 (Object 8590)** | | 0.00 | 0.00 | | 0.00 | 0.00 |
| 36. SUBTOTAL STATE AID RECEIVED (Lines C24 through C35) | 7,135,713.60 | 130,746,383.00 | 137,882,096.60 | 12,293,331.00 | 112,751.00 | 12,406,082.00 |
| ADD BACK TRANSFERS TO COUNTY | | | | | | |
| 37. County Office Funds Transfer (Form RL, Line 32) | 98,114.73 | | 98,114.73 | 99,665.00 | | 99,665.00 |
| 38. TOTAL STATE AID (Lines C36 plus C37) | 7,233,828.33 | 130,746,383.00 | 137,980,211.33 | 12,392,996.00 | 112,751.00 | 12,505,747.00 |
| DATA FOR INTEREST CALCULATION | | | | | | |
| 39. Total Revenues (Funds 01, 09 & 62; objects 8000-8799) | 43,042,408.50 | | 43,042,408.50 | 42,554,031.00 | | 42,554,031.00 |
| 40. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662) | 31,314.43 | | 31,314.43 | 23,627.00 | | 23,627.00 |
| APPROPRIATIONS LIMIT CALCULATIONS | | | | | | |
| D. PRELIMINARY APPROPRIATIONS LIMIT | | | | | | |
| 1. Revised Prior Year Program Limit (Lines A1 plus A6) | | | 28,314,532.25 | | | 29,302,658.74 |
| 2. Inflation Adjustment | | | 1.0377 | | | 1.0512 |
| 3. Program Population Adjustment (Lines B9 divided by [A2 plus A7]) (Round to four decimal places) | | | 0.9973 | | | 1.0000 |
| 4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3) | | | 29,302,658.74 | | | 30,802,954.87 |
| APPROPRIATIONS SUBJECT TO THE LIMIT | | | | | | |
| 5. Local Revenues Excluding Interest (Line C18) | | | 24,917,258.73 | | | 20,042,604.00 |
| 6. Preliminary State Aid Calculation | | | | | | |
| a. Minimum State Aid in Local Limit (Greater of \$120 times Line B9 or \$2,400; but not greater than Line C38 or less than zero) | | | 740,450.40 | | | 740,450.40 |
| b. Maximum State Aid in Local Limit (Lesser of Line C38 or Lines D4 minus D5 plus C23; but not less than zero) | | | 4,843,358.30 | | | 11,238,347.87 |
| c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b) | | | 4,843,358.30 | | | 11,238,347.87 |
| 7. Local Revenues in Proceeds of Taxes | | | | | | |
| a. Interest Counting in Local Limit (Line C40 divided by [Lines C39 minus C40] times [Lines D5 plus D6c]) | | | 21,667.36 | | | 17,377.57 |
| b. Total Local Proceeds of Taxes (Lines D5 plus D7a) | | | 24,938,926.09 | | | 20,059,981.57 |
| 8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C38 or less than zero) | | | 4,821,690.94 | | | 11,220,970.30 |
| 9. Total Appropriations Subject to the Limit | | | | | | |
| a. Local Revenues (Line D7b) | | | 24,938,926.09 | | | |
| b. State Subventions (Line D8) | | | 4,821,690.94 | | | |
| c. Less: Excluded Appropriations (Line C23) | | | 457,958.29 | | | |
| d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c) | | | 29,302,658.74 | | | |

**Fountain Valley School District
BUSINESS SERVICES DIVISION
DFS/ 13-14 - 39**

M E M O R A N D U M

TO: Stephen McMahon, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
DATE: August 29, 2013
SUBJECT: APPROVAL OF ANNUAL COPIER MAINTENANCE CONTRACT

BACKGROUND

Annually the District enters into a service contract with a vendor for the maintenance of District copier machines, fax machines and risograph machines. The service contracts are for a one year period ending each June and covers machines at all District locations.

RECOMMENDATION

It is recommended that the Board of Trustees approve the attached service contracts and authorize the Superintendent or his designee to sign all documents.

cl



Metro Business Solutions, Inc.

"Empowering Organizations Since 1988"

575 Anton Blvd ste.300, Costa Mesa, CA 92626
(714) 549 -1121 (800) 862-2679

NO. 9821MA

Maintenance Agreement

Salesperson: Jerry Ellis

Order Date:7/1/2013

| Customer | | | Equipment Location | | | |
|---|------------|------------------|--------------------|-----------------|-------------|--|
| Company: Fountain Valley School District | | | Company: Same | | | |
| Address: 10055 Slater Ave | | | Address: | | | |
| City: Fountain Valle State: CA Zip: 92708 | | | City: State: Zip: | | | |
| Phor 714.843.3200 | | | Phone: | | | |
| Make/Model | Serial # | Monthly Coverage | Start Meter | Annual Coverage | Price | |
| 1 Copystar CS-5500i (Courreges) | NHJ2600833 | 50,000 | | 600,000 | \$3,900.00 | |
| 2 Copystar CS-5500i (Courreges) | NHJ2400678 | 50,000 | | 600,000 | \$3,900.00 | |
| 3 Copystar CS-5500i (COX) | NHJ2500792 | 50,000 | | 600,000 | \$3,900.00 | |
| 4 Copystar CS-5500i (COX) | NHJ2600807 | 50,000 | | 600,000 | \$3,900.00 | |
| 5 Copystar CS-5500i (ESP) | NHJ2400678 | 50,000 | | 600,000 | \$3,900.00 | |
| 6 Copystar CS-5500i (Fulton) | NHJ2600829 | 50,000 | | 600,000 | \$3,900.00 | |
| 7 Copystar CS-5500i (Fulton) | NHJ2400707 | 50,000 | | 600,000 | \$3,900.00 | |
| 8 Copystar CS-5500i (Gisler) | NHJ2400674 | 50,000 | | 600,000 | \$3,900.00 | |
| 9 Copystar CS-5500i (Masuda) | NHJ2500793 | 50,000 | | 600,000 | \$3,900.00 | |
| 10 Copystar CS-5500i (Masuda) | NHJ2400739 | 50,000 | | 600,000 | \$3,900.00 | |
| 11 Copystar CS-5500i (Newland) | NHJ2400698 | 50,000 | | 600,000 | \$3,900.00 | |
| 12 Copystar CS-5500i (Oka) | NHJ2400743 | 50,000 | | 600,000 | \$3,900.00 | |
| 13 Copystar CS-5500i (Oka) | NHJ2400688 | 50,000 | | 600,000 | \$3,900.00 | |
| 14 Copystar CS-5500i (Plavan) | NHJ2400767 | 50,000 | | 600,000 | \$3,900.00 | |
| 15 Copystar CS-5500i (Talbert) | NHJ2500799 | 50,000 | | 600,000 | \$3,900.00 | |
| 16 Copystar CS-5500i (Talbert) | NHJ2600727 | 50,000 | | 600,000 | \$3,900.00 | |
| 17 Copystar CS-5500i (Tamura) | NHJ2600834 | 50,000 | | 600,000 | \$3,900.00 | |
| 18 Copystar CS-5550i (Color unit) | NHJ2600834 | 50,000 | | 600,000 | \$4,140.00 | |
| Subtotal | | | | | \$70,440.00 | |
| Tax | | | | | \$0.00 | |
| Total | | | | | \$70,440.00 | |

NOTES: * CS-5500i - Any impressions over 50,000 copies per month will be billed at .0075 plus tax.
* CS- 5550ci Any impressions over 15,000 copies per month will be billed at .035 plus tax.

Payment terms : See invoice 9814MA

COVERAGE PLAN

PLATINUM Covers all labor, parts, drum, P.M kits , toner & developer (excludes paper & staples)

SERVICE PLAN

During the agreement period and subject to the terms and conditions of this agreement Metro Business Solution, Inc. will require an initial service call to inspect the equipment to be covered by this agreement. This agreement will cover equipment found to be in good working condition at time of inception of this agreement. Any unit (s) found not to be in good working condition will require the unit be repaired before inception of this agreement or items needing repair will be exempt from coverage under this agreement.

PERIOD OF MAINTENANCE: 7/1/2013 TO 7/1/2014

This agreement shall continue for a period of one (1) year commencing on the above date and expiring on date above or the stated meter coverage whichever comes first. Thereafter, it shall automatically be renewed thereafter, subject to then current Prices, Terms, and Conditions, unless notified by either party of termination. Metro Business Solution, Inc. will respond to a service request during normal working hours (weekdays 9:00 AM to 5:00 PM) for the unit (s) listed in this agreement If customer requests service outside of this period, customer agrees to pay an additional fee based on Metro Business Solutions, Inc current rates.

By your signature below, you agree to purchase the maintenace services specified above. You acknowledge receipt of a copy of this agreement to the terms aand conditions on page 2 hereof and any addendum(s) hereto , are incorporated and made a part of this agreement.

Customer's Authorized Signature Scott R Martin

Printed Named SCOTT R. MARTIN Title Dir Fiscal Date 8/20/13

MBS Authorized Signature Jerry A. Ellis

SIGNATURE WITHOUT PAYMENT DOES NOT CONSTITUTE AN AGREEMENT



Metro Business Solutions, Inc.

"Empowering Organizations Since 1988"

575 Anton Blvd ste.300, Costa Mesa, CA 92626
(714) 549-1121 (800) 862-2679

NO. 9822MA

Maintenance Agreement

Salesperson: Jerry Ellis

Order Date: 7/1/2013

| Customer | | | | Equipment Location | | | |
|--|-------------|-----------|-------------|--------------------|------------|--------|------|
| Company: Fountain Valley School District | | | | Company: Same | | | |
| Address: 10055 Slater Ave | | | | Address: | | | |
| City: Fountain Valle | | State: CA | Zip: 92708 | City: | | State: | Zip: |
| Phor 714.843.3200 | | | | Phone: | | | |
| Make/Model | Serial # | Coverage | Start Meter | Annual Coverage | Price | | |
| 1 (Courreges) Canon MF-4350 | RKW74074 | Silver | | | \$159.00 | | |
| 2 (Courreges) Canon MF-4150 | RVM88115 | Silver | | | \$159.00 | | |
| 3 (COX) Canon MF-4350 | KW70739 | Silver | | | \$159.00 | | |
| 4 OPERATION Canon MF-4350 | RKW23623 | Silver | | | \$159.00 | | |
| 5 DO Canon MF-4450 | RGJ13932 | Silver | | | \$159.00 | | |
| 6 DO (Dodi) Canon MF-4450 | RCGJ2199 | Silver | | | \$159.00 | | |
| 7 Newland Canon MF-4350 | RAJ97193 | Silver | | | \$159.00 | | |
| 8 Oka Canon MF-4450 | RCG33725 | Silver | | | \$159.00 | | |
| 9 Oka Canon MF-4350 | KW88040 | Silver | | | \$159.00 | | |
| 10 Talbert Canon MF-4350 | KW39441 | Silver | | | \$159.00 | | |
| 11 Talbert Canon MF-4350 | RCG12026 | Silver | | | \$159.00 | | |
| 12 DO Samsung Fax F-560 | JAE304589 | Silver | | | \$159.00 | | |
| 13 Operations Copystar CS-4530 | OO9191 | Silver | | | \$500.00 | | |
| 14 Copystar CS-1810 | AJH30111515 | Gold | | | \$1,095.00 | | |
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Subtotal \$3,503.00

Tax \$271.48

Total \$3,774.48

COVERAGE PLANS

- PLATINUM Covers all labor, parts, drum, P.M kits , toner & developer (excludes paper & staples)
- GOLD Covers all labor & parts including drum (excludes P.M. kits and consumables)
- SILVER Covers all labor & general parts (excludes drum, P.M. kits and consumables)
- BRONZE Covers labor only, excludes all parts & consumables & restricted to service calls per year.

Payment terms : See invoice 9814MA

SERVICE PLAN

During the agreement period and subject to the terms and conditions of this agreement Metro Business Solution, Inc. will require an initial service call to inspect the equipment to be covered by this agreement. This agreement will cover equipment found to be in good working condition at time of inception of this agreement. Any unit (s) found not to be in good working condition will require the unit be repaired before inception of this agreement or items needing repair will be exempt from coverage under this agreement.

PERIOD OF MAINTENANCE: 7/1/2013 TO 7/1/2014

This agreement shall continue for a period of one (1) year commencing on the above date and expiring on date above or the stated meter coverage whichever comes first. ~~Thereafter, it shall automatically be renewed thereafter, subject to then current Prices, Terms, and Conditions, unless notified by either party of termination.~~ Metro Business Solution, Inc. will respond to a service request during normal working hours (weekdays 9:00 AM to 5:00 PM) for the unit (s) listed in this agreement If customer requests service outside of this period, customer agrees to pay an additional fee based on Metro Business Solutions,

By your signature below, you agree to purchase the maintenace services specified above. You acknowledge receipt of a copy of this agreement to the terms aand conditions on page 2 hereof and any addendum(s) hereto , are incorporated and made a part of this agreement.

Customer's Authorized Signature

Printed Named

Title Dist Fiscal

Date

MBS Authorized Signature

SIGNATURE WITHOUT PAYMENT DOES NOT CONSTITUTE AN AGREEMENT



Metro Business Solutions, Inc.

"Empowering Organizations Since 1988"

575 Anton Blvd ste.300, Costa Mesa, CA 92626
(714) 549 -1121 (800) 862-2679

NO. 9823MA

Maintenance Agreement

Salesperson: Jerry Ellis

Order Date:7/1/2013

| Customer | | | | Equipment Location | | |
|--|------------|------------------|-------------|--------------------|------------|------|
| Company: Fountain Valley School District | | | | Company: Same | | |
| Address: 10055 Slater Ave | | | | Address: | | |
| City: Fountain Valle | | State: CA | Zip: 92708 | City: | State: | Zip: |
| Phoi 714.843.3200 | | | | Phone: | | |
| Make/Model | Serial # | Monthly Coverage | Start Meter | Annual Coverage | Price | |
| 1 Copystar CS-8030 | AJH3011515 | 40,000 | | 480,000 | \$5,280.00 | |
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NOTES: * CS-8083 Any copies over 50,000 a month per unit will be billed at .015.

| | |
|--------------|-------------------|
| Subtotal | \$5,280.00 |
| Tax | \$0.00 |
| Total | \$5,280.00 |

Payment terms : See invoice 9814MA

COVERAGE PLANS

GOLD Covers all labor & parts including drum (excludes P.M. kits and consumables)

SERVICE PLAN

During the agreement period and subject to the terms and conditions of this agreement Metro Business Solution, Inc. will require an initial service call to inspect the equipment to be covered by this agreement. This agreement will cover equipment found to be in good working condition at time of inception of this agreement. Any unit (s) found not to be in good working condition will require the unit be repaired before inception of this agreement or items needing repair will be exempt from coverage under this agreement.

PERIOD OF MAINTENANCE: 7/1/2013 TO 7/1/2014

This agreement shall continue for a period of one (1) year commencing on the above date and expiring on date above or the stated meter coverage whichever comes first. ~~Thereafter, it shall automatically be renewed thereafter, subject to then current Prices, Terms, and Conditions, unless notified by either party of termination.~~ Metro Business Solution, Inc. will respond to a service request during normal working hours (weekdays 9:00 AM to 5:00 PM) for the unit (s) listed in this agreement If customer requests service outside of this period, customer agrees to pay an additional fee based on Metro Business Solutions, Inc current rates.

By your signature below, you agree to purchase the maintenancance services specified above. You acknowledge receipt of a copy of this agreement to the terms aand conditions on page 2 hereof and any addendum(s) hereto, are incorporated and made a part of this agreement.

Customer's Authorized Signature *Scott R Martin*
 Printed Named Scott R Martin Title Dir Fiscal Date 8-20-13
 MBS Authorized Signature *Jerry A Ellis*

SIGNATURE WITHOUT PAYMENT DOES NOT CONSTITUTE AN AGREEMENT



Metro Business Solutions, Inc.

"Empowering Organizations Since 1988"

575 Anton Blvd ste.300, Costa Mesa, CA 92626
(714) 549-1121 (800) 862-2679

NO. 9824MA

Maintenance Agreement

Salesperson: Jerry Ellis

Order Date: 7/1/2013

| Customer | | | | Equipment Location | | |
|--|--|-----------|------------|--------------------|--------|------|
| Company: Fountain Valley School District | | | | Company: Same | | |
| Address: 10055 Slater Ave | | | | Address: | | |
| City: Fountain Valle | | State: CA | Zip: 92708 | City: | State: | Zip: |
| Phoi 714.843.3200 | | | | Phone: | | |

| | Make/Model | Serial # | Coverage | Start Meter | Annual Coverage | Price |
|----|-----------------------|-----------|----------|-------------|-----------------|----------|
| 1 | (Courreges) RZ 220 UI | 81908968 | 40,000 | | 480,000 | \$344.17 |
| 2 | (Courreges) RZ 220 UI | 81909316 | 40,000 | | 480,000 | \$344.17 |
| 3 | (COX) RZ 220 UI | 82548019 | 40,000 | | 480,000 | \$344.17 |
| 4 | (COX) RZ 220 UI | 81909712 | 40,000 | | 480,000 | \$344.17 |
| 5 | (COX) RZ 220 UI | 81909707 | 40,000 | | 480,000 | \$344.17 |
| 6 | (COX) RZ 220 UI | 81909712 | 40,000 | | 480,000 | \$344.17 |
| 7 | (COX) RZ 220 UI | 81909708 | 40,000 | | 480,000 | \$344.17 |
| 8 | FVSD PUBS RZ 220 UI | 81907671 | 40,000 | | 480,000 | \$344.17 |
| 9 | (Gisler) RZ 220 UI | 82544157 | 40,000 | | 480,000 | \$344.17 |
| 10 | (Gisler) RZ 220 UI | 82544158 | 40,000 | | 480,000 | \$344.17 |
| 11 | (Gisler) RZ 220 UI | 82544154 | 40,000 | | 480,000 | \$344.17 |
| 12 | (Gisler) RZ 220 UI | 81904030 | 40,000 | | 480,000 | \$344.17 |
| 13 | (Masuda) RZ 220 UI | 82541688 | 40,000 | | 480,000 | \$344.17 |
| 14 | (Masuda) RZ 220 UI | 79400124 | 40,000 | | 480,000 | \$344.17 |
| 15 | (Newland) RZ 220 UI | 82544491 | 40,000 | | 480,000 | \$344.17 |
| 16 | (Newland) RZ 220 UI | 81904129 | 40,000 | | 480,000 | \$344.17 |
| 17 | (Oka) RZ 220 UI | 82544910 | 40,000 | | 480,000 | \$344.17 |
| 18 | (Oka) RZ 220 UI | 82549178 | 40,000 | | 480,000 | \$344.17 |
| 19 | (Plavan) RZ 220 UI | 81909701 | 40,000 | | 480,000 | \$344.17 |
| 20 | (Plavan) RZ 220 UI | 81909700 | 40,000 | | 480,000 | \$344.17 |
| 21 | (Talbert) RP3105 | 97950996 | 40,000 | | 480,000 | \$344.17 |
| 22 | (Talbert) RP3105 | 97950438 | 40,000 | | 480,000 | \$344.17 |
| 23 | (Tamura) E2220UI | 79704613 | 40,000 | | 480,000 | \$344.17 |
| 24 | (Tamura) E2220UI | 79704603 | 40,000 | | 480,000 | \$344.17 |
| 25 | (Tamura) E2220UI | 79704611 | 40,000 | | 480,000 | \$344.17 |
| 26 | (Tamura) E2220UI | 797046615 | 40,000 | | 480,000 | \$344.17 |
| 27 | (Tamura) RZ 220 UI | 794400124 | 40,000 | | 480,000 | \$344.17 |

| | |
|--------------|-------------------|
| Subtotal | \$9,292.59 |
| Tax | \$0.00 |
| Total | \$9,292.59 |

NOTES: Covers all labor & general parts, excludes thermo heads, masters, PM kits and consumables

Payment terms : See invoice 9814MA

SERVICE PLAN

During the agreement period and subject to the terms and conditions of this agreement Metro Business Solution, Inc. will require an initial service call to inspect the equipment to be covered by this agreement. This agreement will cover equipment found to be in good working condition at time of inception of this agreement. Any unit (s) found not to be in good working condition will require the unit be repaired before inception of this agreement or items needing repair will be exempt from coverage under this agreement.

PERIOD OF MAINTENANCE: 7/1/2013 TO 7/1/2014

This agreement shall continue for a period of one (1) year commencing on the above date and expiring on date above or the stated meter coverage whichever comes first. ~~Thereafter, it shall automatically be renewed thereafter, subject to then current Prices, Terms, and Conditions, unless notified by either party of termination.~~ Metro Business Solution, Inc. will respond to a service request during normal working hours (weekdays 9:00 AM to 5:00 PM) for the unit (s) listed in this agreement. If customer requests service outside of this period, customer agrees to pay an additional fee based on Metro Business Solution, Inc. current rates.

By your signature below, you agree to purchase the maintenance services specified above. You acknowledge receipt of a copy of this agreement to the terms and conditions on page 2 hereof and any addendum(s) hereto, are incorporated and made a part of this agreement.

Customer's Authorized Signature

Scott A Martin

Printed Name

Scott A Martin

Title Dir Fiscal

Date 8-2-13

MBS Authorized Signature

Jerry A Ellis

SIGNATURE WITHOUT PAYMENT DOES NOT CONSTITUTE AN AGREEMENT



Metro Business Solutions, Inc.

"Empowering Organizations Since 1988"

575 Anton Blvd ste.300, Costa Mesa, CA 92626
(714) 549-1121 (800) 862-2679

NO. 9825MA

Maintenance Agreement

Salesperson: Jerry Ellis

Order Date: 7/1/2013

| Customer | | | | Equipment Location | | |
|--|------------|------------------|-------------|--------------------|------------|------|
| Company: Fountain Valley School District | | | | Company: Same | | |
| Address: 10055 Slater Ave | | | | Address: | | |
| City: Fountain Valle | | State: CA | Zip: 92708 | City: | State: | Zip: |
| Phoi 714.843.3200 | | | | Phone: | | |
| Make/Model | Serial # | Monthly Coverage | Start Meter | Annual Coverage | Price | |
| 1 Copystar CS-820 | QJU9800197 | 50,000 | | 600,000 | \$3,600.00 | |
| 2 Copystar CS-820 | QJU9800210 | 50,000 | | 600,000 | \$3,600.00 | |
| 3 Copystar CS-820 | QJU9800207 | 50,000 | | 600,000 | \$3,600.00 | |
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| | |
|--------------|--------------------|
| Subtotal | \$10,800.00 |
| Tax | \$0.00 |
| Total | \$10,800.00 |

NOTES: * CS-820 - Payment terms- agreement will be billed monthly at \$969.75 per month, any copies over 50,000 a month per unit will be billed at .015.

Payment terms : See invoice 9814MA

COVERAGE PLANS

GOLD Covers all labor & parts including drum (excludes P.M. kits and consumables)

SERVICE PLAN

During the agreement period and subject to the terms and conditions of this agreement Metro Business Solution, Inc. will require an initial service call to inspect the equipment to be covered by this agreement. This agreement will cover equipment found to be in good working condition at time of inception of this agreement. Any unit (s) found not to be in good working condition will require the unit be repaired before inception of this agreement or items needing repair will be exempt from coverage under this agreement.

