

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
February 14th, 2019
3:00PM
Agenda

- I. Call to Order
- II. Pledge of Allegiance
- III. Members Present
- IV. Correspondence
 - a. January 18th, 2019 Letter to Pride Industries One Inc.
- V. Superintendent Report/Information
 - A. February's Pirate's Post
 - B. Plaza Community Club
 - C. School Site Council (SSC)
 - D. Local Control and Accountability Plan Goals
 - E. Facilities
 - 1. Septic
 - 2. Modernization/New Construction
 - 3. Cafeteria Tables
 - F. Staffing
 - 1. GCOE Education Specialist
 - G. 2019 Glenn County Educator's Hall of Fame
 - H. 2018-19 Enrollment
- VI. Comments: Agenda Items Only—Any person wishing to address the Board will identify themselves, the agenda item they are speaking about, and limit remarks to three minutes.
- VII. Action
 - A. Old Business
 - B. New Business
 - 1. Consent Agenda: Routine matters that can be approved with one motion.
 - i. Approve Minutes of the January 17th, 2019 Regular Board Meeting
 - ii. Approve Warrant Registers—January 12th – February 5th, 2019
 - iii. Approve Budget Transfers— None
 - 2. Approve Revision to 2018-19 Safe School Plan
 - 3. Approve 2018-19 Health and Wellness Policy
 - 4. Approve 8th Grade Field Trip Request to Mt. Lassen Visitor Center, Mineral, CA March 20th, 2018
 - 5. Approve Resignation Letter from Judy Fowler
 - 6. Approve Benchmark Curriculum Proposal and Adoption for ELA Curriculum
 - 7. Approve The Music Connection Proposal for Instruments
- VIII. Comments: Non Agenda Items—The Board Clerk will allow three minutes for speakers to address the appropriate matters. Speakers will identify themselves when acknowledged by the Clerk.
- IX. Closed Session- Contract Negotiations-- Pursuant to California Education Code
- X. Adjournment

Plaza Elementary School District

Board of Trustees:
Connie King
Darin Titus
P. J. Davis

7322 County Road 24
Orland, CA 95963
Phone (530) 865-1250 Fax (530) 865-1252

Patrick Conklin
Superintendent/Principal

January 18, 2019

Don Nelson
PRIDE Industries One, Inc.
10030 Foothills Blvd.
Roseville, CA 95747

RE: Plaza Elementary School bids for the Plaza School Onsite Wastewater System Upgrade.

Dear Mr. Nelson:

This letter constitutes notice that the bid submitted by PRIDE Industries One, Inc. ("PRIDE Industries") on January 11, 2019, for the Plaza Elementary School Septic Rehabilitation ("Project") is nonresponsive, and that District staff has recommended to the District Governing Board ("Board") at its meeting on January 17, 2019, that the Board award the contract for the Project scope of work to NorCal Septic as the lowest responsible bidder submitting a responsive bid.

Without waiving any other grounds for determining that PRIDE Industries' bid is nonresponsive, please note that PRIDE Industries failed to provide the required documentation regarding workman's compensation, prevailing wage, and criminal background certification. The bid documents require all bidders to provide the above identified documents. PRIDE Industries' bid is therefore nonresponsive because of its failure to provide that supporting documentation.

Thank you for bidding on this Project. We look forward to PRIDE Industries' participation in the District's bid process for future projects.

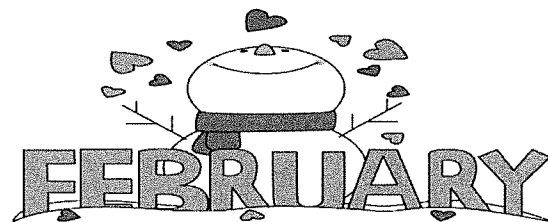
Sincerely,



Patrick Conklin
Superintendent/Principal, Plaza Elementary School District

THE PIRATE'S POST

January 29, 2019



Check out our website at www.Plazaschool.org for Information, Events and Dates!

Plaza Community Club Needs Your Help!



It's that time of the year again when PCC needs your help hosting the annual Plaza School Carnival. This year the event will be held on **Saturday, April 27th from 4-7:30pm**. This is by far the biggest, and most exciting fundraiser of the year. Nearly all of the money raised this year will come from this one great event. The carnival offers delicious food, fun games and rides, a small silent auction, and prizes to raffle.

We could really use help setting up on **Friday, April 26th from 3-5pm** and/or cleaning up and putting things away after the event concludes **Saturday**. With enough help, both can be done quickly and easily. Without it, a few people who have already planned, organized, and put on the event will end up being here all night Friday, Saturday, and again on Sunday.

If you would like to learn more about how you can help by donating time, money, or auction items, please ask a PCC officer, or stop by the office and see Mr. Conklin. The carnival will be discussed in our next PCC meeting at 6pm on Thursday, February 14th at the Orland Round Table.

Dates to Remember:

- Feb 5 School Site Council @ 3pm
 - Feb 7 2019-20 Kindergarten Round Up
(Appointments Required)
 - Feb 8 6th-8th Plaza School Dance 6-9pm
 - Feb 14 Plaza Board Meeting @ 3pm
Plaza Community Club Mtg.
@ Orland Round Table 6pm
-
- Feb 14-15 7th/8th Basketball Tournament
@ Orland Rec Center
 - Feb 18-22 NO SCHOOL
 - Feb 27 Minimum Day Dismissal @ 12:45
 - Mar 1 End of 2nd Trimester
Plaza Community Club Family Dance
@ Plaza School 6pm
 - Mar 8 Report Cards
 - Mar 15 2nd Trimester Awards Ceremony
@ 8:45
 - Mar 21 Plaza Board Meeting @ 3pm
Plaza Community Club Mtg.
@ Orland Round Table 6pm
 - Mar 27 Minimum Day Dismissal @ 12:45

Round Table

Round Table Cards:

This is a PCC family fundraiser and the form will go home to the oldest child in the family. Money must be turned in with the sign up form. Once the form is turned in, cards will be handed out to students to deliver.

Like Plaza Community Club on Facebook to find up to date information!



Family Dance!



Plaza Community Club has scheduled the Family Dance for **Friday, March 1st at 6pm** in the school cafeteria. PCC would like to display one picture of each family. If you have any you would like to include in the display, please turn them into the school office. Include your name to ensure they get returned to you after the dance.

Online Grading Program and Parent Portal:

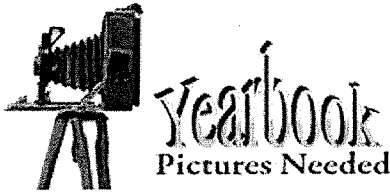
Sorry for any confusion signing up for the new online grading program and parent portal. To access the site, please visit <https://plaza.schoolwise.com>. The original note had www.plaza.schoolwise.com, however the site doesn't actually include www. Follow the directions from the How to Set Up SchoolWise Parent Portal Accounts form that was sent home. There is only one activation code per family; therefore you only have to register once for all of your children currently attending Plaza School.

The purpose of this new program is for you and your child to be able to access up to date grade information whenever you want. Parents and students are encouraged to check often for current grades, as well as any missing assignments that may be due. Progress reports are generated from this program and will still be sent home throughout the trimester.

If the activation code doesn't work for some reason, or you have difficulty setting up your account, please call or stop by the office. Feel free to email Mr. Conklin if that's easier.



Yearbook:



The Yearbook Committee is working hard on this year's book. If you have group pictures of students doing school activities, please email them to Mrs. Henning at khenning@glenncoe.org. The goal is to get every student in at least one picture other than their portrait. If you would like to purchase an advertisement for your business or an 8th grade congratulation space, please see Mrs. Henning, or stop by the office.

Plaza School Septic System Upgrade:

With more students enrolled and additional staff hired over the last few years, our septic system needs to be upgraded to accommodate the number of users. NorCal Septic in Orland has been awarded the contract to install a larger septic tank, pump system, and additional leach lines. The project is expected to begin within the next month. Although the work will limit access to parts of the playground and field, there shouldn't be any disruption to the water system while school is in session. If you have any questions or concerns, please contact Mr. Conklin.

Club Live Candy Grams!

Plaza School Club Live members will be selling Valentine's Day Candy grams for \$5 each. Orders must be turned in by February 11th. Forms are also available in the office. There are four different options to choose from, each of which includes a small valentine plush. Candy grams will be delivered to students on Wednesday, February 14th.