PERIOD OF MAINTENANCE: 7/1/2013 TO 7/1/2014

This agreement shall continue for a period of one (1) year commencing on the above date and expiring on date above or the stated meter coverage whichever comes first. ~~Thereafter, it shall automatically be renewed thereafter, subject to then current Prices, Terms, and Conditions, unless notified by either party of termination.~~ Metro Business Solution, Inc. will respond to a service request during normal working hours (weekdays 9:00 AM to 5:00 PM) for the unit (s) listed in this agreement If customer requests service outside of this period, customer agrees to pay an additional fee based on Metro Business Solutions, Inc current rates.

By your signature below, you agree to purchase the maintenancance services specified above. You acknowledge receipt of a copy of this agreement to the terms aand conditions on page 2 hereof and ~~any addendum(s) hereto~~, are incorporated and made a part of this agreement.

Customer's Authorized Signature

Scott R. Mantel

Printed Named

Scott R Mantel

Title

Dir Fiscal

Date

8-2-13

MBS Authorized Signature

Jerry A Ellis

SIGNATURE WITHOUT PAYMENT DOES NOT CONSTITUTE AN AGREEMENT

TERMS AND CONDITIONS

1 MBS, in consideration of the maintenance program charges provided for herein, agrees to perform maintenance service with respect to the equipment specified on the reverse side hereof. Maintenance service will consist of making all necessary service calls during MBS regular business hours after request by Customer. MAINTENANCE INCLUDES: ALL LABOR, TRAVEL AND PARTS (EXCEPT DRUM, THERMO HEADS, FUSER ROLLERS, PM KITS, CLEANING BLADES, ELECTRICAL BOARDS, TONER, DEVELOPER, PAPER AND PANELS) NEEDED TO REPAIR THE EQUIPMENT AS A RESULT OF NORMAL USAGE. THIS AGREEMENT DOES NOT COVER SERVICE PERFORMED AT CUSTOMERS REQUEST OUTSIDE MBS REGULAR BUSINESS HOURS. THE FOREGOING ITEMS AND SERVICES WILL BE INVOICED TO THE CUSTOMER AT CURRENT PRICES.

2. THIS AGREEMENT DOES NOT COVER SERVICE, REPAIRS OR PARTS NECESSARY BECAUSE OF ACCIDENT, MISUSE, ABUSE, NEGLIGENCE, THEFT, VANDALISM, INSUFFICIENT POWER SOURCE, ALTERATIONS, FIRE, WATER OR OTHER CASUALTY, MALFUNCTIONS OF PARTS OR ATTACHMENTS NOT SUPPLIED BY MACHINE'S SPECIFICATIONS, OR MAINTENANCE REQUIRED DUE TO ABNORMAL TEMPERATURE CONDITIONS. When in MBS opinion, a shop reconditioning of equipments is necessary because normal repairs on the premises cannot keep a unit in satisfactory operating condition, MBS will submit a cost estimate of necessary repairs which will be in addition to the charges specified on the Agreement, ~~if the customer does not authorize such work, MBS may terminate this Agreement and provide subsequent service only on a "C.O.D. per call" basis.~~

~~3. This Agreement may be canceled by either party at any time provided that written notice is received at least thirty days prior to desired cancellation date. Charges relative to this Agreement are not refundable either partially or fully. However, if cancellation is effected by MBS then payment based pro-rata on the unused portion of this agreement will be refunded.~~

4. In the event of cancellation by MBS, the Customer will be liable for all service performed on machine and/or supplies delivered during this contract period at standard retail rates of labor, parts and supplies.

5. The amounts of maintenance charge under this agreement will be increased by an amount equal to any applicable tax now or here after assessed, levied or imposed by any Federal, State or local authority on such charge or upon the services rendered or parts supplied pursuant here to including. any privilege or excise taxes based on gross revenues, but excluding taxes on net income.

6. If the equipment is moved from the location specified on the reverse side hereof, MBS may immediately cancel this Agreement by giving notice to Customer, or attach travel charges.

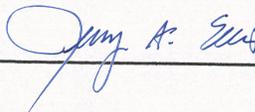
~~7. MBS will not be responsible for delays or inability's to service caused, directly or indirectly, by strikes, accidents, climatic conditions, or other reason of alike or dissimilar nature beyond its control. IN NO EVENT WILL MBS BE LIABLE FOR LOSS OR PROFITS OR SPECIAL, INDIRECT OR CONSEQUENTIAL DAMAGES. NO ACTION RELATING TO OBLIGATIONS HERE UNDER MAY BE BROUGHT BY EITHER PARTY MORE THAN SIX MONTHS AFTER THE CAUSE OF ACTION HAS OCCURED. METRO BUSINESS LIABILITY IN CASE OF NON PERFORMANCE HERE UNDER WILL NOT EXCEED THE ANNUAL MAINTENANCE CHARGE SPECIFIED ON THE REVERSE SIDE HEREOF.~~

~~8. This Agreement is not assignable and may be canceled by MBS by written notice to Customer if the equipment is sold, leased or transferred by Customer to any other person.~~

~~9. Upon expiration this contract will be automatically renewed at MBS prevailing rate, unless canceled by the customer in advanced.~~

10. This Agreement constitutes the entire agreement between the parties hereto with respect to the subject matter hereof, and no representations, either written or oral, will be of any force or effect unless set forth in this Agreement. No amendment or waiver of the terms of this Agreement may be made except in writing signed by both parties.

This Agreement will be governed by the laws of the State of California.



8/22/13

**Fountain Valley School District
BUSINESS SERVICES DIVISION**

**M E M O R A N D U M
D/FS 13-14 - 40**

TO: Stephen McMahon, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
DATE: August 30, 2013
**SUBJECT: RESOLUTION 2014-14 CALIFORNIA ENVIRONMENTAL QUALITY ACT
- MOIOLA**

BACKGROUND

As part of the lease of the Fred Moiola School Site located at 9790 Finch Avenue, Fountain Valley, California 92708, the District must comply with the California Environmental Quality Act (“CEQA”). The lease of this property involves negligible or no expansion of existing use and will have no significant impact on the environment, hence the property qualifies for a categorical exemption under CEQA Guidelines Section 15061(b)(3) and Section 15301 (Class 1). Adoption of Resolution 2014-14 will result in the filing of a Notice of Exemption from the California Environmental Quality Act.

RECOMMENDATION

It is recommended that the Governing Board adopt **RESOLUTION 2014-14**, finding the property located at 9790 Finch Avenue, Fountain Valley, CA 92708 exempt from the California Environmental Quality Act and approving the filing and recording of a Notice of Exemption. It is further recommended that the Superintendent or his designee be authorized to sign all documents.

RESOLUTION NO. 2014-14

**RESOLUTION OF THE BOARD OF EDUCATION OF THE
FOUNTAIN VALLEY SCHOOL DISTRICT FINDING THE
LEASING OF SURPLUS DISTRICT PROPERTY EXEMPT FROM
THE CALIFORNIA ENVIRONMENTAL QUALITY ACT AND
APPROVING THE FILING AND RECORDATION OF A NOTICE
OF EXEMPTION**

WHEREAS, the Fountain Valley School District (“District”) is the owner of certain real property located at 9790 Finch Avenue, Fountain Valley, California 92708, commonly known as the Fred Moiola School Site (“District Property”) and as more particularly described in the legal description attached hereto as Exhibit “A”; and

WHEREAS, on June 13, 2013, the District adopted and approved a resolution declaring the District Property surplus property and authorizing the offer of the District Property for lease to public entities and for public lease pursuant to the surplus property provisions set forth in Education Code Section 17455 et seq., and

WHEREAS, the District proposes to lease the District Property, along with existing buildings, playfields and parking facilities, to a tenant (“Project”); and

WHEREAS, the District must comply with the California Environmental Quality Act (“CEQA”); and

WHEREAS, categorical exemptions to CEQA are set forth in Article 19 of Title 14 of the California Code of Regulations (“CEQA Guidelines”); and

WHEREAS, CEQA Guidelines Section 15061(b)(3) provides that an activity may be exempt from CEQA under the general rule that CEQA applies only to projects which have the potential for causing a significant effect on the environment; and

WHEREAS, CEQA Guidelines Section 15061(b)(3) further provides that where it can be seen with certainty that there is no possibility that the activity in question may have a significant effect on the environment, the activity is not subject to CEQA; and

WHEREAS, the Project consists of the temporary transfer of property and does not entail development of the District Property or any other physical activity; and

WHEREAS, CEQA Guidelines Section 15301 sets forth an exemption from CEQA for improvements upon existing facilities where the project consists of the operation, repair, maintenance, permitting, leasing, licensing or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of use beyond that existing at the time of the lead agency’s determination; and

WHEREAS, Section 15301 further provides that the key consideration in determining whether a project is exempt from CEQA under said exemption category is whether the Project involves negligible or no expansion of an existing use; and

WHEREAS, the Project will involve negligible or no expansion of use of the District Property; and

WHEREAS, the District Property is not located in an area of statewide, regional or areawide concerns as identified in CEQA Guidelines Section 15206(b)(4); and

WHEREAS, the District has considered whether the Project may have significant impacts on the environment; and

WHEREAS, the District held a public hearing on *September 12, 2013* regarding the Project;

WHEREAS, the District has concluded, through its own independent review and analysis of the Project, that the Project will not have a significant impact on the environment.

NOW, THEREFORE, the Governing Board of the Fountain Valley School District hereby finds, determines, declares, orders and resolves as follows:

Section 1. That all of the recitals set forth above are true and correct, and the Board so finds and determines.

Section 2. That the District has considered whether the Project may have significant impacts on the environment.

Section 3. That the District has concluded, after reviewing the Project through its own independent review and analysis, that the Project will not have a significant impact on the environment.

Section 4. That the Project will not result in damage to scenic resources pursuant to Public Resources Code Section 21084.

Section 5. The District Property is not located in an area of statewide, regional or areawide concerns as identified in CEQA Guidelines Section 15206(b)(4).

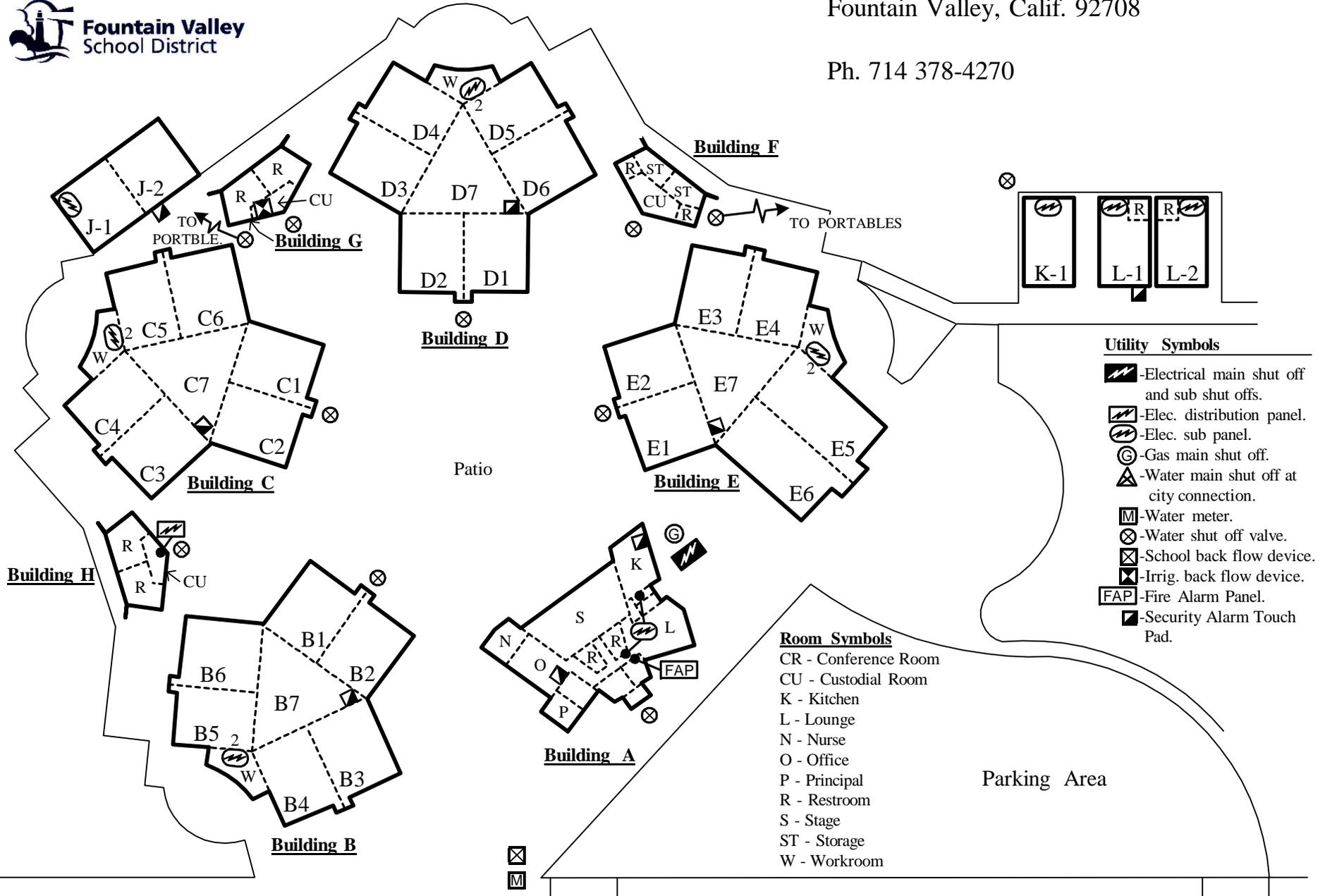
Section 6. That the Project will involve negligible or no expansion beyond the existing use of the District Property.

Section 7. That the Project is subject to CEQA Guidelines Section 15061(b)(3) and Section 15301, and is therefore exempt from CEQA.



FRED MOIOLA SCHOOL
 9790 Finch Ave.
 Fountain Valley, Calif. 92708

Ph. 714 378-4270



Utility Symbols

- Electrical main shut off and sub shut offs.
- Elec. distribution panel.
- Elec. sub panel.
- Gas main shut off.
- Water main shut off at city connection.
- Water meter.
- Water shut off valve.
- School back flow device.
- Irrig. back flow device.
- Fire Alarm Panel.
- Security Alarm Touch Pad.

Room Symbols

- CR - Conference Room
- CU - Custodial Room
- K - Kitchen
- L - Lounge
- N - Nurse
- O - Office
- P - Principal
- R - Restroom
- S - Stage
- ST - Storage
- W - Workroom

Finch Ave.

NOTICE OF EXEMPTION

TO: : Office of Planning and Research
1400 Tenth Street, Room 121
Sacramento, CA 95814

FROM:

: Orange County Clerk-Recorder
12 Civic Center Plaza, Room 101
Santa Ana, CA 92701

FOUNTAIN VALLEY SCHOOL DISTRICT
10055 Slater Avenue
Fountain Valley, California 92708

Project Title: LEASE OF PROPERTY TO TENANT

Project Location - Specific: 9790 Finch Avenue, Fountain Valley, California 92708

Project Location - City: Fountain Valley **Project Location - County:** Orange

Description of Project:

The project consists of the leasing of property, including the existing buildings on the property. The leasing of the property will involve negligible or no expansion of size or use of the facilities.

Name of Public Agency Approving Project: FOUNTAIN VALLEY SCHOOL DISTRICT

Name of Person or Agency Carrying Out Project: FOUNTAIN VALLEY SCHOOL DISTRICT

Exempt Status: (check one)

- Ministerial (Sec. 21080(a)(1); 15268(b));
- Declared Emergency (Sec. 21080(b)(3); 15269(a));
- Emergency Project (Sec. 21080(b)(4); 15269(b)(c));
- Categorical Exemption. State Type and section number:
Operation and minor alteration of existing facilities [15301].
- Statutory Exemptions. State Code number:
- General Exemption: CEQA Guidelines section 15061(b)(3)

Reasons why project is exempt:

The proposed project consists of the leasing of property, including the existing buildings on the property, to a tenant. The leasing of the property will involve negligible or no expansion of size or use of the facilities. The subject property is not located in an area of statewide, regional, or areawide concern identified in CEQA Guidelines Section 15206(b)(4).

Lead Agency Contact Person: Scott R. Martin, Director of Fiscal Services

Area Code/Telephone/Ext.: (714) 843-3249

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? Yes No

Signature: _____ Date: _____ Title: _____

Signed by Lead Agency

Date received for filing at OPR:

Signed by Applicant



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Abby Bickford, Director, Support Services

SUBJECT: 504 Handbook

DATE: September 3, 2013 – for September 12, 2013 Board Meeting

BACKGROUND

A Section 504 Handbook was created for training, implementation, and consistency throughout the District to support our students requiring a 504 Plan. District-wide forms and policies have been created to provide consistency in practice and implementation. The District currently does not have a Section 504 Handbook. This handbook will be used to train staff in all legal aspects of Section 504 and ensure the District is in compliance with Section 504.

RECOMMENDATION

It is recommended that the Board of Trustees approve the 504 Handbook.

sb

Fountain Valley School District
Support Services Office



*Section 504
of the
Rehabilitation Act of 1973*

A Procedural Handbook for Educators

August 2013

Fountain Valley School District
Support Services Office



BOARD OF EDUCATION

Sandra Crandall

Judy Edwards

Ian Collins

Jimmy Templin

Jeanne Galindo

ADMINISTRATION

Marc Ecker, Ph.D., Superintendent

Steve McMahon, Assistant Superintendent, Business

Cathie Abdel, Assistant Superintendent, Personnel Services

Anne Silavs, Assistant Superintendent, Curriculum and Instruction

Support Services Department

Abby Wright, Director, Support Services

Jenny McCann, Program Specialist, Support Services

Mona Sprenger, Autism Specialist, Support Services

Section 504 of the Rehabilitation Act of 1973

A Procedural Handbook for Educators

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Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified individual with a disability in the United States as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

(29 U.S.C. Sec. 794)

I. PURPOSE

This handbook is intended to be used as a resource while working with students who have a current Section 504 plan or are being considered for eligibility under Section 504 of the Rehabilitation Act of 1973. It is recommended that this handbook be used as a guide in your work as an educator with Section 504 students and as a tool for implementing Section 504 requirements.

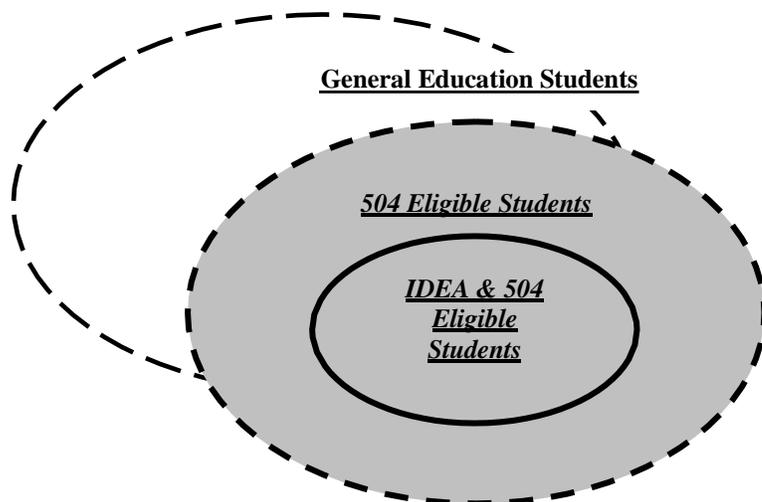
The handbook sections are to be used interchangeably and as a desktop reference while carrying out the Section 504 plan activities. The Fountain Valley School District is committed to providing Section 504 students with the appropriate accommodations to allow him/her the opportunity to reach his/her full potential. To this end, the goal is to provide you with a Section 504 handbook that is user-friendly which will provide clear answers to questions. Additionally, you are encouraged to duplicate sections of the handbook to use as a reference and working document for practical use.

Innovative and effective strategies must exist, including all available resources and the engagement of students and parents/guardians in students’ learning process prior to implementing Section 504 plans. It is equally important that you assess students’ current educational performance when determining Section 504 eligibility.

II. SECTION 504 & IDEA/SPECIAL EDUCATION

Section 504 is not part of the Individuals with Disabilities Education Act (IDEA), or special education.

Section 504 is considered a responsibility of the general education program and requires participation from the general education staff and curriculum. Generally all individuals who are disabled under the IDEA are also considered to be entitled to rights and protection under Section 504. However, all individuals who have been determined to be Section 504 eligible may not be IDEA eligible.



Free Appropriate Public Education, or FAPE, is an educational right of children with disabilities in the United States that is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Under Section 504, FAPE is defined as “the provision of regular or special education and related aids and services that are designed to meet individual needs of persons with disabilities as well as the needs of non-disabled persons are met and based upon adherence to procedural guidelines regarding educational setting, evaluation and placement and procedural safeguards as outlined in the law.” Under the IDEA, FAPE is defined as an educational program that is individualized to a specific child, designed to meet that child’s unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. The United States Department of Education issues regulations that define and govern the provision of FAPE.

Classroom teachers and other school staff are responsible for providing accommodations and/or services necessary for eligible students to participate in and benefit from public education programs and activities. Accommodations may provide support of physical, instructional, or social/emotional nature.

Section 504 regulations require identification, evaluation, provision of appropriate services, and procedural safeguards. While the IDEA spells out what FAPE means for the IDEA-eligible students with well-defined criteria and procedures, Section 504 does not provide similarly detailed eligibility criteria, nor does it require any particular form in which program protections must be delivered.

Furthermore, while the IDEA programs receive state and federal funding, Section 504 receives no state or federal funding.

III. OVERVIEW OF SECTION 504 ELIGIBILITY

Section 504 of the Rehabilitation Act of 1973 is a *federal civil rights anti-discrimination law* that applies to eligible adults and children.

Section 504 applies broadly to any person who has been identified as having a physical or mental impairment which substantially limits one or more major life activities including but not limited to:

- Walking
- Seeing
- Hearing
- Speaking
- Breathing
- Learning
- Working
- Performing manual tasks
- Caring for oneself
- Reading
- Thinking
- Concentrating

One who has a “record of” or is “regarded as” having such an impairment.

IV. DEFINITIONS

Individual with a Disability

A qualified individual with a disability under Section 504 is any person who:

1. Has a physical or mental impairment which substantially limits one or more major life activities;
2. Has a record of such an impairment; or
3. Is regarded as having such impairment. [29 U.S.C. Sec. 706(8)]

Has a Record of Such an Impairment

Has a history of, or has been classified as having, a mental or physical impairment that substantially limits one or more major life activities. [34 Code of Federal Regulations, Part 104.3]

Is Regarded as Having an Impairment

1. Has a physical or mental impairment that does not substantially limit major life activities but is treated by a recipient as constituting such a limitation;
2. Has a physical or mental impairment that does substantially limit major life activities only as a result of the attitudes of others toward such an impairment; or
3. Has none of the impairments defined but is treated by a recipient as having such an impairment. [34 Code of Federal Regulations, Part 104.3]

Qualified Disabled Individual

A *qualified disabled* individual for public preschool, elementary, secondary, or adult education services is a disabled person who:

1. Is of an age during which nondisabled persons are provided such services;
2. Is of an age during which it is mandatory under state law to provide such services to disabled persons, or
3. To whom the state is required to provide FAPE under the IDEA.