Plaza Community Club Meeting

Call To Order: John Canalia

Last Months Minutes: Kristina

Treasure's Report: Sara

Old Business:

Tri-tip for the carnival-

Fish bowls-

Cookie fundraiser-

Book fair-

Pop-ups for events-

Smart boards for the classrooms-

RTP cards from 2/15-2/25-

Wristbands for the carnival-

Parent-child dances to be held in Feb.-

New Business:

Open to the floor-

Upcoming Events: next meeting- 2/21/19

Register Report

11/16/2018 through 1/17/2019

1/17/2019

Page 1

Date	Account	Num	Description	Memo	Category	Tag	Clr	Amount
BALANCE 11/15/2018								23,126.74
11/16/2018	Community ...	ATM	Walma	Raffle Prize	Carnival Exp...		R	225.19
11/16/2018	Community ...	ATM	Round Table	Pizza	CC Meeting		R	99.87
11/21/2018	Community ...	ATM	Bath And Body	Raffle Prize	Carnival Exp...		R	22.62
11/26/2018	Community ...	ATM	Walmart	Raffle Prize...	Carnival Exp...		R	94.38
11/26/2018	Community ...	ATM	Tractor Supply	Gun Safe	Raffle Prize		R	750.73
11/26/2018	Community ...	ATM	Walmart	Raffle Prize...	Carnival Exp...		R	405.23
11/26/2018	Community ...	ATM	Walmart	Raffle Prize...	Carnival Exp...		R	49.25
11/27/2018	Community ...	ATM	Best Buy	Student La...	Carnival Exp...		R	530.52
11/28/2018	Community ...	2853	Judy Fowler	Class Funds	Class Funds:...		R	87.00
11/28/2018	Community ...	2854	...John Lovel		Additional A...		R	162.88
					Sports Fund		R	474.52
11/28/2018	Community ...	2855	David Lee	Class Fund...			R	227.14
11/28/2018	Community ...	ATM	Walmart	Raffle Prize...	Carnival Exp...		R	52.55
11/28/2018	Community ...	ATM	Grocery Outlet	Carnival Ra...	Carnival Exp...		R	17.20
12/3/2018	Community ...	ATM	Walma	Raffle Prize	Carnival Exp...		R	42.72
12/10/2018	Community ...	ATM	Bath And Body	Raffle Prize	Carnival:Car...		R	18.98
12/11/2018	Community ...	ATM	Best Buy	Student La...	Carnival Exp...		R	212.33
12/14/2018	Community ...	ATM	Amazon	Raffle Prize	Carnival Exp...		R	20.95
12/17/2018	Community ...	ATM	Ace Hardware	BBQ	Carnival Exp...		R	727.04
12/21/2018	Community ...	ATM	Grocery Outlet	Carnival Ra...	Carnival Exp...		R	74.91
1/9/2019	Community ...	DEP	Cookie Doug...					4,159.00
1/9/2019	Community ...	2856	Go Fundraisi...					2,467.20
1/15/2019	Community ...	TXFR	Transfer Fro...		Savings Acc...			125.00
11/16/2018 - 1/17/2019								

BALANCE 1/17/2019

20,397.53

TOTAL INFLOWS 4,159.00

TOTAL OUTFLOWS 6,888.21

NET TOTAL

Savings Acct Balance = \$ 205.10

Cookie Dough Profit = \$ 1,691.80

School Site Council (SSC)

February 5th, 2019

3:00pm

Minutes

- I. Pledge of Allegiance**
- II. Call meeting to Order**

The meeting was called to order at 3:02

III. Members Present

Mr. Conklin, Mr. Lee, Ms. Limberg, Colleen Cecil, Scott Fleharty, and Mike Stover

IV. Approve October 23rd, 2018 Minutes

Ms. Cecil moved, Ms. Limberg second. AA

V. Review and Discuss Health and Wellness Policy

Mr. Conklin discussed the plan. The template used this year is from the USDA. Otherwise, no changes from last year. A three year assessment will be due by the end of next year.