[29 U.S.C. Sec. 706(8)]

Major Life Activities

Major life activities are defined as “functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, reading, thinking, and concentrating.” The disability need only substantially limit one major life activity in order for the student to be eligible. (34 Code of Federal Regulations, Part 104.3)

Physical or Mental Impairment

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hermetic and lymphatic; skin; and endocrine; or
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

(34 Code of Federal Regulations Part 104.3)

Evaluation

Requirements for evaluation are determined by the type of disability believed to be present. The evaluation must provide relevant data needed to assess the nature and extent of the disability, the impact of the disability, and recommended services. Evaluations more limited than a comprehensive special education evaluation may be adequate in many circumstances. However, it is imperative that staff conduct a Section 504 determination regardless of the information the parents/guardians may or may not provide.

Evaluation must cover area(s) of concern and be completed in a reasonable timeframe. Evaluation information from a variety of sources should be considered. Information may be available in the student’s record. While medical records can be provided by the parent/guardian, it is not mandated that the district seek a doctor’s input. It is an option of the parent/guardian to hire a physician in order to determine a medical condition. All information on medical conditions must be considered. If a parent has a diagnosis from a private medical or mental health provider, an appropriate district staff person (i.e., nurse, psychologist, etc.) should discuss the diagnosis with the parent and the provider, and conduct any supplemental assessment deemed necessary to confirm the diagnosis, including the possibility of the District conducting a medical assessment if necessary.

Section 504 Accommodations

In the school setting, accommodations are adjustments made by the classroom teacher and other school staff to enable the student to benefit from his or her educational program. Accommodations may provide support of physical, instructional, or social/emotional needs. It is important that the Section 504 team determine each year what interventions and accommodations are needed by the student to insure an appropriate educational program.

Review Annually

The student's progress must be reviewed by the appropriate school staff and parents/guardians, and modified annually or more often, if there is a change in the student's condition. The plan should be reviewed if the student is not successfully accessing the educational program. A Section 504 transitional meeting must take place between the elementary, middle, and high school staff prior to the Section 504 student entering the six and ninth grades. The transitional meeting shall be held in the spring of each school year.

V. SECTION 504 PROTECTION

Unless a student actually has a physical or mental impairment that substantially limits a major life activity, the mere fact that he/she has a "record of" or is "regarded as" an individual with a disability is insufficient, by itself, to trigger the creation of a Section 504 Plan including FAPE or accommodations. Students who have a "record of" or are regarded as "substantially impaired" are entitled to protection against discrimination but are not entitled to a Section 504 Plan.

Under Section 504, the violation of the rights below may constitute an act of discrimination.

1. Right to program access with no fee charges greater than those charged regular students.
2. Right of equal access to school transportation.
3. Right to evaluation in all areas of suspected disability and an appropriate placement.
4. Right to procedural safeguards, which provide for notice to all of nondiscrimination policy, based on Section 504.
5. An opportunity for student, parent/guardian to examine relevant records.
6. Right to an impartial hearing before an impartial hearing officer if there is a dispute with the district.
7. Right to a free appropriate public education in the least restrictive environment.
8. Right to be integrated with regular students to the maximum extent appropriate.
9. Right to nondiscriminatory testing procedures.
10. Right of equal access to extracurricular activities.

VI. IDENTIFICATION PROCESS

The district has a responsibility to seek, identify, and develop accommodation plans for Section 504 eligible students. Students may be self-referred or referred by a parent/guardian, teacher, or other certificated school employee.

In many cases, students are first referred for review by a Student Study Team (SST) to discuss concerns and consider accommodations or support services. The SST may determine whether the student should be referred for evaluation under IDEA guidelines or Section 504. In the event the student is assessed and not found to have a disability within the definition of IDEA, the assessment information may, but is not required to, be used to determine whether the student has a disability within the definition of Section 504. Not qualifying for special education should not result in automatic qualification for Section 504. Qualification for Section 504 must be based on the specific eligibility standards for Section 504.

In order for a student to qualify for a Section 504 plan, the school must complete the Section 504 Evaluation for Eligibility worksheet.

Each school must have a designated Section 504 Coordinator. The coordinator must take a leadership role in planning and facilitating the Section 504 Team Meetings.

Prior to conducting a Section 504 Team Meeting, the following steps should be taken:

1. The Section 504 Coordinator should determine the appropriate membership of the team. This may involve input from the student's parent/guardian and teachers.
2. A meeting date should be determined. The meeting date should occur within 45 days of referral.
3. A written notice of the Section 504 Team Meeting should be sent to the parents/guardians.
4. The written notice should include a copy of the 504 Parent Rights and a Notice of Nondiscrimination.
5. The Section 504 Coordinator should collect relevant information prior to the team meeting. Evaluation material can include:
 - a) Formal and informal test results.
 - b) Aptitude and achievement tests.
 - c) Observations and anecdotal records.
 - d) Attendance records.
 - e) Behavior records.
 - f) Medical reports.
 - g) Grade records/progress reports.
 - h) Teacher reports/recommendations.
6. **The Section 504 Evaluation for Eligibility worksheet must be included.**

The Section 504 team should then meet to review the above information and determine the student's eligibility.

VII. PROCEDURAL SAFEGUARDS AND PARENT/GUARDIAN RIGHTS

There are several times during the planning process when the parent/guardian should be provided with a written copy of their rights:

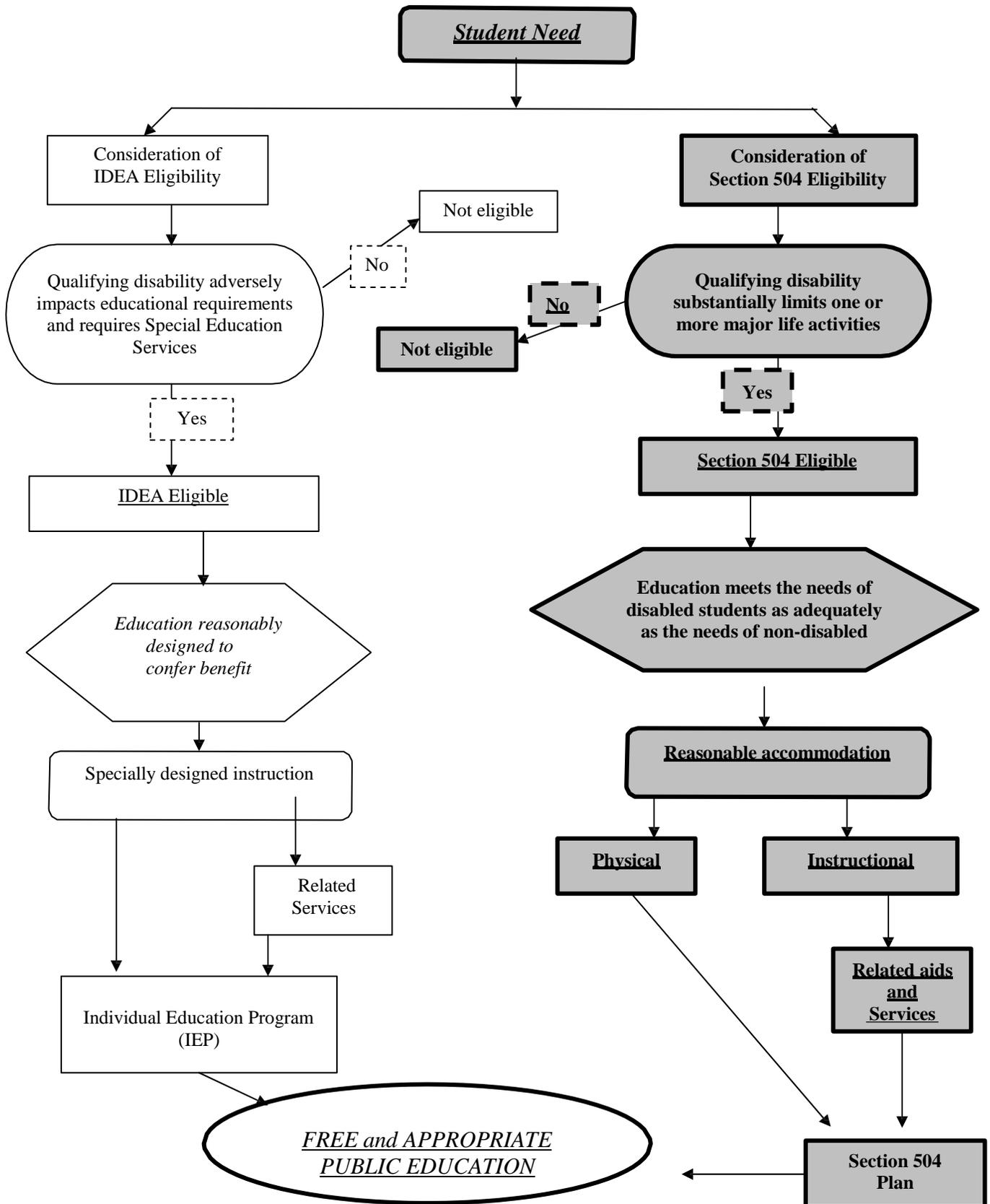
1. When eligibility is questioned and assessment begins.
2. When eligibility is determined and an accommodation plan is developed.
3. Before there is a significant change in the plan for services.

Parent notification should include the following rights under Section 504:

1. Right to file a grievance with the school district, California State Department of Education or the Office of Civil Rights over an alleged violation of Section 504 regulations.
2. Right to have an evaluation that draws on information from a variety of sources.
3. Right to be informed of proposed actions related to eligibility and plan for services.
4. Right to examine all relevant records.
5. Right to receive all information in the parent/guardian's native language and primary mode of communication.
6. Right to periodic reevaluations and an evaluation before any significant change in program.
7. Right to an impartial hearing if there is disagreement with the school district's proposed action.
8. Right to be represented by counsel in the impartial hearing process.
9. Right to appeal the impartial hearing officer's decision.

The parent/guardian should be provided with written notification of all actions and/or decisions made by a Section 504 Team, including those in which the parent/guardian participated. A record of documentation provided to the parent/guardian should be maintained at the school in the student's pupil records.

VIII. IDEA/Section 504 Chart: Identification Steps



IX. SECTION 504 TEAM MEMBERSHIP AND MEETING

A Section 504 team meeting must have at least two persons, the school site Section 504 Coordinator and the student's teacher. The team must include persons who are knowledgeable about the student, who are able to interpret evaluation data, and who know placement options, the requirement to place a Section 504-eligible student in the least restrictive environment, and the requirement to provide comparably effective aids, benefits and services to Section 504-eligible students.

The district encourages parent/guardian participation in the team meeting. Parents/guardians participation in the team meeting is, however, optional.

Steps taken by the team should include:

1. A review of data. It is imperative that the team considers all areas of need.
2. Consideration of the need for additional evaluation data.
3. Determination of eligibility if sufficient data is available.
4. If the student *is not eligible*, complete pages 1 and 2 of the ***FVSD Section 504 Identification and Eligibility*** forms. (See pages 38 - 39.)
5. If the student *is eligible*, complete pages 1 and 2 of the ***FVSD Section 504 Identification and Eligibility*** forms. (See pages 38 - 39.) and complete pages 1 and 2 of the ***"FVSD Section 504 Student Accommodation Plan"*** (See pages 40 - 41).
6. If the student meets the Section 504 eligibility and receives accommodations, a Section 504 annual meeting must take place within one year from the initial meeting date of his/her eligibility as documented in the ***FVSD Section 504 Identification and Eligibility*** forms on pages 38 - 39.
 - a) At the Section 504 annual meeting please complete pages 1 and 2 of the ***Section 504 Student Annual Review Meeting***. (See pages 42 - 44.)
 - b) If the student's plan was revised please complete pages 1 and 2 of the ***FVSD Section 504 Student Accommodation Plan***. (See pages 40 - 41.)
 - c) Please include the ***FVSD Section 504 Identification and Eligibility*** forms that were completed at the initial Section 504 eligibility meeting in your documents.
7. The parent/guardian should be given a copy of the documentation completed in the team meeting, the FVSD Notice of Parent/Guardian and Student Rights on pages 31 – 32.
8. If the parent/guardian disagrees with the team findings, the Section 504 Coordinator should advise the parent/guardian of ***FVSD Section 504 Notice of Parent/Guardian Student Rights*** on page 31 - 32.
9. Record of documentation should be maintained at the school in the student's pupil records. This includes ***FVSD Section 504 Identification and Eligibility*** forms, the ***FVSD Section 504 Student Accommodation Plan***, and the ***Section 504 Student Annual Review Meeting to the Support Services Office***. These documents must also be sent to the FVSD Support Services Department.

X. DEVELOPMENT OF A SECTION 504 PLAN AND ANNUAL REVIEW

If the student is determined to be Section 504-eligible, the district must develop and implement an “*Accommodation Plan*” for the delivery of needed services. The district must provide what the student needs to access programs and services comparable to that of a non-Section 504 student. Accommodations generally involve adjustments made by classroom teachers and other school staff to enable the Section 504-eligible student to benefit from his/her educational program. Accommodations may provide support of a physical, instructional, or social/emotional nature.

The decisions about Section 504 eligibility, aids, and services must be documented in the student's file and reviewed annually by staff, parents/guardians, and persons knowledgeable about the student.

Examples of accommodations are included in this handbook.

XI. FOLLOW-UP STEPS

Following the meeting:

1. Copies of documentation from the meeting should be placed in the student's cum folder and the school's centralized Section 504 files.
2. If the student was found eligible, a Section 504 label should be placed on the student's cum folder.
3. Information on the student's eligibility must be entered into the district's database with the date of the most recently developed Section 504 plan.
- 4. All staff serving the student should be notified of the student's eligibility and their roles in providing accommodations. These staff should receive a copy of the accommodation plan.**
5. The plan must be reviewed on an annual basis, or more often if needed, and modified as needed.
6. Copies of the student's Section 504 Plan and all relevant documents are to be sent to the Support Services Office.

XII. SECTION 504 DISCIPLINE

SUSPENSION OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Procedures listed for general education students shall also apply to the suspension of individuals with disabilities eligible for Section 504 accommodations.

Definition

A student with previously identified disabilities eligible for Section 504 accommodations is any student with an active Section 504 accommodation plan (“AP”). Such a student is entitled to the procedural safeguards described in this section.

Duration

Students eligible for Section 504 may be suspended for up to 5 days for a single incident of misconduct. If the student is recommended for expulsion, this suspension can be extended pending the expulsion hearing. However, manifestation determination and functional behavioral assessment procedures should be followed. Student should also be provided educational services after the 10th cumulative day of suspension in the school year, unless an exception applies.

Following the procedures outlined below (manifestation determination and functional behavioral assessments), students with disabilities under Section 504 may be suspended beyond 10 cumulative days for up to 20 days in a school year, unless, for adjustment purposes, a student, through the Section 504 team, is transferred to, or enrolled in another school an opportunity class or the continuation education school. The days of suspension following such reassignment are limited to 10 additional days.

Students may not be suspended at the end of a school year for a time period that extends into the beginning of the following school year.

Procedures Based on Cumulative Days of Suspension/Change in Placement

No special procedures are required to suspend a student up to 10 cumulative days in a school year.

Federal regulations state, however, that the cumulative days of suspension constitutes a “change in placement” requiring a Section 504 team meeting if the removal is for more than 10 consecutive days, or the student is subjected to a series of removals that constitute a pattern because they accumulate to more than 10 school days in a school year.

Manifestation Determination

In Fountain Valley School District, a manifestation determination is required when a student is suspended for more than 10 cumulative days in a school year.

Manifestation Determination Process

As a first step in the manifestation determination process, the school must determine the individuals who should attend the Section 504 team meeting. The Section 504 team shall review all relevant information in the student’s file, including the 504 plan, any teacher observations and any relevant information provided by the parents to determine whether the misconduct is a manifestation of the student’s disability.

The school psychologist will review all relevant information in the student’s file, including the 504 plan, any teacher observations, and any relevant information provided by the parents and make a recommendation regarding whether the misconduct is a manifestation of the student’s disability. A summary report of findings will be completed referencing all the sources. If the psychologist feels that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses to consent to an assessment which school staff believes is necessary, refer the issue to the Director of Student Services.

Manifestation Determination Process (continued....)

A FVSD Section 504 Manifestation Determination Finding Form must be completed to document the review and team's determination.

The team determines:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
2. If the conduct in question was the direct result of the school's or district's failure to implement the 504 Plan.

If the answer to 1. or 2. is yes, then the conduct shall be determined to be a manifestation of the student's disability.

**If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities, as long as he or she receives services following 10 cumulative days of suspension in the school year. The placement of services is to be determined by the Section 504 team and must allow the student appropriate access to the general curriculum.

Determination that the behavior was a manifestation/Functional Behavioral Assessment:

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school, and the Section 504 team shall:

1. Conduct a functional behavioral assessment and implement a Behavior Support Plan (BSP) or
2. If a BSP had been developed, modify it as necessary to address the behavior.
3. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP Section 504 Plan.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections regarding a "change in placement"

When suspensions constitute a "change in placement", the student and his or her parent or guardian are entitled to procedural protections. These protections include:

1. Appropriate notice to parents or guardian.
2. An opportunity to examine the student's records.
3. An impartial hearing with the participation of parents or guardians which may include representation by counsel and a review procedure.

Procedural Protections regarding a “change in placement” (continued...)

If a parent/guardian disagrees with the identification, evaluation, or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the school principal and school site committee review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted. [AR 6164.6(C)]
2. If disagreement continues, request in writing that the Superintendent or designee review the plan. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Superintendent or designee to discuss the review.
3. If disagreement continues, request in writing a Section 504 due process hearing. Note: A parent may request a Section 504 due process hearing without following the two levels of review noted in 1 and 2. The request shall include:
 - a. The specific nature of the decision with which the parent/guardian disagrees.
 - b. The specific relief the parent/guardian seeks.
 - c. Any other information the parent/guardian believes pertinent.

Within 20 days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. These 45 days may be extended for good cause or by mutual agreement of the parties. The Superintendent or designee shall represent the district at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied/advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as an individual with disabilities under Section 504.
2. Present written and oral evidence.
3. Question and cross-examine witnesses.
4. Receive written findings by the hearing officer.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction. [AR 6164.6(d)]

Placement during appeals

When an appeal has been filed by the district or the parents: The student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement which may be 45 school days or the suspension period as applicable to general education students.

Unidentified Students

A pupil not previously identified as a student with a disability under Section 504 who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern orally or in writing to supervisory or administrative personnel or a teacher of the student, that they have specific concerns about a pattern of their student's behavior and/or performance or that the student is in need of Section 504 accommodations and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about a pattern of the student's behavior and/or performance. The concern must be expressed in accordance with the district's established referral process to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a Section 504 evaluation or IDEA eligibility and determined the student was not a student with a disability under Section 504, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as those measures are applied to all general education pupils.

If a parent/guardian indicates he/she believes his/her student should have been previously identified, contact the Director, Student Services for assistance.

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner if it is determined appropriate. If the student is found to be a student with a disability, the student will receive accommodations as determined by the Section 504 team.

Suspension from School Bus Transportation

If a student eligible for Section 504 accommodations is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided transportation is specified in the student's accommodation plan. The Director of Student Services and Transportation should be contacted to determine an alternate form of transportation. Alternative forms of transportation may include parent reimbursement for transporting his/her child to and from school, or a county bus pass if appropriate.

Drug Addiction

Drug addictions may be covered by Section 504. A person who is addicted to drugs, but who is no longer engaged in using drugs, may have a disability and therefore be entitled to rights and protections under Section 504.

However, a person who is currently engaging in the illegal use of drugs is not protected under Section 504. School districts may take disciplinary action against a 504-eligible student who is engaged currently in the use of illegal drugs to the same extent that it takes disciplinary action against persons not having disabilities. Furthermore, the due process procedures discussed above do not apply to disciplinary actions regarding the use or possession of drugs by students with disabilities who are currently engaged in the use of drugs.

Suspension of Students with Disabilities under Section 504

Student commits offense listed in Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915(c).

Student is suspended.

Student may be suspended for up to 5 consecutive school days for a single offense.

The student must receive services (to enable him/her to participate in the general curriculum) after 10 cumulative days of suspension. These services may be provided in an alternative educational setting. The alternative services and setting are determined by the Section 504 Team in consultation with Student Services; documentation is recorded in the conference notes.

The suspension can be extended pending expulsion if the student would cause a danger to persons or property or a threat of disrupting the educational process.

Student can be suspended for no more than 20 cumulative school days, unless for adjustment purposes, the student is transferred to another school. If so, the student may be suspended for 30 cumulative days in a school year.

When cumulative suspension days total less than 10 in a school year:

No special procedures are required to suspend a student up to 10 cumulative days of suspension.

When suspensions exceed 10 cumulative days in a school year and if there is a change in placement:

The section 504 team must meet to complete a manifestation determination form, a behavior support plan, and revise the 504 plan if necessary. This meeting must be held within 10 school days of the decision to go beyond 10 cumulative days and make a change in placement.

If it is determined that the misconduct was not a manifestation of the student's disability, the student may be excluded from school in the same manner consistent with general education students as long as he/she receives services following the 10th cumulative day of suspension. Student Services determines the location of the services.

XIII. EXPULSION OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Students with disabilities under Section 504 are subject to expulsion for violations of E.C. 48900 and 48915. In order for a student with disabilities under Section 504 to be considered for expulsion, procedures must be followed that do not violate the procedural safeguards protecting these students.

Definition

A student with a previously identified disability eligible for Section 504 accommodations is any student with an active Section 504 accommodation plan (“AP”). Such a student would be entitled to the procedural safeguards described in this section.

Procedural Safeguards

When determining any course of discipline for a student with disabilities under Section 504, administrators must follow the procedural safeguards that exist in federal and state law. Violation of these procedural safeguards constitutes a violation of the student’s civil rights and may serve as grounds for the discipline being disallowed.

Unidentified Students

A pupil not previously identified as a student with a disability under Section 504 who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern orally or in writing to supervisory or administrative personnel or a teacher of the student, that the parent has specific concerns about a pattern of the student’s behavior and/or performance or that the student is in need of Section 504 accommodations and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about a pattern of the student’s behavior and/or performance. The concern must be expressed in accordance with the district’s established Section 504 referral process to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a Section 504 or IDEA eligibility evaluation and determined the student was not a student with a disability under Section 504, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied. Those measures are applied as to all general education pupils.

(If a parent/guardian indicates he/she believes his/her student should have been previously identified, contact the Director of Student Services for assistance.)

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner if it is determined appropriate. If the student is found to be a student with a disability, the student will receive accommodations as determined by the Section 504 team.

Procedures to follow for Manifestation and Functional Behavioral Assessments and Section 504 Meeting

1. Principal's Conference

The principal must recommend expulsion for the pre-expulsion process described below to proceed.

The expulsion hearing shall not be conducted until after completion of:

- a) The Manifestation Determination report, and
- b) The Section 504 team meeting to make the manifestation determination.