VI. Approve 2018-19 Safety Plan

Mr. Conklin discussed the plan. The template this year was from Document Tracking Service. Recommended changes included evacuation procedures for evacuation, relocation, and lock down. Ms. Limberg moved. Mr. Fleharty second. AA

VII. Discuss School Accountability Report Card (SARC)

Mr. Conklin reviewed the 2017-18 SARC.

VIII. Discuss Local Control and Accountability Plan (LCAP) Goals

Mr. Conklin discussed the three goals. The group recommended looking for a more academically challenging program for students who are high achieving. We also discussed ways to promote a more welcoming climate for families by hosting social hours and coffee clubs, and having time during Back to School Night.

IX. Discuss Single Plan for Student Achievement (SPSA) Goals

Mr. Conklin explained that this is no longer necessary for single school districts and the LCAP satisfies the requirement.

X. Discuss Local Education Agency Plan (LEAP) Goals

Mr. Conklin explained that any changes to the LCAP would be reflected in the LEAP.

XI. School Community Surveys

The group suggested changing the format or font to make surveys more presentable, and offering it electronically. Also recommended a student survey.

XII. Adjournment

The meeting was adjourned at 4:21 pm.



10 items,
\$10,766.80
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Fax Orders & Quote Requests
800-964-4629

Checkout

Check out with **PayPal**

[LOGIN](#)

\$11,601.23 ▼

Billing Information

* First Name

Mary

Company

Plaza Elementary School

* Address

7322 County Road 24

* City

Orland

* Zip/Postal Code

95963

* Telephone

5308651250

* Last Name

Lohse

* Email Address

mlohse@glenncoe.org

* State/Province

alifornia ▼

* Country

nited States ▼

Fax

Create an account for later use ☐

Ship to this address ☒

Shipping Method

Shipping Option

☒ In order to provide you with the best shipping rates available a customer service representative will shop freight quotes and contact you

Promo Codes

Payment Method

CREDIT CARD

PURCHASE ORDER


TAX EXEMPT

Grand Total \$11,601.23

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Shopping Cart

Item	Stock #	Price	Quantity	Subtotal
 MTFB12-PBTMPC Mobile Bench Cafeteria Table Particleboard Top w/ T-Mold Edge - 12' L Top And Bench Color: Gray Nebula- GY	96377	\$1,139.95	10	\$11,399.50

Subtotal: \$11,399.50

Liftgate Needed: ☐

Inside Delivery: ☐

95963

Shipping: \$2,944.93

Sales Tax: if applicable*

Total: \$14,344.43

*Sales Tax required on merchandise, shipping and delivery charges in the following states: AL, CO, CT, DC, GA, IA, IL, IN, LA, KY, MA, MD, ME, MI, MN, MS, NC, ND, NE, NJ, NV, NY, OK, PA, RI, SC, SD, TX, UT, VT, WA, WI and WV, unless a tax-exempt certificate is on file with us.

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Or mail your order to:

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Dallas, TX 75214

January 18, 2019

Dear Tracey Quarne, Jacki Campos, Lalaynia Little, Judy Corum, and Pat Conklin,

For the past 11 years, I have had the pleasure of working for Glenn County Office of Education. I began at Willows High School, transferred to Capay Elementary, and finally transferred to Plaza Elementary. Throughout my time as a GCOE employee, I have been embraced and supported like I have never experienced before. I have learned so much from my co-workers, students, and my students' families.

When you feel such a part of an accepting, nurturing work environment, letters like this are especially difficult to write. Due to a change in my husband's career path, we will be relocating to Texas. My husband has been presented with a job opportunity that has never been presented to him locally. Though this is an extremely difficult move, I am trusting that this what we are to do as a family.

Sadly, I am resigning from my position with Glenn County Office of Education. My last day will be February 5th. I will do everything that I can to ensure a smooth transition for my students and co-workers at Plaza Elementary.

Thank you for the opportunity to serve Glenn County.

Sincerely,

A handwritten signature in cursive script that reads "Heather O'Neal". The signature is written in black ink and is positioned below the word "Sincerely,".

Heather O'Neal

February 7, 2019

To: District Superintendents,

It's time to begin the process of selecting educators from your district for the Glenn County's Educators' Hall of Fame. Please see the attached list of those individuals who have been selected in the past.