2. Scheduling the Section 504 Meeting

Following the Principal's Conference recommending expulsion, a manifestation determination Section 504 team meeting shall be held no later than 10 school days from the first day of suspension or sooner. The manifestation determination Section 504 team meeting cannot be held beyond the 10 cumulative school days from the first day of the suspension. If the manifestation determination Section 504 team is held after the 10th day, the recommendation for expulsion will be nullified. A Behavior Support Plan (BSP) must also be completed at this time.

3. Psychologist Manifestation Determination Report

The school psychologist will review all relevant information in the student's file, including the accommodation plan, any teacher observations, and any relevant information provided by the parents, and make a recommendation regarding whether the misconduct is a manifestation of the student's disability. A summary report of findings will be completed referencing all the sources. If the psychologist determines that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses to consent to an assessment which the school psychologist determines is necessary, refer the issue to Director, Support Services.

4. Pre-Expulsion Section 504 Team Meeting

As a first step in the manifestation determination process, the school and parent shall determine the relevant members of the student's Section 504 team who should attend the Section 504 team meeting. The Section 504 team shall review all relevant information in the student's file, including the Section 504 plan, any teacher observations, and any relevant information provided by the parents, as well as the psychologist summary of findings to determine whether the misconduct is a manifestation of the student's disability.

5. **Pre-expulsion Section 504 Team Meeting (continued...)**

A FVSD Section 504 Manifestation Determination Finding Form must be completed to document the team's review and determination.

The team determines:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
- b) If the conduct in question was the direct result of the school or district's failure to implement the Section 504 plan.

If the answer to 1 or 2 is yes, then the conduct shall be determined to be a manifestation of the student's disability.

** If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities, as long as he/she receives services as described above.

6. **Determination that the Behavior was a Manifestation:**

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the Section 504 team shall:

- a) Conduct a Functional Behavioral Assessment and implement a Behavior Support Plan (BSP), or
- b) Modify a previously developed BSP, as necessary, to address the specific behavior.
- c) Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP.

The FVSD Section 504 Manifestation Determination Finding form should be used to document the Section 504 team's determination with regard to these questions.

7. **Special Circumstances—Interim Alternative Setting**

If school administration seeks to order a change in placement that would exceed 10 cumulative school days (i.e. recommend the student for an expulsion hearing) and the behavior that gave rise to the violation is determined not to be a manifestation of the student's disability,

- a) The relevant disciplinary procedures applicable to students with disabilities may be applied in the same manner and for the same duration in which the procedures are applied to students without disabilities, except that the students must continue to receive educational services to enable them to participate and progress in the general curriculum. This may be provided in an alternative educational setting.

7. **Special Circumstances—Interim Alternative Setting (continued...)**

- b) This means the student is to continue to participate in the general curriculum and receive services according to the student's Section 504 plan, behavior support plan or positive behavioral intervention plan.
- c) The alternative setting is determined by Student Services in consultation with the Section 504 team. If the parent disagrees with the district's determination regarding services and/or manifestation, the parent may challenge this. During the pendency of any challenge, the student remains in the alternative setting.

If the Section 504 team determines the student's action is a manifestation of his/her disability or after placing the student in an interim alternative setting for not more than 45 school days for misconduct involving a weapon or drugs or serious bodily injury:

- a) The student shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, even if in an alternative setting.
- b) If the student does not have a Behavior Support Plan (BSP), the Section 504 team meeting shall conduct a Functional Behavioral Assessment (FBA), and develop a BSP designed to address the behavior violation so that it does not reoccur.
- c) If the student has a BSP, the Section 504 team must review the plan as necessary and make changes designed to address the behavior violation so that it does not reoccur.

8. **Placement During the Expulsion Process**

- a) If the Section 504 team determines that the student is subject to expulsion, Student Services, in consultation with the Section 504 team, shall determine an interim placement for the student pending the expulsion hearing. For weapon or drug violations, or serious bodily injury upon another person, refer to the next section on 45 School Day Alternative Education Setting.
- b) If the parent disagrees with the Section 504 team determination, the parent may challenge this in an impartial hearing. During the pendency of the impartial hearing, the student remains in the alternative setting.

9. **Expulsion Process Following Pre-expulsion Manifestation Determination Meeting and/or Administrative Hearing Panel**
 - a) If the recommendation for expulsion continues following the pre-expulsion manifestation determination Section 504 meeting, the Director, Student Services should be notified immediately.
 - b) If the recommendation for expulsion is denied by the administrative hearing panel or FVSD Board of Education, a Section 504 team meeting must be convened as soon as possible by the home school with an interim placement program credentialed representative in attendance to determine the educational placement of the student. During this period, the student remains in the interim placement. If the administrative hearing panel or associate superintendent has recommended administrative transfer to another school, a certified representative of the proposed school must be in attendance. Staff should not be encouraged to expect that the student will attend a different school.
 - c) If the recommendation for expulsion is approved by the administrative hearing panel, the home school must pre-schedule a Section 504 meeting to be held as soon as possible after the School Board ratifies or denies the expulsion, as stated in number 10 below.
10. **Placement During Period of Expulsion**
 - a) If the student is expelled by the Board of Education, a Section 504 team meeting is held as soon as possible to determine and document the placement of the student during the expulsion period.
 - b) This Section 504 meeting will involve representatives of the student's home school, a representative of the program providing interim services, and a representative of the proposed placement during the period of expulsion.
 - c) The period of the expulsion placement must be noted in the student's Section 504 plan.
 - d) The expulsion placement is not a long-term placement.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections Regarding a “Change in Placement”

If a “change in placement” occurs as a result of the expulsion process, the student and his or her parent or guardian are entitled to procedural protections. These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student’s records
3. An impartial hearing with the participation of parents or guardians which may include representation by counsel and a review procedure.

If after a Manifestation Determination and Functional Behavioral Assessment (FBA), the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request an impartial hearing.

Placement During Appeals

When an appeal has been filed by the district or the parents, the student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement, which may be 45 school days or the suspension period as applicable to general education students.

Readmission Following Period of Expulsion

1. No later than two weeks prior to the end of the expulsion period, a Readmission Hearing is scheduled to determine if the student has met the terms of his/her rehabilitation plan.
2. If the student is readmitted to the District, a Section 504 team meeting is held at the conclusion of the Readmission Hearing to determine the new placement.
3. If the student is denied readmission and the Board recommends an alternative educational program, a Section 504 meeting is held to address the new placement recommendation.
4. These Section 504 meetings will be scheduled by the student’s home school, and will involve representatives of the home school, and the program providing interim services. One or more certificated representatives from the school(s) where the student may be placed should also attend.

45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/ DRUG/SERIOUS BODILY INJURY VIOLATIONS

A student may be placed in the 45 day Interim Alternative Educational Setting (IAES) placement for acts that are related to school activity or attendance that occur at any time, including, but not limited to, any of the following: while on school grounds; while going to or coming from school; during the lunch period whether on or off the campus; or during, or while going to or coming from a school-sponsored activity, if a student with disabilities under Section 504:

1. Carries a weapon, or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances, or

**45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/
DRUG/SERIOUS BODILY INJURY VIOLATIONS (CONTINUED....)**

3. Inflicts serious bodily injury upon another person, such that there is:
 - a) A substantial risk of death;
 - b) Extreme physical pain;
 - c) Protracted and obvious disfigurement; or
 - d) Protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Support Services has the authority to place the student in an Interim Alternative Education Setting for up to 45 calendar days. Student Services , in consultation with the Section 504 team, selects the location of the Interim Alternative Educational Setting.

When such misconduct occurs, the principal should:

1. Confirm that a weapon and/or an illegal drug or controlled substance or resultant serious bodily injury was involved in the misconduct.
2. Notify the parent/guardian of the misconduct, the need to suspend the student, and the need to schedule a Section 504 meeting to complete a manifestation determination and initiate an Interim Alternative Education Placement. Parents must be provided with a copy of their procedural safeguards notice with the suspension notice.
3. Contact Support Services to request recommendation of an Interim Alternative Education Setting.
4. Notify the school psychologist to complete a summary report of findings of a review of the records.
5. Schedule the Section 504 team meeting with the parent/guardian and the administrator of the proposed Interim Alternative Education Setting. The parent/guardian should be given reasonable notice and the Section 504 team should meet before the end of the 5 day suspension, and in no case later than 10 school days after the decision, to make changes in placement for more than 10 cumulative days in the school year.

**45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/
DRUG/SERIOUS BODILY INJURY VIOLATIONS (CONTINUED....)**

6. Conduct the Section 504 meeting. The principal should:
 - a) Follow standard protocol for conducting a Section 504 meeting.
 - b) Confirm the nature of the student's offense with the student and parent/guardian(s).
 - c) Conduct a manifestation determination.
 - d) Determine the Interim Alternative Education Setting.
 - e) Review the student's Behavior Support Plan. If none exists, develop a Behavior Support Plan or develop an assessment plan to complete a Functional Behavior Assessment.
 - f) Include in the accommodation plan services and/or accommodations/modifications designed to prevent the misconduct from recurring.
 - g) Complete a Section 504 face sheet to document the placement and services for the 45 school day period.
 - h) Schedule a Section 504 meeting to be held before the end of the 45 school day period to determine a new placement or return the student to the previous placement.
 - i) Direct the parent/guardian to complete registration at the Interim Alternative Education Setting to enroll the student at a designated time.
 - j) Complete the Transportation Request Form, if needed.

7. Expulsion timelines are not changed as a result of a 45 school day placement.

Expulsion of Students with Disabilities under Section 504

Student commits an offense that subjects the student to expulsion consideration.

Student is suspended.
(Refer to “Suspension of Students with Disabilities under the Section 504” for suspension limitations!)
Student may be suspended for up to 5 consecutive school days for a single offense.

Principal’s conference must be held within 5 school days from the first day of the student’s suspension. **Not the sixth day.**

If recommended for expulsion, the suspension can be extended pending expulsion, if the student would cause a danger to persons or property, or disrupt the education process. In FVSD, the student must receive services after 10 cumulative days, unless an exception applies. Services may be provided in an alternative educational setting. The alternative setting is determined by Student Services in consultation with the Section 504 team.

If expulsion is recommended, the psychologist shall conduct the manifestation determination review, write a summary report of findings and assist in drafting a BSP (or draft revisions of a BSP).

A manifestation determination Section 504 team meeting shall be held within 10 school days following the decision to make a change in placement beyond 10 cumulative days in a school year; or the principal’s decision to recommend expulsion. The suspension may be extended pending expulsion following the principal’s conference. A BSP must also be completed at this meeting.

The Section 504 team will determine if the behavior of the student was a manifestation of the student's disability:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability, or
2. If the conduct in question was the direct result of the school or district’s failure to implement the Section 504.

If the Section 504 team determines that the misconduct was caused by, or had a direct and substantial relationship to the student's disability, or that the conduct in question was the direct result of the school or district’s failure to implement the Section 504, the process leading to expulsion may not proceed.

If it is determined that the misconduct was a manifestation of the student’s disability, the Section 504 team shall conduct a FBA and implement or modify a BSP. The student should be returned to school unless under special circumstances the parent and district agree to a change in placement as part of the modification of the BSP.

If it is determined that the misconduct was **not a manifestation** of the student's disability, the student shall be excluded from school in the same manner as general education students, as long as he/she receives services following the 10th cumulative day, unless an exception applies. Student Services, in consultation with the Section 504 team, determines the location of these services, and the services can be provided in an alternative setting. If determined appropriate, the BSP shall be written or modified to prevent the reoccurrence of the misconduct. The student shall be subject to expulsion in accordance with procedures that apply to all students.

If the conduct involves a weapon or illegal substance, or serious bodily injury, the IEP team can make an immediate 45-school-day placement. Options include Diablo Day School and Home/Hospital Program. A Section 504 meeting should be completed indicating that a 45-day placement is being made due to violation listed above. The Section 504 team should meet again before the 45 day is over.

Required Expulsion Documentation:

Completed Section 504 team meeting forms, BSP if necessary, Manifestation Determination form and psychologist’s report.

XIV. RESOLVING DISPUTES

Please refer to the FVSD Board Policy on pages 71-78.

If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may initiate the following procedures:

1. Within 30 days of receiving the student's accommodation plan, set forth in writing his/her disagreement and request that the school principal and school site committee review the plan in an attempt to resolve the disagreement. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to attend the meeting at which the review is conducted. *[AR6164.6(c)]*
2. If disagreement continues, the parent may request that the Superintendent or designee review the plan. This review shall be held within 14 days of receiving the parent/guardian's request, and the parent/guardian shall be invited to meet with the Superintendent or designee to discuss the review.
3. If disagreement continues, the parent may request in writing a Section 504 due process hearing. (Note: Parents may directly request a Section 504 due process hearing and bypass steps 1 and 2 noted above.) The request shall include:
 - a) The specific nature of the decision with which the parent/guardian disagrees.
 - b) The specific relief the parent/guardian seeks.
 - c) Any other information the parent/guardian believes pertinent.

Within 20 days of receiving the parent/guardian's request, the Superintendent or designee shall select an impartial hearing officer. These 20 days may be extended for good cause or by mutual agreement of the parties.

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. These 45 days may be extended for good cause or by mutual agreement of the parties. The Superintendent or designee shall represent the district at this hearing.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the needs of students who are qualified as disabled under Section 504.
2. Present written and oral evidence.
3. Question and cross-examine witnesses.
4. Receive written findings by the hearing officer.

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction. *[AR6164.6(d)]*

All written correspondence shall be provided in English and/or translated in the primary language of the home.

APPENDIX

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Documenting Section 504 Plans in Aeries

It is the responsibility of each Section 504 administrator to input the Section 504 information in Aeries. Please follow the steps below:

1. On the student's demographics records page in Aeries pull down the "Y in Section 504 Plan" under "504"
2. Select "S Programs" tab on Student Record.

| | | | | | | | | |
|------------------------------|--------------------------------|-----------------------------|------------------------------|----------------------------|----------------------------|---------------------------------|-----------------------------|-------------------------------|
| 1 Attendance | 2 Supplemental | 3 Medical | 4 Discipline | 5 Siblings | 6 Contacts | V Quick Con | W Acad Plan | Y Enroll Hist |
| 7 Tests | 8 Fees | 9 Assessmnt | 0 Counseling | E SpecEd | H Language | I Interventions | S Programs | Z Crs Req |

3. Code: Pull down to "101" "504 Accommodation Plan"

| Code | Description | Yrs In Prgm | Hours | Services Recved |
|---------------|------------------------|-------------|-----------|-----------------|
| 101 | 504 Accommodation Plan | 0 | 0 | |
| Elg StartDate | Elg End Date | Status | Enter Grd | Setting |
| | | | 0 | |

| Yrs | Services Recved |
|-----|-----------------|
| 0 | |
| 1g | |
| | |
| e | |

4. Elg StartDate/Prg StartDate: Enter date of current Section 504 Plan Meeting. (*Don't forget to enter "Prg End Date" when a student exits the 504 program, and change the 504 drop down on the demographics page.*)

| | |
|---------------|--------------|
| Elg StartDate | Elg End Date |
| | |
| Prg StartDate | Prg End Date |
| | |
| Training Type | Disadvan S |

5. Choose your **school** from the school drop down list.
6. Select "Change" on bottom of page, then "Exit"

Remember to:

- Complete ALL Section 504 Plan Forms.
- Get team signatures (including parent).
- Place original in cumulative file.
- Give parent a copy.
- Send a copy to Support Services (after documenting in Aeries).
- Give any teachers or other necessary support staff a copy.





Fountain Valley School District
Support Services Office
Section 504
The Rehabilitation Act of 1973

Notice of Parent/Guardian and Student Rights

The Rehabilitation Act of 1973, commonly referred to as "Section 504" is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who a) has, b) has a record of having, or c) is regarded as having, a physical or mental impairment that substantially limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, reading, thinking, concentrating and performing manual tasks.

It is the purpose of this notice to set out the rights assured by Section 504. If parents have questions regarding parents' rights under Section 504, they should contact the Director of Student Services.

The enabling regulations for Section 504 as set out in 34 CFR Part 104 provides parents and/or eligible students with the following rights:

1. You have a right to be informed by the school district of your rights under Section 504. (The purpose of this notice form is to advise you of those rights.) (34 CFR 104.32.)
2. Your child has the right to an appropriate education designed to meet his/her individual educational needs as adequately as the needs of non-disabled students. (34 CFR 104.33.)
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. (34 CFR 104.33.)
4. Your child has a right to placement in the least restrictive environment. (34 CFR 104.34.)
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. (34 CFR 104.34.)
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. (34 CFR 104.35.)
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR as to validation, administration, areas of evaluation, etc. The district shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. (34 CFR 104.35.)

8. Placement decisions must be made by a group of persons (i.e. the Section 504 Committee), including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. (34 CFR 104.35.)
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. (34 CFR 104.35.)
10. You have the right to a notice prior to any action by the district in regard to the identification, evaluation, or placement of your child. (34 CFR 104.36.)
11. You have the right to examine relevant records. (34 CFR 104.36.)
12. If you wish to challenge the actions of the District's Section 504 team in regard to your child's identification, evaluation, or educational placement, you may file a written Notice of Appeal with the District's Section 504 Coordinator, Director , Support Services, Fountain Valley School District, 10055 Slater Ave, Fountain Valley, CA 92708 within 30 calendar days from the time you received written notice of the Section 504 team's action(s).
13. You have the right to an impartial hearing with respect to the district's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. (34 CFR 104.36.)
14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. (34 CFR 104.36.)
15. On Section 504 matters other than your child's identification, evaluation, and placement, you have a right to file a complaint with the District's Section 504 Coordinator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
16. You also have a right to file a complaint with the Office for Civil Rights. The address of the Regional Office that covers California is:

United States Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555 TDD (871) 521-2172
www.ed.gov



Fountain Valley School District
Support Services Office
10055 Slater Ave
Fountain Valley, CA 92708

SAMPLE PARENT/GUARDIAN LETTER

(Date)

(Parent/Guardian Name)

(Address)

(City)

Dear (Parent/Guardian Name)

This letter follows our conversation today regarding (son/daughter's name). Enclosed please find a copy of the Section 504 parent/student rights. If you have any questions regarding this information, please contact me.

As we discussed, a meeting has been scheduled for (time/date) to evaluate (son/daughter's name) needs and to determine his/her eligibility for a Section 504 Accommodation Plan. The meeting will be held (date, time, location). School staff knowledgeable about your son/daughter will be in attendance.

I'm also enclosing the form we will complete at that meeting to help you understand what we will consider at that time. Please contact me if you have any questions.

Sincerely,

(Current School Year Section 504 Coordinator)



Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SAMPLE AGENDA

504 MEETING AGENDA **(School)**

- I. Introduction
- II. Purpose
- III. Review of Student Academic Progress
- IV. Medical History Review
- V. Review of Assessments, Teacher Observations and Reports
- VI. Student Section 504/Eligibility and Identified Needs
- VII. Student Section 504 Plan Accommodations
- VIII. Other

SECTION 504 EVALUATION FOR ELIGIBILITY WORKSHEET

Page 2 of 3

A Section 504 meeting should have the same format as the Student Success Team (SST).

Components of the Section 504 Evaluation:

1. **Records Review:** this can be completed at the Section 504 meeting or a staff member can review the records ahead of time and bring to the meeting a written review of the records.

- a. **What disability/impairment is suspected that may severely limit a major life activity, such as learning?** What documentation/evidence is there that the student has such a disability?

- b. **Academic performance:** review grades, teacher comments on report cards, progress reports, SSTs. Determine if there is evidence that the student has a significant severe problem in learning or accessing education. How does the disability cause the severe limitation?

- c. **Behavioral:** review discipline records, BSP, behavior points, classroom behavior documentation, classroom observation, office referrals, informal office calls, calls to parents regarding behavior. Is this an area seriously limiting learning or accessing education? How does it affect learning?

- d. **Attendance:** review attendance record. What are the causes of attendance problems? Are they impacted by disability? If so, how? Is this an area seriously limiting learning? How does it affect learning?

SECTION 504 EVALUATION FOR ELIGIBILITY WORKSHEET

Page 3 of 3

e. Evaluation Data: STAR, CST, any school-wide grade level evaluations, informal evaluations, classroom tests and screenings. Does this demonstrate a serious limitation of learning?

f. Services, Interventions, Accommodations: Implementation of previous or current Section 504 plan, interventions or accommodations implemented with fidelity, documentation of the interventions, and the results-success or lack of success. Are the interventions mitigating the effects of the disability? Are new interventions needed? Should current interventions be continued? Are these interventions provided to every child or is a Section 504 plan necessary to provide unique interventions?

2. **Formal Assessment:** When a *Records Review* is not sufficient to show clearly the student has a disability under Section 504 and/or that learning (or other major life activity) is significantly impaired, a formal assessment may be required.

- a. A formal Special Education Assessment may be completed by the appropriate trained personnel (special education staff such as a school psychologist, speech pathologist, nurse, behaviorist, occupational therapist, resource specialist.)
- b. The assessment team would review the *Record Review* and determine the suspected disability. They would complete a Special Education Assessment Plan and present it to the parent for consent.
- c. The team would complete an assessment for special education to determine eligibility and services under IDEA.
- d. If the student is not eligible for special education under IDEA, the appropriate assessor would then determine if the student's disability meets the criteria for eligibility under Section 504 and share this in their written report.
- e. The Section 504 team will review the completed assessments and again answer or add to the questions in the Records Review listed above in a new bullet.



Fountain Valley School District
 Support Services Office
 10055 Slater Ave, Fountain Valley, CA 92708

***SECTION 504 STUDENT IDENTIFICATION
 AND ELIGIBILITY**

Page 1 of 2

| | | | |
|--|--------------|-----------------------------------|--------------|
| <input type="checkbox"/> Initial Section 504 Meeting | | Annual Review Meeting Date: _____ | |
| Name: _____ | | Meeting Date: _____ | |
| Last Name | First | Middle | |
| Primary Language: _____ | Grade: _____ | Student ID #: _____ | |
| Date of Birth: _____ | Age: _____ | Male _____ | Female _____ |
| Address: _____ | | | |
| Street | Apt. # | City | Zip Code |
| Telephone: (Home) _____ | | (Work) _____ (Cell) _____ | |
| School of Attendance: _____ | | | |

1. Describe the physical or mental impairment and the basis for the determination of the impairment:

2. Describe how the physical or mental impairment substantially limits a major life activity and the major life activity impacted by the impairment:

3. _____ Student meets eligibility requirements under Section 504
 _____ Student does not meet eligibility requirements under Section 504

***Note: Do not complete if this is an annual Section 504 review meeting. Please complete pages 41 and 42.**

Copies to: School, Student Services, Parent

***SECTION 504 STUDENT IDENTIFICATION
AND ELIGIBILITY**

Page 2 of 2

4. Describe any accommodations implemented to date:

_____ I have received the "FVSD Section 504 Notice of Parent/Guardian and Student Rights"

_____ I agree with the determination noted above.

_____ I do not agree with the determination noted above and understand that I have rights set forth in the Procedural Safeguards provided to me.

Parent/Guardian Signature: _____ Date: _____

Signature of others participating in the Section 504 Team Meeting:

| | | |
|-------------------------------|-------------|-------|
| Administrator/Designee: _____ | Date: _____ | |
| Teacher(s): _____ | Date: _____ | |
| | Date: _____ | |
| Student: _____ | Date: _____ | |
| Others: | Title | Date |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

***Note: Do not complete if this is an annual Section 504 review meeting. Please complete pages 42 - 44.**

Copies to: School, Student Services, Parent



Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SECTION 504 STUDENT ACCOMMODATION PLAN

Page 1 of 2

Student Name: _____

ID#: _____

School: _____

Grade _____

Date Accommodation Plan developed: _____

Initial Annual Amended Other _____

| <u>504 Code</u> | <u>Required Accommodation</u> | <u>Frequency</u> (daily/time of day, weekly, monthly) | <u>Start and End Date</u> | <u>Responsible Person(s)</u> |
|------------------------|--------------------------------------|--|----------------------------------|-------------------------------------|
| | | | | |

Copies to: School, Student Services, Parent

SECTION 504 STUDENT ACCOMMODATION PLAN

Student Name: _____ ID#: _____

| <u>504 Code</u> | <u>Required Accommodation</u> | <u>Frequency</u> (daily/time of day, weekly, monthly) | <u>Start and End Date</u> | <u>Responsible Person(s)</u> |
|------------------------|--------------------------------------|--|----------------------------------|-------------------------------------|
| | | | | |

Copies to: School, Student Services, Parent

4. Describe any accommodations implemented to date:

***Note: Do not complete if this is an initial Section 504 meeting. Please complete pages 38 and 39.**

White — School Canary — Student Services Pink — Parent

5. The Section 504 team determined that the student’s 504 plan and placement were appropriate and the identified services and strategies were provided consistent with the student’s 504 plan and placement. Yes No

6. The student accommodation plan was revised. Yes No

- If yes, please refer to the student Section 504 accommodation plan on pages 40 and 41.
- If no, attach the current student Section 504 accommodation plan on pages 40 and 41.

7. Section 504 Student Behavior Support Plan:

- a. Student does have a behavior support plan Yes No
- b. Reviewed Yes No
- c. Revised Yes No

8. Please mark appropriate response below: (check one only)

- a. Student meets eligibility requirements under Section 504 and accommodations will continue to be implemented. Yes No
- b. Student meets eligibility requirements under Section 504 yet accommodations are not necessary. Yes No
 - If no accommodations are necessary, must provide evaluation report and relevant information.
- c. Student does not meet eligibility requirements under Section 504. Yes No
 - If no, must provide evaluation report and relevant information.
 - Please complete Section 504 Exit form on page 51.

Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SECTION 504 ANNUAL REVIEW MEETING

Page 3 of 3

I have received the "FVSD Section 504 Notice of Parent/Guardian and Student Rights"
 I agree with the determination noted above.
 I do not agree with the determination noted above and understand that I have rights set forth in the Procedural Safeguards provided to me.

Parent/Guardian Signature: _____ Date: _____

Signature of others participating in the Section 504 Team Meeting:

| | | |
|-------------------------------|-------------|-------|
| Administrator/Designee: _____ | Date: _____ | |
| Teacher(s): _____ | Date: _____ | |
| | Date: _____ | |
| Student: _____ | Date: _____ | |
| Others: | Title | Date |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Copies to: School, Student Services, Parent



For Official School Use Only

CODES OF SECTION 504 ACCOMMODATIONS

(Staff is to Use these Codes in the Accommodation Plan)

Page 1 of 4

A. Physical Arrangement of Room

- A001 The student will be seated near the teacher.
- A002 The student will be seated near other students who present positive role models.
- A003 The student will be seated in a location away from distracting stimuli (pedestrian routes, activity centers, air conditioners, etc.) or in a more quiet location in the room.
- A004 The student will be provided with a study area in the classroom to complete work.
- A005 The distance between the student's desk and others will be increased.
- A006 Student will receive frequent restroom breaks as needed and determined by teacher.
- A007 Student will receive preferential seating or be seated at front of class.
- A008 Other

B. Instruction

- B001 The teacher will physically move close to the student when giving directions or presenting lessons.
- B002 The student will be paired with another student to provide peer assistance.
- B003 Key points will be provided on board or screen using overhead projector.
- B004 A peer note taker will be provided to the student.
- B005 Instruction strategies will vary to accommodate learning style.
- B006 The student will be allowed to record the lessons.
- B007 The student will be personally asked by the teacher to orally review key points of the lesson.
- B008 The student will have access to a computer.
- B009 The teacher will break lessons into shorter segments for the student.
- B010 The teacher will verbally check for understanding with the student.
- B011 Complex directions will be simplified for the student.
- B012 The student will receive positive recognition in a timely manner for successfully participating in class activities and for successfully completing class work and homework.
- B013 The student will be permitted short breaks during or between assignments.
- B014 The student will be given access to study support programs. (i.e., math labs, after-school homework lab, student skills class, etc.)
- B015 The student will be provided with sequential tasks.
- B016 The student will be provided with limited choices.
- B017 Eye contact by teacher during direction when possible/practical.
- B018 The teacher will provide student with structured program that provides routines
- B019 The teacher will provide examples of work expected to be completed
- B020 Student provided with large print materials or other aides.
- B021 Teacher will teach through multi-sensory modes, variety of activities.
- B022 The student will have access to notes and study materials from the teacher.
- B023 The student will stay after class to review assignments with teacher.
- B024 Other

C. Assignments

- C001 Student will be provided with timely feedback on work completed.
- C002 Positive reinforcement will be emphasized with student.
- C003 Student will receive assistance in maintaining a daily log of assignments.
- C004 Accommodate homework assignments; will be revised and/or shortened as needed.
- C005 The student's handwriting will not be graded as determined by the teacher and when appropriate.
- C006 Alternative readings appropriate to the student's reading level will be provided.
- C007 Student will be provided with organization and study skill tips to more efficiently complete work.
- C008 The student will be allowed to tape record assignments/homework
- C009 The teacher will give frequent short quizzes.



CODES OF SECTION 504 ACCOMMODATIONS

(Staff is to Use these Codes in the Accommodation Plan)

- C010 A homework log will be created to facilitate home-to-school communication of assignments with parents.
- C011 Extra time will be allowed for the student to complete work.
- C012 Assignments will be provided in written form by the teacher.
- C013 Computer generated work will be accepted.
- C014 A "homework buddy" will be assigned to the student to provide peer support and assistance.
- C015 The student will be permitted to have an extra set of books to keep at home.
- C016 The student's correct responses on written assignments will be marked instead of mistakes.
- C017 Binder reminder or notebook signed by teacher and parent.
- C018 Progress reports will be sent home and signed if needed.
- C019 Other

D. Test Taking

- D001 The student will be permitted to use text during exams.
- D002 The student will be provided with oral exams when possible.
- D003 The student will be provided with "take home tests" when appropriate.
- D004 The student will be permitted to take extra time in taking tests.
- D005 Test items will be read to student.
- D006 More frequent, shorter quizzes will be used with the student in place of longer tests.
- D007 The teacher will use more objective items on test and use fewer essay responses.
- D008 The student will be allowed to give test answers on audio recorder.
- D009 Accommodations for STAR/Standard Testing will be provided.
- D010 Quiet and private location will be provided to complete tests.
- D011 Other

E. Class Assignment/Daily Schedule

- E001 Class schedule will be changed to accommodate student academic needs.
- E002 The student will be placed on a modified day.
- E003 Additional passing time between classes will be provided.
- E004 Other

F. Organization Study Skills

- F001 The student will be provided with a volunteer homework buddy.
- F002 The student will be allowed to have an extra set of books at home.
- F003 The teacher and parent will provide help to student in developing organization skills.
- F004 Student will maintain a homework assignment notebook.
- F005 Other

G. Behavior Management

- G001 The student will receive positive recognition for appropriate behaviors.
- G002 The student will receive support in developing self-monitoring strategies.
- G003 Staff will check with the student to ensure an understanding of behavior expectations.
- G004 Consequences will be clear, logical, and related to the behavior.
- G005 Nonverbal signals will be used by the teacher and student to communicate such things as needing to stay on task or the need for a time-out.
- G006 The student will be allowed to leave the room to see an administrator by using a prearranged nonverbal signal to teacher.
- G007 The student will be referred for a vision and/or hearing assessment.



● For Official School Use Only

CODES OF SECTION 504 ACCOMMODATIONS

(Staff is to Use these Codes in the Accommodation Plan)

Page 3 of 4

- G008 The student will be allowed to move about the room when appropriate.
- G009 The teacher/administrator will develop a behavior contract/Behavior Support Plan with the student and parent/guardian to identify in writing mutual expectations and responsibilities.
- G010 Time-out procedures will be developed with the student and parent/guardian.
- G011 Recognition points will be awarded to the student for improved behavior.
- G012 The student will be provided with positive opportunities to participate in community service.
- G013 When behavior problems arise, the parent will be called to come to school and will sit with the student to assist student.
- G014 The student will be encouraged to participate in extra-curricular and co-curricular activities.
- G015 Classroom rules will be provided and reviewed with the student.
- G016 Special reminder will be provided to students for meds, homework, glasses, snacks, etc.
- G017 Student file will include special medical instructions.
- G018 Other

H. Accommodations Provided by Parents/Guardians at Home

- H001 The student will be provided with a quiet place with good lighting to complete homework at home.
- H002 The student will be expected to complete homework during a regularly scheduled study period at home.
- H003 The student's homework will be checked by the parent/guardian on a daily basis.
- H004 The student will receive a (medical, dental, vision, hearing, etc.) assessment as needed.
- H005 The student will be expected to take medications prescribed.
- H006 Positive reinforcement will be emphasized with student.
- H007 Student will receive assistance in maintaining a daily log of assignments.
- H008 The student will receive positive recognition for appropriate behaviors.
- H009 The student will receive support in developing self-monitoring strategies.
- H010 The parent/guardian will check with the student to ensure an understanding of behavior expectations.
- H011 Consequences will be clear, logical, and related to the misbehavior.
- H012 The student will be provided with positive opportunities to participate in community service.
- H013 The student will be encouraged to participate in extra-curricular and co-curricular activities.
- H014 Homework will be checked by parent weekly.
- H015 Other

I. Health Codes

- I001 Student will be allowed to leave class 5 minutes early or arrive 5 minutes late to attend to personal health needs per health care plan (for students with mobility issues, students needing to take meds prior to PE, etc).
- I002 Student will have preferential seating. (To accommodate vision/hearing needs, specify where student should sit.)
- I003 Student will sit with good ear toward speaker.
- I004 Student may self-limit activity in PE without penalty when health issue is exacerbated. (asthma, arthritis)
- I005 Student may use protective/assistive equipment (e.g. helmet, walker, crutches, wheelchair, Hoyer lift etc.) as needed while at school.
- I006 Student will take medication at prescribed time.
- I007 Student will not be excluded from activity or field trip due to health condition; parent may accompany student on field trip. Designated staff member who is trained in the emergency procedure will accompany child on field trip. (i.e. EpiPen or glucagon)
- I008 Student will not be penalized for absences or tardies related to medical condition.
- I009 The teacher will be notified about the student and health condition in beginning of the year or when student enrolls in school.
- I010 The teacher and/or designated staff will be educated about the health condition.



For Official School Use Only

CODES OF SECTION 504 ACCOMMODATIONS

(Staff is to Use these Codes in the Accommodation Plan)

Page 4 of 4

- I011 Designated staff will be trained on emergency medications. Individual Health Care Plan and/or Emergency Care Plan recommendations will be given to the appropriate staff.
- I012 Parent will provide necessary medical supplies for health condition.
- I013 Parents will be notified in advance about field trips, class parties, etc.
- I014 It is recommended that student will wear a medical alert identification bracelet/necklace.

Diabetes

- I015 The student will have blood glucose tested prior to standardized tests.
- I016 The student has access to restroom and be allowed to drink water as needed.
- I017 The student will be accompanied with buddy to office for health related concerns.
- I018 The student will be permitted to have snacks as necessary based on student health plan.

Asthma

- I019 The student may take medication via inhaler, or nebulizer prior to PE.
- I020 The student may carry inhaler on his/her person with doctor's orders and parent consent.

Immune Compromised

- I021 The student's parents will be notified by school staff if there is incidence of communicable disease such as chicken pox, measles, and pertussis.
- I022 The student will be able to limit activity when this is necessary.

Food Allergy

- I023 Tables will be wiped down in cafeteria.
- I024 Separate tables will be available for peanut-free, nut-free products during lunch and snack times.
- I025 The school will send out notification letter to parents in the involved classrooms at the elementary school level and as appropriate at secondary schools.
- I026 Nut free signs for classroom doors will be posted as specified by Section 504 plan.
- I027 Classmates and staff will be educated about allergy.
- I028 Appropriate hand washing policy will be determined by the Section 504 team.
- I029 The school site will implement a "No Food Sharing Policy."
- I030 Parent will provide medication.
- I031 Parent will educate the student about allergy and self management.
- I032 Parent will provide food for the student for the disaster kit.
- I033 Parent will provide safe classroom snacks for the student.
- I034 Student will notify an adult immediately if he/she eats something that may contain the food which the student is allergic.

Arthritis/Muscle/Orthopedic Issues

- I035 When the student has fatigue or weakness due to a health condition, there may be altered or shortened physical education classes and/or work assignments.
- I036 The student may use appropriate assistive devices.
- I037 The student will have second set of books available to leave at home to avoid carrying the weighted back pack. (For students with muscle/skeletal/mobility problems.)

Intravenous Lines (PIC lines, broviac catheter, etc.)

- I038 The parent will provide medical guidelines for PIC, broviac catheter or intravenous lines.
- I039 Other



Test Accommodations for Students with 504 Plans

Accommodations should not change what the test measures. Section 504 plans must narrowly tailor testing accommodations in order not to change the test construct. The Section 504 plan should focus on the requirements of the test and ensure that testing accommodations allow the student to demonstrate his or her knowledge.

In order for an accommodation to be considered necessary and appropriate, the answers to questions 1 - 5 below must be "yes."

1. Accommodations must be decided by the Section 504 team with the participation of the parent and student.
Rationale: Persons who are familiar with the student's disability and educational history must be involved in the decision.
2. Decisions must be based on accommodations that are provided during classroom, district, or statewide assessments.
Rationale: An accommodation is likely to be needed if it is similar to accommodations that are provided during classroom, district, or statewide assessments.
3. Accommodations are made on an individual basis and not on the basis of disability category, social or demographic background, or record of educational achievement.
Rationale: An accommodation is likely to be appropriate if it is provided on an individual basis.
4. Accommodations are revised by the Section 504 plan as necessary.
Rationale: Although the annual review of the Section 504 is an appropriate time to revise accommodations, more frequent review may be needed. Accommodations should reflect the individual needs of the child at the time of testing.
5. Accommodations are documented in the Section 504 Accommodation Plan.
Rationale: Federal law requires that a departure from standardized testing procedures on statewide tests be documented in the Section 504 Plan.

Checklist of Criteria for Making Decisions about Necessary and Appropriate Accommodations

1. ___ Yes ___ No Did the Section 504 team make the decisions about the test accommodations?
2. ___ Yes ___ No Were the accommodations provided during classroom, district, or other statewide testing?
3. ___ Yes ___ No Were the decisions made on the basis of individual need?
4. ___ Yes ___ No Do the accommodations reflect the current needs of the student?
5. ___ Yes ___ No Are the accommodations documented in the Section 504 Plan?



Fountain Valley School District
 Support Services Office
 10055 Slater Ave, Fountain Valley, CA 92708

Section 504 Exit Form

| | | | |
|-----------------------------|--------------|---------------------|---------------------|
| Name: _____ | | | Meeting Date: _____ |
| _____ | _____ | _____ | |
| | Last Name | First | Middle |
| Primary Language: _____ | Grade: _____ | Student ID #: _____ | |
| Date of Birth: _____ | Age: _____ | Male _____ | Female _____ |
| Address: _____ | | | |
| _____ | _____ | _____ | _____ |
| | Street | Apt. # | City Zip Code |
| Telephone: (Home) _____ | (Work) _____ | (Cell) _____ | |
| School of Attendance: _____ | | | |

The 504 team met to review the planned Student Section 504 Accommodation Plan. The Section 504 meeting notes and the written evaluation report must be attached to this Section 504 Exit form. (See below.)

Student does not meet eligibility requirements under Section 504.

Evaluation report and relevant information must be provided if student does not meet Section 504 eligibility requirements.

Provide evidence including student grades, attendance, behavior/discipline records, academic record, medical history, Section 504 Plan, assessment data, and relevant documents including a written evaluation report on the response checked above.

Check all that apply:

- Student no longer meets eligibility criteria.
- Parent/guardian request to exit student from Section 504 accommodations (Provide documentation in the written evaluation report as stated above.)
- Other (Please provide relevant documentation as stated above.)

The 504 team recognizes that a meeting to review this decision may be called at any time by any member of the team.

| | |
|----------------------------------|--|
| _____ | I have received the "FVSD Notice of Parent/Guardian and Student Rights" |
| _____ | I agree with the determination noted above. |
| _____ | I do not agree with the determination noted above and understand that I have rights set forth in the Procedural Safeguards provided to me. |
| Parent/Guardian Signature: _____ | Date: _____ |

Signature of others participating in the Section 504 Team Meeting:

| | |
|-------------------------------|------------------------|
| Administrator/Designee: _____ | Date: _____ |
| Teacher(s): _____ | Date: _____ |
| Student: _____ | Date: _____ |
| Others: _____ | Title _____ Date _____ |
| _____ | _____ |

Copies to: School, Student Services, Parent



Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SECTION 504 TRANSITION MEETING

In an effort to enhance the elementary, middle and high school's Section 504 student articulation process, Section 504 transition meetings are to take place during the months of April and May. Fountain Valley School District must continue to ensure that the students' Section 504 accommodation plans are being implemented in a timely fashion as they transition from site to site.

The Section 504 Coordinator from the current school, e.g., middle school is to schedule/host the Section 504 transition meeting with the high school staff and likewise with elementary and middle. The Section 504 Coordinators are to meet and review each student's Section 504 accommodations plan, including the anticipated accommodations for the next school year. In addition, it is recommended that other staff, such as nurse, CWA liaison, attend the Section 504 transition meeting.

The following information must be reviewed and discussed at the Section 504 meeting:

- Student Section 504 Plan and accommodations
- Medical history
- Attendance
- Assessment data
- Section 504 annual review meeting date
- Behavioral record
- Academic record – report cards
- Anticipated needs

A letter informing parents/guardians of the Section 504 transition meeting and purpose (sample letter enclosed) is to be sent by the current school Section 504 Coordinator. The letter is to be sent between April and May of the current school year notifying and informing the parent/guardian of the Section 504 transition meeting.

If the receiving Section 504 Coordinator does not attend the transition meeting, then the current 504 Coordinator forwards all Section 504 documents to receiving school to hold a Section 504 transition meeting at the beginning of the school year no later than mid-October.

The current Section 504 Coordinator also sends to the Student Services Office copies of the Transition. Parent/guardian letter on page 53 and Section 504 transition meeting forms on pages 54 - 56.

The receiving school Section 504 Coordinator is to notify the parents/guardians in the fall of the Section 504 annual review meeting date. The enclosed Section 504 transition meeting forms on pages 54 - 56 are to be completed, signed, dated and filed in the student Section 504 school folder. It is important that all Section 504 Coordinators meet with staff in the fall to review each student's Section 504 accommodation plan.

Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SAMPLE TRANSITION PARENT/GUARDIAN LETTER

** Prepared by the current school year Section 504 Coordinator*

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Dear (Parent/Guardian Name):

This is to inform you that (student's name) Section 504 plan will be reviewed at (current school) on (time/date) in Room____. The purpose of the transition meeting between the staff from (current school) and (next year school) is to review the Section 504 accommodation plan and become knowledgeable about the special needs of your child. It also affords staff an opportunity to begin preplanning in preparation for the opening of the new school year.

Staff will also review relevant documents, such as medical history, and academic records as needed. Your participation at the transition meeting is requested to provide input in your (son's/daughter's) education.

Please feel free to contact me if you have questions or if I can be of further assistance. Also please notify me if you are unable to attend this important meeting.

Sincerely,

(Current School Year Section 504 Coordinator)

cc: Next School Year Section 504 Coordinator

SECTION 504 TRANSITION MEETING

Page 2 of 2

The transition team is in agreement that the student's current Section 504 Student Accommodation Plan is appropriate for the next school year placement Yes No

If no, the receiving school Section 504 Coordinator will convene a Section 504 meeting in the fall to develop a new Section 504 plan. The student's parents/guardians are to be invited to attend the Section 504 meeting.

_____ I have received the "FVSD Notice of Parent/Guardian and Student Rights."

_____ I agree with the determination noted above.

_____ I do not agree with the determination noted above and understand that I have rights set forth in the procedural safeguards provided to me.

Parent/Guardian Signature: _____ Date: _____

Signature of others participating in the Section 504 Team Meeting:

Administrator/Designee: _____ Date: _____

Teacher(s): _____ Date: _____

_____ Date: _____

Student: _____ Date: _____

Others: _____ Title _____ Date _____

Copies to: School, Student Services, Parent

**Fountain Valley School District
Section 504 Transition Meeting Form**

Page 1 of 1

*School Contact: _____ Principal Assistant Principal Other _____ Date: _____

Current School: _____ Next School Year Middle/High School: _____

Section 504 student next year grade level (please check one): 6th 9th

| Section 504 Students | Student ID Number | 504 Transition Meeting held | | Parents attended transition meeting | | Date of Transition Meeting | | Meeting / Contact Made | | Contact Date (mm/yy) | | 504 Plan reviewed | | Continue 504 Services | | Academic record reviewed | | Attendance record reviewed | | |
|----------------------|-------------------|-----------------------------|----|-------------------------------------|----|----------------------------|-----|------------------------|----|----------------------|-----|-------------------|-----|-----------------------|-----|--------------------------|-----|----------------------------|-----|----|
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | ___ | ___ | Yes | No | ___ | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| | | Yes | No | Yes | No | / | / | Yes | No | / | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |

Please submit on or before the second week of June to Support Services Office.
Please submit a separate form for each school site.
***Note: Current school staff to complete the form and send to the next school year 504 coordinator.**

Copies to: School, Student Services, Parent



Fountain Valley School District
Support Services Office
10055 Slater Ave, Fountain Valley, CA 92708

SECTION 504 ANNUAL ARTICULATION MEETING

To assist with a smooth transition from one grade level to the next within the same school [i.e. when a student is being promoted from one grade level to another (e.g. 3rd grade to 4th grade; 7th grade to 8th grade), and remaining at the same school], the Section 504 Coordinator from the current school is to facilitate a Section 504 articulation meeting between the current grade level teacher(s) and the receiving teacher(s) for the next school year. The articulation meetings are to take place during the months of April and May to ensure that the receiving teacher(s) are knowledgeable of the student's needs and accommodation plan.

If the school is unable to hold the articulation meeting at the spring, this meeting should be held as early as possible at the beginning of the school year.

The Section 504 Coordinators are to meet and review the students' Section 504 accommodation plans, including the anticipated accommodations for the next school year. It is recommended that parents and other staff (e.g. nurse, CWA liaison) attend the Section 504 articulation meeting.