Each district is responsible for purchasing individual recipient plaques. Glenn County Office of Education will purchase the plaque that includes all 2019 recipients to be displayed in the Chrome School on the Fairgrounds.

DEADLINE **April 12** - notify Imelda Diaz at Glenn County Office of Education who your recipient is.

CRITERIA Criteria for selection will be left entirely up to each district's Board of Trustees. Recipients may represent any area of education i.e. teacher, trustee, administration, secretary, custodian, etc.

SEND INFORMATION **By April 19** – send to Imelda:
- Short biographical sketch
- Picture of recipient for display binder
- Name and address of recipient

NUMBER OF RECIPIENTS

Capay School	– 1
Hamilton Unified	- 2
Lake School	- 1
Plaza School	- 1
Orland Unified	- 2
Princeton Unified	- 1
Stony Creek Unified	- 1
Willows Unified	- 2
Glenn Co. Office of Education	- 2

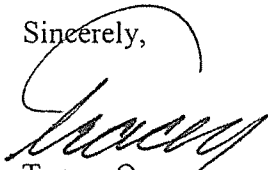
CEREMONY

Saturday, May 18, 2019, 8:00 a.m. at the Glenn County Fair's Flaherty Hall, located near the Depot Fair Office. In the interest of time we are asking that inductees limit their presentation to 5 minutes.

It is the district's responsibility to contact the recipient(s) and notify them of the award. Let the recipient(s) know that they and their relatives are invited to attend. If a recipient is deceased, please notify their relatives of the selection and the specifics of the ceremony.

Please notify my office if you do not have a recipient this year. For additional information, please let Imelda at 934-6575 – ext. 3061.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tracey Quarpe', with a large, sweeping loop at the top.

Tracey Quarpe
Superintendent of Schools

Enclosure

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
January 17th, 2019
3:00PM
Minutes

- I. **Call to Order** – The meeting was called to order at 3:04 p.m.
- II. **Pledge of Allegiance**
- III. **Members Present** - PJ Davis, Connie King, Patrick Conklin, Mrs. Sanchez and Ms. Limberg.
- IV. **Correspondence**
 - A. **County of Glenn Elections Department Important Notice: Form 700 Filings**
- V. **Superintendent Report/Information**
 - A. **January's Pirate's Post** – Mr. Conklin informed the board of the end of year Smarter Balanced Assessment state testing and how this data helps us better understand areas where students are not meeting proficiency.
 - B. **Plaza Community Club** – Mr. Conklin reminded the board that the carnival will be April 27th. He also informed the board that PCC discussed fundraising for classroom Smart Boards.
 - C. **Grading Program and Parent/Student Portal** – Mr. Conklin informed the board that as of this trimester, teachers began using an online grading program for 3rd – 8th grade. This program provides parental access through a parent/student portal.
 - D. **Local Control and Accountability Plan Goals** – Mr. Conklin discussed the following LCAP goals:

Goal 1: Students in grades K-8 will increase academic achievement in all areas.

- Work with aides to improve ELD services
- Monitor after school program's intervention, tutoring, and homework assistance.
- Learning Specialists work with low income and EL students
- Monitor school wide intervention model to target students

Goal 2: Provide appropriately assigned and fully credentialed teachers with standards-aligned instructional materials in school facilities that are in good repair in order to fully implement academic content and performance standards in a broad course of study.

- Offer professional development for instructional staff
- Schedule minimum days for professional development
- Enough instructional materials for all students
- Purchase science curriculum
- Create a maintenance plan
- Maintain classroom music and art program
- Provide resources for rich PE program

Goal 3: Provide a safe and welcoming climate for all stakeholders that includes parent input in decision making and promotes parent participation in student learning in order to improve attendance rates.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
January 17th, 2019
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Minutes

- Annual survey to determine positive feelings
- Determine how many parents participate and identify subgroups that have low participation
- Inform and motivate on effects of absenteeism.