The following information must be reviewed and discussed at the Section 504 articulation meeting:

- Student Section 504 Plan and accommodations
- Medical history
- Attendance
- Assessment data
- Section 504 annual review meeting date
- Behavioral record
- Academic record — report cards
- Anticipated needs

A letter informing parents/guardians of the Section 504 articulation meeting and purpose (sample letter enclosed) is to be sent by the current school Section 504 Coordinator. The letter is to be sent between April and May of the current school year notifying and informing the parent/guardian of the Section 504 articulation meeting.

The Section 504 Coordinator is to notify the parents/guardians in the fall of the Section 504 annual review meeting date. It is important that all Section 504 coordinators meet with staff in the fall to review the students' Section 504 accommodation plans.

Fountain Valley School District
Support Services
10055 Slater Ave.
Fountain Valley, CA 92708

SAMPLE ARTICULATION PARENT/GUARDIAN LETTER

(Date)

(Parent/Guardian Name)

(Address)

(City, State, Zip Code)

Dear (Parent/Guardian Name):

This is to inform you that your (son's/daughter's) Section 504 plan will be reviewed on (date/time) in (Room #). The purpose of the articulation meeting between her/his (current teacher) and (next year's teacher) is to review the Section 504 accommodation plan and become knowledgeable about the special needs of your student. It also affords staff an opportunity to begin preplanning in preparation for the opening of the new school year.

Staff will also review relevant documents, e.g., medical history and academic records that may require your assistance, if needed. Your participation at the articulation meeting is requested to provide input in your (son's/daughter's) education.

Please feel free to contact me if you have questions or if I can be of further assistance. Also please notify me if you are unable to attend this important meeting.

Sincerely,

(Current School Year Section 504 Coordinator)

FOUNTAIN VALLEY SCHOOL DISTRICT
ADDENDUM TO SECTION 504 PLAN
MANIFESTATION DETERMINATION



Section 504 Meeting Date:

Student: _____ ID#: _____ Page 1 of 2

Assessment History:

Date of most recent evaluation _____/_____/____

- Reassessment completed if appropriate. Yes (Date _____/_____/____) No
- Functional behavioral assessment conducted, if necessary. (Date _____/_____/____)
- Behavior Support Plan or Positive Behavior Intervention Plan developed, (Date _____/_____/____) or modified, if necessary. (Date _____/_____/____)
- Statement of behavior subject to disciplinary action _____

- Disciplinary action taken/proposed _____
- Date on which decision to take disciplinary action was made: _____/_____/____

In determining whether the student's behavior was a manifestation of his/her disability, the Section 504 team considered the following in relation to the behavior subject to discipline (check applicable items):

- Evaluation and diagnostic result(s) (describe) _____:
- Observations of the student by: _____
- Student's Accommodation Plan.
- Other relevant information provided by parents (list): _____

The Section 504 Team determined that:

- Yes No The conduct in question was caused by, or had a direct and substantial relationship to the student's disability;
or
- Yes No The conduct in question was the direct result of the district's failure to implement the Section 504 Accommodation Plan.

Comments _____

Finding of the Section 504 Team:

The behavior was not a manifestation of the student's disability. (Answer "no" to both boxes above.)
 was a manifestation of the student's disability. (Answer "yes" to one or more box above.)

The parent(s)/guardian(s) agree disagree with the determination of the Section 504 team.

Meeting Comments: (attach additional pages as needed)



Fountain Valley School District
Manifestation Determination Finding
 Page 2 of 2
 Section 504 Pre-expulsion Evaluation Report

Provide a written summary of the Pre-Expulsion Manifestation Determination Evaluation Report using 1-11 as an outline with the above supporting documents and the relevant information supporting the Section 504 Team Manifestation Determination Finding.

- | | | |
|---|------------------------------|-----------------------------|
| 1. Observations of student were conducted? • If yes, provide written documentation in the evaluation report. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Student academic progress was reviewed? • If yes, provide student's transcript or grades. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Student Section 504 Accommodation Plan, services and placement were reviewed? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Assessments were administered? • If yes, please attach the Assessment Report and Findings. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Teacher information was reviewed? • If yes, provide written documentation in the evaluation report. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Health history was reviewed? • If yes, provide the report. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Student Section 504 impairment was considered? • If yes, provide written documentation in the evaluation report. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Other assessments and evaluations were reviewed? • If yes, please provide written documentation in the evaluation report. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Student was on a behavior contract? • If yes, provide a copy. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Student had a Behavior Support Plan? • If yes, provide a copy. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11. Other relevant documents and reports were reviewed? • If yes, provide a copy. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

_____ I have read the "FVSD Notice of Parent/Guardian and Student Rights"

_____ I agree with the determination noted above.

_____ I do not agree with the determination noted above and understand that I have rights set forth in the Procedural Safeguards provided to me.

Parent/Guardian Signature: _____ Date: _____

Signature of others participating in the Section 504 Team Meeting:

Administrator/Designee: _____ Date: _____

Teacher(s): _____ Date: _____

_____ Date: _____

Student: _____ Date: _____

Others: _____ Title _____ Date _____

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

Team believes the behavior occurs because: *(Function of behavior in terms of getting, protesting, or avoiding something)*

8.

Accept a replacement behavior that meets same need

What team believes the student should do **INSTEAD** of the problem behavior? *(How should the student escape/protest/ avoid or get his/her need met in an acceptable way?)*

9.

Intervention

What teaching **Strategies/Necessary Curriculum/Materials** are needed? *(List successive teaching steps for student to learn replacement behavior/s)*

10.

Who will establish? Who will monitor? Frequency?

Intervention

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11.

Selection of reinforcer based on:

reinforcer for using replacement behavior reinforcer for general increase in positive behaviors

By whom? Frequency?

What strategies will be employed if the problem behavior occurs again?

12. 1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

Behavioral Goal(s)

13 Required: Functionally Equivalent Replacement Behavior (FERB) Goal

| By when | Who | Will Do X behavior | For the purpose of y | Instead of Z behavior | For the purpose of y | Under what conditional conditions | At what level of proficiency | As measured by whom and how |
|---------|-----|--------------------|----------------------|-----------------------|----------------------|-----------------------------------|------------------------------|-----------------------------|
| | | | | | | | | |

Option 1: Increase General Positive or Decrease Problem Behavior

| By when | Who | Will do what, or will NOT do what | At what level of proficiency | Under what conditions | Measured by whom and how |
|---------|-----|-----------------------------------|------------------------------|-----------------------|--------------------------|
| | | | | | |

Option 2: Increase General Positive or Decrease Problem Behavior

| By when | Who | Will do what, o will NOT do what | At what level of proficiency | Under what conditions | Measured by whom and how |
|---------|-----|----------------------------------|------------------------------|-----------------------|--------------------------|
| | | | | | |

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BSP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

| 1. Who? | 2. Under what condition(s) (Contingent? Continuous?) | 3. Delivery Manner | 4. Expected Frequency? | 5. Content? | 6. How will this be two-way communication |
|---------|--|--------------------|------------------------|-------------|---|
| | | | | | |

| 1. Who? | 2. Under what condition(s) (Contingent? Continuous?) | 3. Delivery Manner | 4. Expected Frequency? | 5. Content? | 6. How will this be two-way communication |
|---------|--|--------------------|------------------------|-------------|---|
| | | | | | |

| 1. Who? | 2. Under what condition(s) (Contingent? Continuous?) | 3. Delivery Manner | 4. Expected Frequency? | 5. Content? | 6. How will this be two-way communication |
|---------|--|--------------------|------------------------|-------------|---|
| | | | | | |

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other

Comparison: IDEA and Section 504

| <i>COMPONENT</i> | <i>IDEA</i> | <i>SECTION 504</i> |
|--|--|--|
| <u><i>General Purpose</i></u> | Is a Federal funding statute whose purpose is to provide financial aid to states in their efforts to ensure adequate and appropriate services for disabled children. | Is a broad civil rights law that protects the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. |
| <u><i>Who is protected?</i></u> | Identifies all school-aged children who fall within one or more specific categories of qualifying conditions. IDEA identifies 13 disabling conditions for purposes of eligibility. | Identifies all school-aged children who meet the definition of an individual with disabilities. |
| <u><i>Responsibility to Provide a Free and Appropriate Public Education (FAPE)</i></u> | <p>Both laws require the provision of a FAPE to eligible students covered under them including individually designed instruction.</p> <p>Requires a written IEP document with specific content and a required number of specific participants at the IEP team meeting.</p> | <p>Both laws require the provision of a FAPE to eligible students covered under them including individually designed instruction.</p> <p>Does not require a written IEP document, but it is necessary for the district to document that a group of persons knowledgeable about the student convened, reviewed evaluation data and agreed upon needed services and placement options.</p> |

Comparison: IDEA and Section 504

| <i>COMPONENT</i> | <i>IDEA</i> | <i>SECTION 504</i> |
|--|--|---|
| <u>Responsibility to Provide a Free and Appropriate Public Education (FAPE)</u> | <p>“Appropriate education” means a program designed to provide “educational benefit.” Related services are provided if required for the student to benefit from specially designed instruction. Related services are called designated instructional services (DIS) in California.</p> | <p>“Appropriate” means an education comparable to the education provided to students without disabilities, including accommodations or services that afford students with disabilities an equal opportunity to obtain the same results, gain the same benefit or reach the same level of achievement as other students.</p> |
| <u>Special Education vs. Regular Education</u> | <p>A student is eligible to receive IDEA services if the multidisciplinary team determines that the student is disabled under one or more of the specific qualifying conditions and requires specifically designed instruction to benefit from education.</p> | <p>A student is eligible so long as he/she meets the definition of an individual with a disability that impacts a major life activity within the school environment.</p> |
| <u>Funding</u> | <p>Provides additional funding for eligible students.</p> | <p>Does not provide additional funding. IDEA funds may not be used to serve students found eligible only under Section 504.</p> |
| <u>Accessibility</u> | <p>Requires that accommodations must be made if necessary to provide access to a FAPE.</p> | <p>Has regulations regarding building and program accessibility.</p> |

Comparison: IDEA and Section 504

| <i>COMPONENT</i> | <i>IDEA</i> | <i>SECTION 504</i> |
|-------------------------------------|---|---|
| <u>Procedural Safeguards</u> | <p>Both require notice to the parent/guardian with respect to identification, and/or placement, and procedural protections.</p> <p>Requires written notice.</p> <p>Delineates required components of written notice.</p> | <p>Both require notice to the parent/guardian with respect to identification, and/or placement, and procedural protections.</p> <p>Does not require written notice but districts are advised to use written notice.</p> <p>Written notice is advised.</p> |
| <u>Evaluations</u> | <p>A full comprehensive evaluation is required, assessing all areas related to the suspected or known disability. The student is evaluated by a multidisciplinary team.</p> <p>Requires informed consent before an initial evaluation is conducted.</p> <p>Requires reevaluations to be conducted at least every 3 years.</p> | <p>Evaluation draws on information from a variety of sources in the area of concern; decisions made by a group knowledgeable about the student, evaluation data, and placement options.</p> <p>Does not require consent, only notice. However, good practice would include informed consent.</p> <p>Requires periodic reevaluation.</p> |

Comparison: IDEA and Section 504

| COMPONENT | IDEA | SECTION 504 |
|---------------------------------------|--|--|
| <u>Evaluations (continued)</u> | Provides for independent educational evaluation at district expense if parent/guardian disagrees with evaluation obtained by school and hearing officer or district concurs. | No provision for independent evaluations at district expense. District should consider any such evaluations presented. |
| <u>Placement Procedures</u> | When interpreting evaluation data and making placement decisions, both laws require the district to: a. Draw upon information from a variety of sources. b. Assure that all information is documented and considered. c. Assure that the eligibility decision is made by a group of persons including those who are knowledgeable about the student, the meaning of the evaluation data, and placement options. d. Ensure that the student is educated with his/her nondisabled peers to the maximum extent appropriate (least restrictive environment.) | Same as IDEA. |
| <u>Grievance Procedure</u> | Does not require a grievance procedure, or a grievance officer. | Requires district with 15 or more employees to designate an employee to be responsible for assuring district compliance and to provide a grievance procedure for parent/guardian and students. |

Comparison: IDEA and Section 504

| <i>COMPONENT</i> | <i>IDEA</i> | <i>SECTION 504</i> |
|---------------------------|---|---|
| <u>Due Process</u> | Both statutes require impartial hearings for parent/guardian who disagree with the identification, evaluation, or placement of the student. | Same as IDEA. |
| <u>Exhaustion</u> | Requires the parent/guardian to pursue administrative remedies before seeking redress in the courts. | Administrative hearings not necessarily required prior to OCR involvement or court action; compensatory damages possible. |
| <u>Enforcement</u> | Enforced by the U.S. Office of Special Education Programs. Compliance is monitored by the State Department of Education and the Office of Special Education Programs. | Enforced by the U.S. Office for Civil Rights. |
| | The State Department of Education resolves complaints. | State Department of Education has no monitoring, complaint resolution, or funding involvement. |



Attention Deficit/Hyperactivity Disorder
April 29, 1993 OCR Memorandum concerning ADD/ADHD

ADD

Term used to describe a chronic behavioral disorder in children who are inattentive, easily distracted, and impulsive. With ADHD, hyperactivity is the primary characteristic.

Symptoms of ADHD

Diagnostic and Statistical Manual of Mental Disorders

(4th Edition, 1994) DSM-IV

Diagnosis:

1. Essential feature: persistent pattern of inattention and/or hyperactivity impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development which has been present before age 7 and involves impairment in more than two settings with clear evidence of interference with developmentally appropriate social, academic, or occupational functioning.
2. Three categories:
 - A. Attention-deficit/hyperactivity disorder, predominantly inattentive type.
 - B. Attention-deficit/hyperactivity disorder, predominantly hyperactive-impulsive type.
 - C. Attention-deficit/hyperactivity disorder, combined type.

Specific criteria for each category of ADHD:

A. Inattention:

Six or more of the following symptoms of inattention have persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

- a. Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities
- b. Often has difficulty sustaining attention in tasks or play activities
- c. Often does not seem to listen when spoken to directly
- d. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions)
- e. Often has difficulty organizing tasks and activities
- f. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
- g. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
- h. Is often easily distracted by extraneous stimuli
- i. Is often forgetful in daily activities

B. Hyperactivity.

Six or more of the following symptoms of hyperactivity/impulsivity has persisted for at least 6 months to a degree that is maladaptive and inconsistent with developmental level:

- a. Often fidgets with hands or feet or squirms in seat
- b. Often leaves seat in classroom or in other situations in which remaining seated is expected
- c. Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness)
- d. Often has difficulty playing or engaging in leisure activities quietly
- e. Is often "on the go" or often acts as if "driven by a motor"
- f. Often talks excessively
- g. Impulsivity
- h. Often blurts out answers before questions have been completed
- i. Often has difficulty awaiting turn
- j. Often interrupts or intrudes on others (e.g., butts into conversations or games)

Identification and eligibility of students under Section 504 based on ADD or ADHD

1. When a parent/guardian provides a school district with a medical diagnosis of attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), the diagnosis should be treated as a parent/guardian referral for special education and considered in determining whether the student is eligible for any specialized instruction and/or related services under the IDEA or Section 504.
2. However, the ADD or ADHD diagnosis, in and of itself does not entitle the student to any special services.
3. Under Section 504, the District is required to provide each qualified student with a free, appropriate public education (FAPE) designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities.
4. Therefore, a student with a medical diagnosis of ADD or ADHD may be covered under Section 504 if the ADD or ADHD substantially limits a major life activity, such as learning.
5. A student with ADD or ADHD, who is protected under Section 504, may receive related aids and services in the regular education setting where the placement team has determined that he or she needs only adjustments in the regular classroom, rather than special education in order to receive FAPE.
6. Under Section 504, the District is obligated to provide regular or special education programs, including accommodations and supplementary aids and services, to qualified students with ADD or ADHD based on their individual needs.
7. The District, upon finding 504 eligibility must prepare a written 504 plan which specifies the appropriate specialized instruction or services required to receive an education comparable to that provided to students without disabilities, if necessary.

8. District staff must look closely at the eligibility criteria of both IDEA and Section 504 for the means by which students may receive individually designed educational services.
9. Identification process may include:
 - A. Initial interview of child and family
Develop social and developmental history.
 - B. Individual testing of student
 - a. **ACADEMIC/PREACADEMIC ACHIEVEMENT** – Purpose: These tests measure current reading, spelling, and arithmetic or pre-readiness skills such as matching or sorting. Tests may include but are not limited to Wide Range Achievement Test, Woodcock-Johnson Psycho-Educational Battery-R, and Wechsler Individual Achievement Test.
 - b. **INTELLECTUAL/COGNITIVE DEVELOPMENT** – Purpose: These tests measure how well an individual remembers what he/she has seen and heard around him/her, how well he/she can use that information, and how he/she solves problems. They also reflect learning rate and assist in predicting how well he/she will do in school. Verbal and performance instruments are used as are appropriate. Tests may include but are not limited to Stanford-Binet Intelligence Scale IV, Wechsler Tests of Intelligence, Developmental Activities Screening Inventory II, Differential Abilities Test, and Kaufman Assessment Battery for Children, Wide Range Assessment of Memory and Learning, Test of Non-Verbal Intelligence.
 - c. **PERSONALITY/EMOTIONAL ASSESSMENT** – Purpose: These instruments assist in obtaining information regarding the individual’s emotional adjustment. Tests may include but are not limited to: Children’s Apperception Test, Thematic Apperception Test, House-Tree-Person, Draw-A-Person, Sentence Completion Tests, Rorschach Tests, Kinetic Family Drawing, Piers-Harris Children’s Self Concept Scale, Roberts Apperception Test.
 - d. **DEVELOPMENTAL/ADAPTIVE SCALES** – Purpose: These scales of development help to tell what an individual can do for himself/herself and how he/she gets along with other people. They may include but are not limited to: AAMD Adaptive Behavior Scale, Vineland Adaptive Behavior Scales, Preschool Attainment Record, Denver Developmental Screening Test, Alpern-Boll Developmental Profile 11, Adaptive Behavior Evaluation Scale.
 - e. **BEHAVIOR ASSESSMENT** – Purpose: These instruments measure the frequency, intensity, duration and settings of behaviors, including learning and social skills and include but are not limited to: Behavior Checklists (Burks, Connors, BASC, Achenbach), Attention Deficit Disorders Evaluation Scale, Observations, Student Parent and Staff Interviews, anecdotal records, student records review.
 - f. **PERCEPTION AND FINE MOTOR COORDINATION** – Purpose: These instruments measure how well an individual processes and integrates auditory, visual and tactile information and tests of fine motor coordination. These tests may include but are not limited to: Bender Visual-Motor Gestalt Test, Quick Neurological Screening Test, Visual Perception Test, Huelsman Auditory Discrimination Test, Jordan Left-Right Reversal Test, Motor Accuracy Test, Post Rotary Nystagmus Test, Hawaii Early Learning Profile, Developmental

Programming Profile, Beery Visual Integration Tests, Trails Test A and B, Test of Auditory Perception Skills.

- g. COMMUNICATION DEVELOPMENT – Purpose: These tests measure the individual’s ability to understand, recall, discriminate and use language and speech. Tests may include but are not limited to: Clinical Evaluation of Language Fundamentals, Peabody Picture Vocabulary Test, Goldman-Fristoe Test of Articulation, Preschool Language Scale, Expressive One-Word Picture Vocabulary Test, Receptive one-Word Picture Vocabulary Test, Structured Photographic Expressive Language Tests, Test of Language Development, Expressive Vocabulary Test, Stuttering Severity Instrument, Language Samples, Test of Problem Solving, The Word Test, Language Processing Test, Test of Word Finding.
 - h. MOTOR DEVELOPMENT/FITNESS – Purpose: These tests measure the individual’s growth and development and physical fitness levels. These tests include, but are not limited to: Mt. Diablo Growth and Development Chart, Adapted Physical Education Assessment Scale (APEAS), A.A.H.P.E.R. Special Test, Brigance Inventory of Early Development, Basic Motor Abilities Test, and/or Project Unique.
 - i. HEALTH ASSESSMENT – Purpose: This area includes evaluating hearing and vision acuity, recording and development history and collecting information about the individual’s unique health and medical needs.
- C. Surveys and questionnaires
 - D. Classroom observation

All children with ADHD are not automatically protected under Section 504

Some children with ADD or ADHD may have a disability within the meaning of Section 504; others may not. Children must meet the Section 504 definition of disability to be protected under the Act (i.e., any person who has a physical or mental impairment which substantially limits a major life activity.)

FREQUENTLY ASKED QUESTIONS

When does an impairment substantially limit a student's major life activity?

Section 504 regulations do not define the word "substantially." The OCR has stated that the term has been interpreted to require an important and material limitation.

OCR directs school districts to make the decision of whether a particular impairment substantially limits a major life activity for a student on an individual basis.

Letter to McKethan, 23 IDELR 504 (OCR 1994).

A review of published OCR LOFs uncovers decisions in which the issue is whether impairment, other than learning, limits the student's performance of a major life activity. Four decisions suggest the kind of reasoning that should be used in those cases:

- *Weymouth Pub. Sch.*, 21 IDELR 578 (SEA Mass. 1994) (student with a speech impairment capable of expressing himself orally and capable of communicating effectively is not substantially limited in the major life activity of ability to express oneself orally to communicate).
- *Worth County (GA) Schs.*, 27 IDELR 224 (OCR 1997) (student diagnosed with ADD who made academic progress as shown by grades and standardized test scores is not substantially limited in the major life activity of learning).
- *School Dist. of River Falls (WI)*, 20 IDELR 1364 (OCR 1993) (student whose mild allergy to cats did not adversely affect his physical health was not substantially limited in any major life activity).
- *Graves County (KY) Sch. Dist.*, 20 IDELR 384 (OCR 1993) (student with permanent hip disability who was not limited in physical activities was not substantially impaired in his ability to walk).

Is attention deficit disorder (ADD) a recognized disability under Section 504?

Yes, the Department of Education has acknowledged that attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD) are impairments that can be the basis of eligibility under either Section 504 or the IDEA.

Joint Policy Memorandum, 18 IDELR 116 (OSERS 1991).

As OCR explains in *OCR Memorandum*, 19 IDELR 876 (1993), some students with ADD may have a disability within the meaning of Section 504; others may not. The key is whether the student's ADD or ADHD is sufficiently severe that it substantially limits a major life activity.

Is drug addiction a "physical or mental impairment" under Section 504?

Yes, OCR interprets drug addiction to be a physical or mental impairment under Section 504. Nonetheless, a student who is a current illegal drug user is not covered under either Section 504 or the Americans with Disabilities Act on the basis of his drug addiction.

Changes to Section 504 made in connection with the passage of the Americans with Disabilities Act in 1990 made a statutory exception to the DOE policy interpretation [Section 504], the term "individual with handicaps" does not include an individual who is currently engaging in the illegal use of drugs, when a covered entity acts on the basis of such use.

It is clear from the statutory language added in 1990 that a student cannot be found eligible for services or protections under Section 504 by virtue of a drug addiction, if the student is currently engaged in the illegal use of drugs.

If the last time a student took illegal drugs was two months ago, will he be excluded from coverage under Section 504 on the basis of current drug use?

Possibly. A student who last took illegal drugs two months ago could be considered to be a current drug user, thus making him ineligible for coverage under Section 504.

Section 706(8)(C) excludes individuals who currently are engaging in the illegal use of drugs from coverage under Section 504. Similarly, ADA excludes coverage of such students. The question of whether a student who last took drugs two months ago is a current drug user as opposed to a former drug user cannot be answered by reference to a specific provision in the statutes or regulations, for they set out no specific period of time for current use, such as use within a week.

Do we have to refer to Section 504 every child who breaks a bone or sprains an ankle?

No. Schools only need to refer and evaluate those children who are suspected of needing Section 504 services due to a physical or mental impairment that substantially limits one or more major life activities. The referral question must be taken up on a case-by-case basis, depending on the physical impairment, whether it substantially limits a major life activity (which may depend on the type of classes or activities the child is involved in at school), and whether it needs to be addressed with 504 services or accommodations of some kind.

What about the parent who says that with 504, his child could get the straight A's? Does this child need to be referred to Section 504?

While parents may honestly believe that a child is not performing to his or her potential, that failure is not sufficient reason for qualification for Section 504. For example, OCR has found no duty to qualify a child for 504 despite his having ADD when the child had acceptable behavior and was making A's and B's in all of his classes, thus the major life activity of learning was not impacted.

Jefferson Parish (La.) Public Schools, 16 EHLR 755 (OCR 1990).

“When the disabled child is being educated in the regular classrooms of a public school system, the achievement of passing marks and advancement from grade to grade will be one important factor in determining educational benefit.”

Hendrik Hudson District Bd. of Education v. Rowley, 458 U.S. 176, 207 fn. 28 (1982).

As a result, where the child is already passing his classes (without modifications) he is likely receiving educational benefit and in no need of Section 504 or IDEA services. “By definition, a person who is succeeding in regular education does not have a disability which substantially limits the ability to learn. A student who is already succeeding in regular education would not need special education to obtain this level of benefit and, thus, would not meet the standards established for LD eligibility.”

Saginaw City (MI) School District, EHLR 352:413 (OCR 1987).

What is a 504 reevaluation?

Unlike its special education counterpart, the 504 evaluation does not mean “test,” but instead, means a gathering of data from a variety of sources. No formal testing is necessary. In the 504 context, evaluation refers to a gathering of data or information from a variety of sources so that the committee can make the required determinations. Since specific or highly technical eligibility criteria are not part of the 504 regulations, common sources of evaluation data for 504 eligibility are the student’s grades, disciplinary referrals, health information, language surveys, parent information, standardized test scores, teacher comments, etc. A reevaluation is required prior to any significant change of placement. A reevaluation is also required “periodically” which regulations defines as at least every three years.

The reevaluation is simply a re-gathering of information from a variety of sources to verify eligibility and to determine if additional changes are needed in the child’s program. While the regulations require reevaluation every three years, the better practice is to conduct one at least at the end of every school year, looking forward to the next school year and changes to the child’s schedule, teachers, and other issues that may require adjusting the accommodations and/or behavior management plan.

Excerpts from September 16, 1991 Joint Policy Memorandum

The 1991 Joint Policy Memorandum was signed by Assistant Secretaries for the Office of Special Education and Rehabilitative Services (OSERS), Office for Civil Rights (OCR) and Office of Elementary and Secondary Education (which oversees “regular Education”).

The 1991 Joint Policy Memorandum lists the following twenty two services that must be available in regular classrooms for Section 504 eligible students:

1. Providing a structured learning environment.
2. Repeating and simplifying instructions about in-class assignments.
3. Repeating and simplifying instructions about homework assignments.
4. Supplementing verbal instructions with visual instructions.
5. Using behavioral management techniques.
6. Adjusting class schedules.
7. Modifying test delivery.
8. Using tape recorders.
9. Computer aided instruction.
10. Other audio-visual equipment.
11. Selecting modified textbooks.
12. Selecting modified workbooks.
13. Tailoring homework assignments.
14. Consultation with special education.
15. Reducing class size.
16. Use of one-on-one tutorials.
17. Use of classroom aides.
18. Use of classroom note takers.
19. Involvement of a services coordinator to oversee implementation of special programs & services.
20. Possible modification of nonacademic time such as lunchroom.
21. Possible modification of nonacademic time such as recess.
22. Possible modification of nonacademic time such as physical education.

The 1991 Memorandum indicates that this list is not exclusive.

**FOUNTAIN VALLEY SCHOOL DISTRICT
PERSONNEL**

M E M O R A N D U M

TO: Marc Ecker, Superintendent
FROM: Cathie Abdel, Assistant Superintendent, Personnel
SUBJECT: NOTICE OF LAYOFF FOR CLASSIFIED POSITION
DATE: September 3, 2013

BACKGROUND

The number of English learners in Fountain Valley School District increased and is projected to be around 745 for the 2013/2014 school year. This is an increase of 106 students since last year. Of the 106 English learners, 92 speak Vietnamese. Since 2009, the Vietnamese group has almost doubled (250 to 496). Over the same timeframe, the Spanish-speaking group has decreased from 131 in 2009 to a current of 103.

The Bilingual Testing Technician is the District staff position who works with our Spanish speaking population. In addition, two schools also have Spanish speaking Bilingual Instructional Assistants. Due to a decline in our Spanish speaking English learner population, last fall the Bilingual Testing Technician position was reduced from 35 hours a week to 24 hours. In addition, two of the four Spanish speaking bilingual aide positions were eliminated at the conclusion of the 2012/2013 school year.

To address the decline and resulting reduction in the workload within the Spanish speaking English learner population, the proposal is to eliminate Spanish-speaking support at the District office. This will result in the lay off of the current Bilingual Testing Technician and the hiring of a Vietnamese speaker in the Bilingual Testing Technician position. Spanish speaking interpretation and translation will still be available through the school bilingual aide staff at Cox and Plavan where approximately 40% of the Spanish-speaking population is enrolled (41 of 103).

Notice to the person serving in the position affected by this layoff shall be in accordance with Education Code 45117, Article XI, Section 2.A. of the collective bargaining agreement, and Personnel Commission Rule 603.

IMPACTS

The following classified position shall be eliminated following the required 60 day notice (as of November 15, 2013):

| <u>Classification</u> | <u>Work Site</u> | <u>Hours/week</u> |
|------------------------------|------------------|-------------------|
| Bilingual Testing Technician | District Office | 24 |

RECOMMENDATION

It is recommended that the Board of Trustees eliminate the services of the position so designated on the effective date listed above.



FOUNTAIN VALLEY SCHOOL DISTRICT

10055 Slater Ave. • Fountain Valley, CA 92708 • 714.843.3200 • www.fvsd.k12.ca.us

FOUNTAIN VALLEY SCHOOL DISTRICT SUPPORT SERVICES

MEMORANDUM

TO: Anne Silavs, Assistant Superintendent, Instruction

FROM: Abby Bickford, Director, Support Services

SUBJECT: TOBACCO-USE PREVENTION EDUCATION (TUPE) COHORT F
COMPETITIVE GRANT

DATE: September 3, 2013 – for September 12, 2013 Board Meeting

BACKGROUND

The Tobacco-Use Prevention Education (TUPE) Program Cohort F Grant, Amendment #1 will provide funding to be used for the successful promotion and implementation of tobacco prevention, intervention, cessation, youth development and other services to students. The overarching goal of the project is to prevent students from beginning tobacco use and reduce the number of current tobacco users. The funding will allow for the implementation of the program at Fulton, Masuda and Talbert Middle Schools.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Amendment #1 Contract for Tobacco-Use Prevention Education (TUPE) Cohort F Grant for July 1, 2010 through June 30, 2014 and authorize the Superintendent or designee to sign all documents.

sb

**Orange County Department of Education
Tobacco-Use Prevention Education (TUPE) Program Cohort F Application**

PROJECT ABSTRACT

Applicant Agency: Orange County Department of Education
Project Coordinator: TBD (Contact: Ellin Chariton, Executive Director)
Phone / Email: (714) 966-4312 / echariton@ocde.us

The Orange County TUPE Consortium will provide tobacco prevention, intervention, cessation, youth development, and other services to more than 52,000 students at 40 school sites in five Orange County school districts. The Orange County Department of Education (OCDE) will serve as the consortium lead and lead applicant. Participating consortium school districts include: 1) OCDE ACCESS (Alternative Education Division), 2) Anaheim Union High School District (AUHSD), 3) Fountain Valley School District (FVSD), 4) Huntington Beach City School District (HBCSD), and 5) Saddleback Valley Unified School District (SVUSD). The overarching goal of the project is to prevent students from beginning tobacco use and reduce the number of current tobacco users.

The Orange County TUPE Consortium is a collaborative project at all levels, beginning with the school site. Each school will identify a Site TUPE Advisor to develop and implement TUPE activities. Activities will include delivery of a research-based tobacco prevention curriculum (Project Alert for grades 7-8; Project Toward No Drugs for grades 9-12), and the availability of intervention, cessation, youth development, and other services. Activities will also be made available to students most-at-risk for beginning tobacco use, including information in multiple languages for their families.

A District TUPE Administrator within each consortium district will provide in-kind support for district and site implementation of TUPE services. This will include maintenance and enforcement of the district's tobacco-free policy and adherence to all General Assurances and Certifications and TUPE Program Assurances.

Both the District TUPE Administrator and the Site TUPE Advisors will participate in a collaborative district Tobacco Advisory Group (TAG). Each district TAG has contributed to the development of the proposed project, and will meet quarterly throughout the project to discuss implementation, provide feedback, and make improvements. District TAG members represent a wide variety of TUPE stakeholders. Each district TAG will also be represented on the Orange County TUPE Consortium, which will meet four times per year to discuss the implementation of TUPE activities across participating districts, review data, and refine the overall implementation of the project.

The Orange County TUPE Consortium has collaboratively identified the following TUPE needs: 1) Strategies for students most-at-risk for beginning tobacco use, 2) Ongoing training and support, 3) Increased collaboration, 4) Tobacco cessation, 5) Maintaining and improving TUPE services for the general student population, 6) TUPE Site Advisors, 7) Increased communication to staff and parents, 8) Increased youth development opportunities, 9) Increased awareness of the dangers of tobacco use, and 10) Improving tobacco-free policy promotion and enforcement. Collaborative partners include the County of Orange Health Care Agency, Tobacco Use Prevention Program (TUPP) for intervention and cessation services and WestEd for evaluation services.

AMENDMENT #1

FOUNTAIN VALLEY SCHOOL DISTRICT
AGREEMENT FOR THE PROVISION OF TOBACCO PREVENTION SERVICES
TOBACCO-USE PREVENTION EDUCATION (TUPE) COHORT F COMPETITIVE GRANT
TOBACCO-USE PREVENTION EDUCATION (TUPE) PROGRAM

The AGREEMENT, entered into on the 1st day of July, 2010, by and between Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, hereinafter referred to as "SUPERINTENDENT", and Fountain Valley School District, 10055 Slater, Fountain Valley, California 92708, hereinafter referred to as "DISTRICT" is hereby amended as follows:

1.0 Section 1.0 TERM shall be amended to read as follows: The term of this AGREEMENT shall commence on July 1, 2010 and terminate on June 30, 2014, subject to earlier termination as set forth in this AGREEMENT, provided, however, DISTRICT shall be obligated to perform such duties as would normally extend beyond this term including, but not limited to, obligations with respect to indemnification, audits, reporting, and accounting.

2.0 Section 3.0 COMPENSATION shall be amended to read as follows:

A. SUPERINTENDENT shall compensate DISTRICT up to a maximum obligation of Ninety-two thousand eighty-eight dollars (\$92,088.00).

B. Payment shall be made for services and/or activities satisfactorily provided and approval of SUPERINTENDENT or his designee, and receipt of an itemized invoice from DISTRICT in duplicate. All billings to SUPERINTENDENT shall be supported at DISTRICT's facility, by source documentation including, but not limited to, ledgers, journals, time sheets, invoices, bank

1 statements, cancelled checks, receipts, receiving records, and
2 records of services provided.

3 3.0 Section 4.0 PAYMENTS shall be amended to read as follows:

4 A. SUPERINTENDENT shall pay DISTRICT for the actual costs of
5 providing the services and activities hereunder; provided, however,
6 the total of such payments does not exceed DISTRICT'S maximum
7 obligation; and provided further, DISTRICT'S costs are reimbursable
8 pursuant to County, State, and Federal Regulations.

9 B. DISTRICT'S billings shall be on a form, "Budget and
10 Expenditure Reimbursement Form," which is attached hereto as Exhibit
11 "B" and incorporated herein by this reference for the duration of
12 this AGREEMENT, that has been approved or supplied by SUPERINTENDENT
13 and provide such information as is required by SUPERINTENDENT.
14 DISTRICT shall submit an original Budget and Expenditure
15 Reimbursement Form and an itemized invoice before or no later than
16 the following dates: April 10, 2011, July 10, 2011, October 10,
17 2011, January 10, 2012, April 10, 2012, July 10, 2012, October 10,
18 2012, January 10, 2013, April 10, 2013, July 10, 2013, April 10,
19 2014 and July 10, 2014. Payments to DISTRICT should be released by
20 SUPERINTENDENT no later than thirty (30) calendar days after receipt
21 of the correctly completed billing form.

22 C. All billings to SUPERINTENDENT shall be supported by
23 DISTRICT, by source documentation including, but not limited to,
24 ledgers, journals, time sheets, invoices, bank statements, canceled
25 checks, receipts, receiving records, and records of services
provided.

1 D. SUPERINTENDENT may withhold or delay any payment if
2 DISTRICT fails to comply with any provision set forth in this
3 AGREEMENT.

4 E. DISTRICT shall not claim reimbursement for services
5 provided beyond the expiration and/or termination of this AGREEMENT,
6 except as may otherwise be provided under this AGREEMENT.

7 F. DISTRICT shall receive no compensation for the services
8 provided pursuant to this AGREEMENT other than the rate set forth
9 above.

10 G. The obligation of SUPERINTENDENT under this AGREEMENT is
11 contingent upon the availability of funds furnished by State of
12 California. In the event that such funding is terminated or
13 reduced, this AGREEMENT may be terminated. SUPERINTENDENT shall
14 give DISTRICT written notification of such termination. Notice
15 shall be deemed served on the date of mailing.

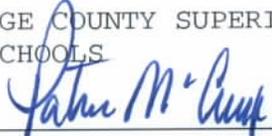
16 4.0 Except as expressly herein amended, said AGREEMENT shall in all
17 respects be and remain in full force and effect.

18 IN WITNESS WHEREOF, the parties have executed this AGREEMENT,
19 in the County of Orange, State of California.

20 DISTRICT: FOUNTAIN VALLEY
21 SCHOOL DISTRICT

ORANGE COUNTY SUPERINTENDENT
OF SCHOOLS

22 BY: _____
23 Authorized Signature

BY:  _____
Authorized Signature

24 PRINTED NAME: _____

PRINTED NAME: Patricia McCaughey

25 TITLE: _____

TITLE: Coordinator

DATE: _____

DATE: August 7, 2013

FVSD-TUPE (36570) Amend1
ZIP9

Fountain Valley School District
BUSINESS SERVICES DIVISION

M E M O R A N D U M
D/FS 13-14 - 41

TO: Stephen McMahon, Assistant Superintendent, Business Services
FROM: Scott R. Martin, Director, Fiscal Services
DATE: September 3, 2013
SUBJECT: **MOIOLA SURPLUS PROPERTY RECOMMENDED LEASE TERMS**

BACKGROUND

On June 13, 2013, Fountain Valley School District (“District”) adopted and approved a resolution declaring the Fred Moiola School Site (“Property”) located at 9790 Finch Avenue, Fountain Valley, California 92708 surplus property and authorized the offer of the Property for public lease pursuant to the surplus property provisions set forth in Education Code Section 17455 et seq. The resolution provided that the minimum bid for the lease of the Property shall be no less than the District’s appraised fair market value, updated appraisal value or minimum amount as may be determined by the Board prior to the bid hearing. Based on comparable leasing data, the recommendation of our broker (see attached) is to set the minimum bid for the lease of the Property at \$1.15 per square foot modified gross or equivalent; a total minimum bid of \$46,085 per month. The term of the lease shall be either ten years with 2 five year extensions at the District’s option or 1 twenty year term. Whichever the scenario, the District shall reserve the right to cancel the lease with a 36 month notice.

RECOMMENDATION

It is recommended that the Board set the minimum bid for the lease of the Property at \$1.15 per square foot modified gross or equivalent for a total minimum bid of \$46,085 per month. The lease term is recommended to be either ten years with 2 five year extensions at the District’s option or 1 twenty year term with the District reserving the right to cancel the lease with a 36 month notice. It is further recommended that the Superintendent or his designee be approved to sign all documents.



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Senior Vice President
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Newport Beach, CA 92660
RE License #00893394

May 8, 2013

Stephen L. McMahon
Fountain Valley School District
10055 Slater Avenue
Fountain Valley, CA 92708

**RE: Broker Opinion of Value - Lease
Moiola Elementary School
9790 Finch Avenue, Fountain Valley**

Dear Steve:

Thank you again for this opportunity to secure one or more tenants for FVSD's Moiola Elementary School site.

The purpose of this letter is to provide you with a realistic market lease valuation for the Premises. As you know, I toured the property last week with Joe Hastie and Gregg Millett. Joe also provided me with a set of Modernization Plans for the facility. The property is in pristine condition. It appears that little must be done to prepare it for a new occupant(s).

Valuing such a special purpose facility on a lease basis is somewhat challenging. There is very little on the market to compare it to; both past and present. Most non-public school institutions lease space in converted office or industrial buildings, or other special-purpose properties such as former churches. Very few schools, or similar uses such as daycare centers, have the opportunity to lease space in a facility such as the subject which features rooms designed for classes, playgrounds, a theater and recreation fields. Lease comps for such facilities are almost non-existent. However, we have been able to gather appropriate market information by analyzing other currently available school-conversion properties, gathering recent "conversion comps", as well as talking to the top three appraisers in the County.

Following is a brief summary of the Subject.

PROPERTY DESCRIPTION

Site Size: 13 acres

APN: 157-033-15

Improvements: 40,047 SF of buildings comprised of -

- Four (4) classroom buildings; each with six (6) classrooms from 920 to 1,255 SF and a central 1,674 SF room
- Three (3) modular classrooms; each 960 SF
- One (1) building comprised of admin offices, stage, kitchen, lounge area & two (2) restrooms
- Three (3) common area restroom/custodial pods.

Central common courtyard area (covered).

Three (3) playground areas; two (2) approx. 36,000 SF & one (1) approx. 21,000 SF.

Approx. 6.8 acres of sporting fields and grass area (two regulation soccer fields).

Sixty-nine (69) parking spaces.

Notes: Perimeter classrooms each contain a TV, white board, pin board & sink, and are wired for data, Internet and computers. All rooms are sprinklered, heated (no HVAC). Restrooms are ADA compliant. Roofs were refurbished around 2000 & are likely in good shape. School is wired with a Bogen System and Security system. Entire facility was modernized within past 10 years. We were informed that all improvements are to code and ready for licensing.

Zoning: "PI" – Public Institutional

General Plan: West 2/3's of site - "Public Facilities"
East 1/3 of site - "Park"

Neighborhood: Subject is surrounded by commercial to the East; commercial, residential and agriculture to the North; Residential to the West and South

VALUATION

Attached to this letter is a list of the currently available "school use" properties and recent "school" lease comparables that took place in Orange County. The first two entries on the attached list are the available properties.

Available Sites: There are only two (2) properties for lease in Orange County that are advertised for a possible school use. Both sites part of a larger, active church campus. They may be operated independently of the church, and offer shared access to their respective sanctuaries. They are not really comparable to the Moiola property although they do share some common characteristics: rooms large enough to be used as classrooms, small playground areas, and open grassy areas. Only one of these properties is priced – at \$1.27 PSF/mo modified gross. It has been on the market for five (5) months. The other site is unpriced and has been on the market for six (6) months. Property descriptions are included on the summary sheet.

Lease Comps: During the past three years there have been four (4) recorded lease comps that pertained to a school use. There have been many other such comps but the lease information has not been made available to the public.

The first two comps are R&D buildings (industrial buildings with a parking ratio of at least 3:1). They both leased for 10 years; one at \$0.92 PSF/mo modified gross and the other at \$0.90 PSF/mo modified gross. The first property was fully refurbished and leased "as-is". The second property required paint, carpet, and some office reconfiguration. The owner gave the latter tenant a \$20 PSF TI allowance.

The second two comps involved portions of larger office buildings. The first comp had a "teaser" first year rate of \$0.65 MG with five months of free rent and a \$20 PSF TIA. The second year lease rate went to market at \$1.20 MG.

The other office building comp had a "teaser" first year rate of \$0.55 MG with six months of free rent and a \$65 PSF TIA, which is a huge number. The landlord agreed to completely build out a beauty salon school. The second year lease rate went to market at \$1.20 MG.

Reconciliation: The subject property is a unique offering because it's a true school property, designed to teach students, and it has all of the supporting features of a school – rooms designed for teaching, large playgrounds, athletic fields and a common patio area with a stage.

Following are a few noteworthy issues:

- Most schools require long-term leases (10-20 years) due to the obvious challenges of ramping up an operation and the subsequent difficulties of a future relocation, if necessary. They simply don't like to move.
- The size of the subject property is larger than most schools can use or afford. Yet, it is quite possible that we will secure a single tenant. There are many more prospects who will be interested in leasing a portion of the facility; such as one or two of the four classroom buildings. This is a common practice and it can be quite practical to have two or more schools (or daycare centers, for example) co-habitate on the same campus; especially with the subject property which has four separate classroom buildings and three separate playgrounds. Arrangements can be made to share the stage and other common areas.
- We recommend offering a "modified gross" lease rate. In this case, the owner is responsible for maintaining the structural aspects of the roof, floor and exterior walls. In addition, the owner pays for the base year real property taxes and real property insurance. The tenant pays for any increases over the base year for real property taxes and real property insurance. The tenant also pays for all other expenses, including utilities and maintenance.
- The Playing Fields: Most schools would love to have access to the playing fields, but they can't afford to pay an amount equal to a reasonable rate of return for this open space. So we recommend offering use of the fields to prospective tenants on a case by case basis at a negotiated rate.

Pricing: We recommend going to the market for a single user but keeping our options open to qualified users for a portion of the Property. Based on the excellent condition of the facilities, we suggest going to the market with an asking lease rate of \$1.15 PSF modified gross per month:

40,074 SF x \$1.15 PSF/mo = \$46,085 per month

To review, under a modified gross lease rate formula, the owner pays for the base year real property taxes and real property insurance. The tenant pays for any increases in the base year real property taxes and real property insurance plus all other expenses, including all utilities and maintenance.

We can negotiate a rate for partial users on a case by case basis.

Once we receive the green light to commence, we will prepare our complete marketing package for your review. The only information we still need is a copy of the most recent operating budget when the Property was still in use as a school. Prospective tenants will need this information so they can estimate their operating expenses.

Steve, thanks again for offering us this great opportunity. We are excited about going to market with this important assignment and look forward to converting this asset back into a strong income stream for the District.

Sincerely,
NAI Capital Inc



David Knowlton, CCIM, SIOR
 Senior Vice President



Steve Ehrich
 Senior Vice President

Orange County Available School Listings & Lease Comps

| Location & Tenant | Lease Date | Building SF | Percent Office | Site Details | T.I. Allowance/PSF | Lease Term | Rental Rate/PSF | Comments |
|--|------------|-------------------|----------------|---|--------------------|------------|---|--|
| 2987 Mesa Verde East Costa Mesa Available | Available | 6,000 | 100 % | Shared parking with playground area & 23,000 SF grassy area | N/A | N/A | Negotiable | On market for 6 months. POL church property. Five buildings separate from church totaling 11,360 SF, of which 6,000 SF is available. Tenant has weekday access to additional 6,650 SF adjacent sanctuary and stage. |
| 2121 N. Grand Ave. Santa Ana, CA Available | Available | 12,375 on 2 acres | 100 % | 30 parking plus playground area & 34,000 SF grassy area | N/A | N/A | Asking \$1.75 MG/mo | On market for 5 months. POL church property. Two buildings separate from church totaling 12,375 SF. Tenant has weekday access to additional 4,500 SF adjacent sanctuary and stage. If tenant does not want that access, the lease rate would be reduced to \$1.27 MG/mo. Comparable asking rate: \$1.27 MG |
| 23705 Via del Rio Yorba Linda, CA Calvary Chapel | 5-12 | 34,925 | 100 % | 3.4/1,000 (5.9/1,000 Sundays) | As Is | 10 Years | Yrs 1-5: \$0.80 Net/mo Yrs 6-10: \$0.95 Net/mo | Converted R&D building Comparable MG rate: \$0.92 MG |
| 1544 E. Warner Ave. Santa Ana, CA Empire Academy | 10-11 | 11,776 | 100 % | 3.0/1,000 | \$20.00 | 10 Years | \$0.75 Net/mo with annual \$0.05 increases | Converted R&D building Comparable MG rate: \$0.90 MG |
| 2170 Towne Center Pl. Anaheim, CA Real Estate | 4-11 | 11,250 | 100 % | 6.0/1,000 | \$20.00 | 7 Years | Yr 1: \$1.00 FSG/mo Yr 2: \$1.55 FSG/mo Yrs 3-7: \$0.05 annual increases. 5 months free rent up front | POL Office building Comparable MG rate: Yr 1: \$0.65 MG Yr 2: \$1.20 MG |
| 3309 Hyland Ave. Costa mesa, CA Paul Mitchell The School | 3-10 | 14,698 | 100 % | 10/1,000 | \$65.00 | 15 Years | Yr 1: \$0.90 Net/mo Yr 2: \$1.55 Net/mo Yrs 3-15: \$0.10 increases every 2-4 years thereafter. 6 months free rent up front | POL Office building Comparable MG rate: Yr 1: \$0.55 MG Yr 2: \$1.20 MG |



FOUNTAIN VALLEY SCHOOL DISTRICT
Curriculum/Instruction

MEMORANDUM

TO: Marc Ecker, Superintendent
FROM: Anne Silavs, Assistant Superintendent, Instruction
SUBJECT: *CONTRACT FOR SERVICES BETWEEN PIVOT LEARNING
PARTNERS AND THE FOUNTAIN VALLEY SCHOOL DISTRICT
FOR PROFESSIONAL DEVELOPMENT SERVICES*
DATE: September 3, 2013

BACKGROUND INFORMATION:

Pivot Learning Partners is a nonprofit organization whose mission is to revitalize public education by developing leaders and building the educational organizations of the future. The organization was originally founded in 1985 as the Bay Area School Reform Collaborative with a 50 million dollar grant provided jointly by the William Annenberg Foundation and the William and Flora Hewlett Foundation. These grant funds were used to develop the Cycle of Inquiry model, a data-based decision-making process whose effectiveness in improving student outcomes was documented through a five-year independent study conducted by researchers at Stanford University's Center for Research on the Context of Teaching. Today, Pivot Learning Partners continues to build upon the Cycle of Inquiry by incorporating it into a Theory of Action that includes leadership systems, professional learning communities, and best practices.

Pivot Learning Partners will provide administrators with professional development in the use of effective tools and strategies to successfully facilitate and support the change in practices necessary for effective implementation of the Common Core State Standards. This project is a joint effort with Huntington Beach City School District. Administrators from both districts will participate in four workshops scheduled throughout the school year. Workshops will include the opportunity for collaboration among administrators both inside and outside the District.

RECOMMENDATION

It is recommended that the Board of Trustees approve the contract between Pivot Learning Partners and the Fountain Valley School District for professional development services for the 2013-2014 school year.



731 Market St, Ste 400 San Francisco, CA 94103
Phone: 415-644-3400 Fax: 415-644-0213

Contract For Services

This contract is made **August 6, 2013** between:

Contractor: Pivot Learning Partners having a principal place of business at 731 Market St, Ste 400, San Francisco, CA 94103

Client: Fountain Valley Elementary School District having a principal place of business at 10055 Slater Ave, Fountain Valley, CA 92708

1. TERMS OF CONTRACT

1.1 The terms of this contract shall be from August 1, 2013 – June 30, 2014

2. SERVICE TO BE PERFORMED BY CONTRACTOR

2.1 **Scope of Work.** Contractor will work with Client to provide a combination of professional development and coaching and the use of appropriate tools and strategies designed to build the capacity of both individuals and organizations to use Cycles of Inquiry, establish Professional Learning Communities, implement Best Practices, build the capacity of leaders and create high performing organizations that can improve the quality of teaching, raise student achievement and narrow the achievement gap.

For more details on the scope of work please see the attachment at the end of this contract.

2.2 **Method of Performing Services.** Contractor will assign a team of coaches to provide the services outlined in the scope of work. In addition, Contractor will provide additional staff support and resources as required to meet the needs of the Client.

2.3 **Compensation.** In consideration for the services to be performed by Contractor, the Client agrees to pay Contractor \$15,749 which will be billed in advance once a signed contract is received. Client will provide Contractor with a purchase order to bill against (if required) within 10 days of contract signing.

Additional services and products will be provided on an additional fee for services basis as requested by the Client.

2.4 **Charges.** Contractor attests that such charges are usual and customary and do not exceed the lowest rates charged to other organizations for similar services.

2.5 **Reporting.** The Contractor will provide the Client with quarterly reports and review periods to examine, review and discuss the progress on the scope of work.

3. INDEPENDENT CONTRACTOR STATUS

3.1 It is the expressed intention of the parties that Contractor is an independent contractor and not an employee, agent, joint venturer or partner of Client. Nothing in this contract shall be interpreted or construed as creating or establishing the relationship of employer and employee between Contractor and Client or any employee or agent of Client. Contractor shall retain the right to pursue and perform services for others during the term of this contract. Services are being provided on a time limited basis and are not intended to replace any Client staffing.

4. OBLIGATIONS OF CONTRACTOR

4.1 **Agreement.** Contractor is responsible for the satisfactory completion of the job and is legally obligated to compensate Client for failure to complete the work. As long as the Contract is still being



731 Market St, Ste 400 San Francisco, CA 94103
Phone: 415-644-3400 Fax: 415-644-0213

funded, and the Independent Contractor meets the contractual obligations in a satisfactory manner, Contractor cannot be fired.

4.2 Tools and Instrumentalities. Contractor will supply all training materials. Client will provide the facilities and equipment required to perform the services under this Contract.

4.3 Workers' Compensation. Contractor agrees to provide Workers' Compensation insurance for Contractor's employees and agents and agrees to hold harmless and to indemnify Client for any and all claims arising out of any injury, disability, or death of any of Contractor's employees or agents.

4.4 Indemnification of Liability. Contractor shall indemnify and hold Client harmless against any and all liability imposed or claimed, including attorney's fees and other legal expenses, arising directly or indirectly from any act or failure of Contractor or Contractor's assistants, employees or agents, including all claims relating to the injury or death of any person or damage to any property.

4.5 State and Federal Taxes. Since Contractor is not a Client employee, Client will not deduct any applicable withholdings from Contractor's invoices. Contractor is responsible for paying all required State and Federal taxes, including, but not limited to Federal and State income taxes, FICA (Social Security), Federal or State unemployment, or disability.

5. GENERAL PROVISIONS

5.1 Assignment. Neither this Contract nor any duties or obligations under this Contract may be assigned by either party without the prior written consent of the other party.

5.2 Cancellation of the contract. In the event of the Contract needs to be canceled, both parties will meet to negotiate a final payment to the Contractor, or refund to the Client. Participant fees are not prorated by attendance and there are no refunds for participant cancellation.

6. APPROVALS

CONTRACTOR:

A handwritten signature in cursive script, appearing to read "Chris Safford", is written over a horizontal line.

By: _____
Chris Safford, CFO
Pivot Learning Partners
94-3227655

CLIENT:

Date Approved: _____

By _____

Name: _____

Title: _____

By _____

Name: _____



731 Market Street, Ste 400 San Francisco, CA 94103
Phone: 415-644-3400 Fax: 415-644-0213

Scope of Work
For the Fountain Valley School District
Pivot Learning Partners Partnership
August 2013 - June 2014

This scope of work describes the mutual responsibilities and commitments of Pivot Learning Partners and the Fountain Valley School District to reach the goals set forth in this document. **The responsibilities and commitments will be performed from August 2013 – June 2014 at a cost not to exceed \$15,749.**

Overview

Pivot Learning Partners' Mission and Vision:

Pivot Learning seeks to revitalize public education by developing the leaders and building the education organizations of the future. We aim to create a future in which race, class, language, gender, and culture no longer predict educational outcomes for students.

Pivot Learning Partners' Theory of Action:

Through a combination of professional development and coaching and the use of appropriate tools and strategies, Pivot Learning establishes long-term partnerships with districts to build the capacity of leaders and create high performing organizations that can improve the quality of teaching, raise student achievement and narrow the achievement gap.

Goals of this Project

This project seeks to:

- Strengthen the capacity of principals, assistant principals, district administrators and Special Education personnel to lead and model the change and practices needed to develop a high performance culture in support of the Common Core State Standards (CCSS).
- Develop a systemic administrative team approach to instructional leadership that is aligned to district goals and values.
- Enhance the capacity of district leaders to lead whole system change.

Major Deliverables

- **Common Core Leadership for Principals and Assistant Principals**
Two Pivot Learning presenters will design, prepare and provide four days of professional development for principals, assistant principals, district administrators, and Special Education personnel to work as cross-school teams to learn tools and protocols that focus on the leadership changes needed to transition to the Common Core State Standards. Components and



activities for these sessions will be designed in collaboration with the Assistant Superintendent, based on the research by Pivot Learning Partners and the identified needs of the district. Participants will engage in a variety of concrete experiences and reflective dialogue that will give them materials they can use at their schools.

Special Note: The prices listed in this Scope of Work for the CCSS Leadership Seminars are based on a partnership between the Fountain Valley School District and the Huntington Beach City School District. For this portion of the work, site administrators from each district would join together for a collaborative series on "Leading the Common Core."

➤ **District Leadership Support**

An executive coach will meet with the Assistant Superintendent of Instruction before and after each session of the Common Core Principal Leadership Series. The purpose will be to get on-going feedback about the training and to monitor and adjust materials or practices accordingly. The support work is not to exceed one and a half days or 12 hours.

➤ **Project Management**

The project lead will coordinate and align coaching and professional development/cohort activities, conduct status reviews, provide technical assistance, and provide interim reports on the progress of the project. The project manager, in coordination with Pivot Learning Partners, will also solicit feedback from principals as to the quality of the work.

Services

➤ **Leadership Seminars for Principals and Assistant Principals**

Two Pivot Learning Trainers shall plan and deliver four days of professional development for principals, assistant principals, district administrators & Special Education personnel.

➤ **District Leadership Support**

An Executive Pivot Learning Coach will provide one and a half days of executive coaching to the Assistant Superintendent of Instruction throughout the year as part of the on-going communication for the implementation of the project.

➤ **Project Management:** One Project Manager shall align and coordinate coaching project activities, conduct status reviews, mid and end of year reports, as well as manage the project budget.



Commitments by Pivot Learning Partners

- PLP will designate a Project Lead, project team members, consultants and others as needed to carry out the activities and produce the deliverables cited above. Project Leads and Superintendents in all PLP projects have access to the PLP Regional Director as needed.
- Our commitment is to provide the best possible support to our Partner Districts. On a regular basis, Pivot Learning Partners will solicit formal and informal feedback from participants in PLP programs and from leaders in Partner Districts, and we will use this data and information to improve our work.
- Sensitive matters discussed by school and district staff with Pivot Learning employees shall be held in strictest confidence.

Commitments by the Client

- The district shall identify at least one instructional leader to work collaboratively with Pivot staff and to function as the district liaison with the PLP Project Lead.
- The superintendent, other district staff, principals and teachers shall make themselves available to the PLP Project Lead as indicated in this plan.
- The superintendent, other appropriate district staff and school principals shall participate in progress-monitoring processes as specified in the plan.
- Staff at all levels of the system should be prepared for PLP coaches to challenge them. Coach/consultants will ask probing questions and push district staff to examine their assumptions and mental models, and to clearly articulate their theories of action. District staff should approach this work with open, reflective minds.

Costs

As a mission-driven nonprofit organization, Pivot’s work reflects our core value of good stewardship of resources. Our commitment is to provide districts with the most cost-effective package of services possible.

| | |
|--|------------------|
| CCSS Leadership Seminars for Principals and Assistant Principals (4 sessions and 2 presenters in partnership with HBCSD) | \$11,025 |
| District Leadership Support | \$2,362 |
| Project Management | \$2,362 |
| Total | \$ 15,749 |



731 Market Street, Ste 400 San Francisco, CA 94103
Phone: 415-644-3400 Fax: 415-644-0213

Payment Terms

The following payment terms will be noted in the contract once the scope of work has been approved:

- For contracts under \$50,000, the client will receive one invoice from Pivot Learning Partners once the work has been started. This invoice will be due and payable within thirty days from date of invoice.

2013/2014

WEST ORANGE COUNTY CONSORTIUM FOR SPECIAL EDUCATION

CONFIDENTIAL MEMO

To: FVSD Board Members
From: Patrick J Middleton, Fiscal/MIS Manager
West Orange County Consortium for Special Education
Date: August 29, 2013
Subject: **Non-Public Agency Contracts**

Board Meeting Date: September 12, 2013

Under current consortium budget agreements, any unfunded cost of NPS/NPA placement is a cost to the general fund of the resident district. It is recommended that the following non-public school/agency contract/addendum be approved and that the West Orange County Consortium for Special Education be authorized to receive invoices and process payment.

| Student's Name | Non-Public School/Agency | 100% Contract/ Addendum | Effective Dates |
|----------------|---|----------------------------|--|
| 800910-2615 | Cornerstone Therapies | 3,350.00 | July 01, 2013 to June 30, 2014 |
| 192151-2612 | Sandra Shigetomi-Toyama, M.S., CCC-SLP | 3,080.00 | July 01, 2013 to June 30, 2014 |
| 1048675-2614 | Cornerstone Therapies | 3,060.00 | September 04, 2013 to June 30, 2014 |
| 714454-2584 | Autism Partnership, Inc. | 6,270.00 | September 04, 2013 to May 03, 2014 |
| 979817-2613 | Cornerstone Therapies | 960.00 | July 01, 2013 to June 30, 2014 |
| 219985-2583 | Jose D. Rios, MS | 2,700.00 | July 01, 2013 to June 30, 2014 |

Approved by the FVSD Board of Trustees
September 12, 2013

Marc Ecker, Ph.D.
Superintendent

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Cornerstone Therapies
 Pupil Name: 800910-2615 DOB _____
 Last, First Middle _____ : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

- The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
- The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
- The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
- AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|------------------------------|---------------|-------------------|------------------|----------------------|--|
| 1. Physical Therapy - School | NPA | 60.00 Minutes | 100.00 | 34.00 | 3,350.00 |
| 1x50min/wk | | | | | |

Maximum Total Related Services Costs (B) 3,350.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

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Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: July 01, 2013
and terminates on 5:00 p.m. on: June 30, 2014
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Marc Ecker, Ph.D.
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648
(Address)

714-962-6760 714-962-5961
(Telephone Number) (FAX Number)

33-0921156
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

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Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Sandra Shigetomi-Toyama, M.S., CCC-SLP
 Pupil Name: 192151-2612 DOB _____
 Last, First Middle _____ : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license: Speech & Language Pathology
2. The class size for the pupil will not exceed _____, and/or therapist/pupil ratio will be _____
3. The length of the instructional program will be _____ per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|--------------------------------------|---------------|-------------------|------------------|----------------------|--|
| 1. Language/Speech Therapy - Consult | PS | 60.00 Minutes | 140.00 | 12.00 | 1,680.00 |
| 12x60min/yr observ@school | | | | | |
| 2. Language/Speech Therapy - Consult | PS | 60.00 Minutes | 140.00 | 10.00 | 1,400.00 |
| 1x60min/mo phone consult | | | | | |

Maximum Total Related Services Costs (B) 3,080.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

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Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: July 01, 2013
and terminates on 5:00 p.m. on: June 30, 2014
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Sandra Shigetomi-Toyama, M.S., CCC-SLP
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Marc Ecker, Ph.D.
(Type Name of Superintendent)

3300 Irvine Avenue, Suite 111, Newport Beach, CA 92660
(Address)

949-202-7806 949-250-9485
(Telephone Number) (FAX Number)

562-25-7238
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Cornerstone Therapies
 Pupil Name: 1048675-2614 DOB _____
 Last, First Middle : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

- The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
- The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
- The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
- AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

| | | |
|----------------|------------|-----------------------------|
| Number of days | x Per Diem | TOTAL BASIC EDUCATION COSTS |
|----------------|------------|-----------------------------|

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|------------------------------|---------------|-------------------|------------------|----------------------|--|
| 1. Physical Therapy - Clinic | NPA | 60.00 Minutes | 85.00 | 36.00 | 3,060.00 |
| 1x60min/wk | | | | | |

Maximum Total Related Services Costs (B) 3,060.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: September 04, 2013
and terminates on 5:00 p.m. on: June 30, 2014
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Marc Ecker, Ph.D.
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648
(Address)

714-962-6760 714-962-5961
(Telephone Number) (FAX Number)

33-0921156
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Autism Partnership, Inc.
 Pupil Name: 714454-2584 DOB _____
 Last, First Middle : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license:
2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be
3. The length of the instructional program will be _____ per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|--|---------------|-------------------|------------------|----------------------|--|
| 1. Behavior Intervention - Supervision 9/4-11/30 transition 30hrs tot | NPA | 60.00 Minutes | 95.00 | 30.00 | 2,850.00 |
| 2. Behavior Intervention - Supervision 3hrs/mo in class observtn | NPA | 60.00 Minutes | 95.00 | 27.00 | 2,565.00 |
| 3. Behavior Intervention - Supervision 1x60min/mo infrml progrss mtg attend | NPA | 60.00 Minutes | 95.00 | 9.00 | 855.00 |

Maximum Total Related Services Costs (B) 6,270.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary):

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: September 04, 2013
and terminates on 5:00 p.m. on: May 03, 2014
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Autism Partnership, Inc.
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Marc Ecker, Ph.D.
(Type Name of Superintendent)

200 Marina Drive, Suite C, Seal Beach, CA 90740
(Address)

562-431-9293 562-431-8386
(Telephone Number) (FAX Number)

32-0049214
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Cornerstone Therapies
 Pupil Name: 979817-2613 DOB _____
 Last, First Middle _____ : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license: Licensed Speech Pathologist, Licensed Physical Therapist, Occupational Therapist
2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be 1:1
3. The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|---|---------------|-------------------|------------------|----------------------|--|
| 1. Assessments/Testing/Evaluations (RATE) | NPA | 60.00 Minutes | 225.00 | 2.00 | 450.00 |
| PT Eval | | | | | |
| 2. Assessments/Testing/Evaluations (RATE) | NPA | 60.00 Minutes | 85.00 | 6.00 | 510.00 |
| PT Eval | | | | | |

Maximum Total Related Services Costs (B) 960.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

Please refer to this number on correspondence, invoices, etc.

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Other Provisions (attachments as necessary): _____

The parties hereto have executed this contract by and through their duly authorized agents or representatives.

This contract is effective on: July 01, 2013
and terminates on 5:00 p.m. on: June 30, 2014
unless sooner terminated as provided herein.

-CONTRACTOR-

-DISTRICT-

Cornerstone Therapies
(Name of Nonpublic School/Agency)

Fountain Valley School District
(Name of School District)

(Contracting Officer's Signature) Date

(Signature) Date

(Type Name and Title)

Marc Ecker, Ph.D.
(Type Name of Superintendent)

18700 Beach Blvd., Suite 120, Huntington Beach, CA 92648
(Address)

714-962-6760 714-962-5961
(Telephone Number) (FAX Number)

33-0921156
(Federal I.D. or Social Security Number)

APPROVED BY THE GOVERNING BOARD ON _____

INDIVIDUAL SERVICE AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
 (Education Code 56365 et seq.)

All terms and conditions of the current Master Contract for Nonpublic, Nonsectarian School Agency (NPS/NPA), hereinafter referred to as the Master Contract, previously executed by the parties hereto, are incorporated herein by reference. The CONTRACTOR will implement the Individualized Education Program (IEP), and will request an IEP review prior to any change in the service program.

Date: 08-29-13 Local Education Agency: Fountain Valley School District
 Nonpublic School/Agency: Jose D. Rios, MS
 Pupil Name: 219985-2583 DOB _____
 Last, First Middle _____ : _____
 Address: _____
 Street _____
 Sex: _____ Grade: _____ Residential Setting (Indicate Home, Foster, JCS or LCI): Home
 (K - 8 or 9 - 12) If LCI, indicate number: _____

Parent/Guardian: _____ Home Phn: _____ Cell Phn: _____
 Address: _____
 Street _____ City _____ Zip _____

CONTRACT TERMS:

1. The pupil's teacher/service provider will hold the following credential/license:
2. The class size for the pupil will not exceed N/A, and/or therapist/pupil ratio will be N/A
3. The length of the instructional program will be N/A per day, Monday through Friday. (Nonpublic school only)
4. AUTHORIZED educational services as specified in the IEP shall be provided by the CONTRACTOR up to the amount specified.

A. BASIC EDUCATION PROGRAM (Applies to nonpublic schools only):

Number of days x Per Diem TOTAL BASIC EDUCATION COSTS

B. DESIGNATED INSTRUCTION AND SERVICES/RELATED SERVICES:

| SERVICES | Provider Type | Per Session Total | Cost Per Session | Maximum No. Sessions | Maximum Total Cost for Contracted Period |
|--------------------------|---------------|-------------------|------------------|----------------------|--|
| 1. Behavioral Assessment | PS | 60.00 Minutes | 150.00 | 18.00 | 2,700.00 |
| IEE Extension | | | | | |

Maximum Total Related Services Costs (B) 2,700.00

Maximum Total Basic Education and Related Services Costs (A + B) _____

Maximum Per Diem for Basic Education _____