E. Facilities

1. **Septic** – Mr. Conklin presented the board with the septic project bids.
 2. **Modernization/New Construction** – Mr. Conklin notified the board that we have received some modernization money and will be working with the architect to design plans for modernizing the main building.
 3. **Other** – Mr. Conklin reported that there were leaks in the 7th & 8th grade building and the walk-in freezer had to be repaired.
- F. Visual and Performing Arts Grant** – Mr. Conklin reported that we have been awarded the VAPA grant and have three teachers that will participate in the training. The money will be spent funding the music/art program.
- G. Classroom Music** – Mr. Conklin informed the board that Mrs. Taylor had been hired by Capay as an intern and would be split between Lake, Capay and Plaza and would now be teaching classroom music as well.
- H. 2017-18 Annual Audit as of June 30th, 2018** – Mr. Conklin provided the board with the audit and informed them that there were three findings that had no financial impact.
- I. Second Read Board Policy Business and Non-instructional Operations 3311.1: Uniform Public Construction Cost Accounting Procedures** - Informational
- J. 2018-19 Enrollment** - We currently have 205 students enrolled.
- K. February 21st, 2019 Board Meeting** – Mr. Conklin reminded the board of the next board meeting but it was decided to move the meeting to February 14th at 3:00 p.m.
- L. Flag Detail** – Mr. Conklin discussed the board's request to put the flags up and it was suggested to assign the task to certain students.

VI. Comments: Agenda Items Only—None

VII. Action

A. Old Business - None

B. New Business

1. **Consent Agenda: Routine matters that can be approved with one motion.**
 - i. **Approve Minutes of the December 13th, 2018 Regular Board Meeting**
 - ii. **Approve Warrant Registers—December 1st, 2018- January 11th, 2019**
 - iii. **Approve Budget Transfers— None**

Connie King motioned to approve the Consent Agenda, PJ Davis seconded and the motion carried 2-0.

Plaza School District
7322 County Road 24
Orland, CA 95963
BOARD OF TRUSTEES
Regular Board Meeting
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Minutes

Approve NorCal Septic Environmental Solutions Inc.'s Bid for Septic Rehabilitation Project – PJ Davis motioned to award the bid to NorCal Septic who had all the required forms and licenses, Connie King seconded and the motion carried 2-0.

2. **Approve 2017-18 School Accountability Report Card** - Connie King motioned to approve the SARC, PJ Davis seconded and the motion carried 2-0.
3. **Approve Board Policy Business and Non-instructional Operations 3311.1: Uniform Public Construction Cost Accounting Procedures** - PJ Davis motioned to approve BP3311.1, Connie King seconded and the motion carried 2-0.
4. **Approve Low-Performing Students Block Grant Plan**- Connie King motioned to approve the Low-Performing Students Block Grant Plan, PJ Davis seconded and the motion carried 2-0.

VIII. **Comments: Non Agenda Items**—None

IX. **Adjournment** - The meeting was adjourned at 4:18 p.m.

005 PLAZA SCHOOL DISTRICT
Warrant Register

Pay Voucher Transactions
Date: 01/12/2019 - 02/05/2019
PV#: 000000 - 999999

J87255 PV0100 L.00.00 02/06/19 PAGE 4

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
													PV amount	UT	UT-Obj	UT-Rate	UT-Amount	1099
000282	000615/00	MARY MCDADE										1/16/2019	1/16/2019	1/16/2019	1/23/2019	37		
		1. 01-0000-0-1110-1000-4300-000-000000											19.07	N				N
		REIMB. SING ALONG SUPPLIES																
000299	000606/00	NORCAL RESTAURANT SUPPLY										1/25/2019	1/25/2019	1/25/2019	1/30/2019	40		
		1. 13-5310-0-0000-3700-5630-000-000000											541.59	N				N
		WALK-IN FREEZER REPAIR																
000296	000049/00	OFFICE DEPOT										1/23/2019	1/23/2019	1/23/2019	1/30/2019	39		
		1. 01-0000-0-1110-1000-4300-000-000000											7.69	N				N
		K-8 CLASSROOM SUPPLIES																
		2. 01-0000-0-1110-1000-4300-000-000000											82.61	N				N
		K-8 CLASSROOM SUPPLIES																
		Total amount										90.30 *				0.00 *		
000287	000050/00	ORLAND HARDWARE & IMP. CO.										1/17/2019	1/17/2019	1/17/2019	1/23/2019	37		
		1. 01-0000-0-0000-8100-4300-000-000000											43.29	N				N
		SITE SUPPLIES																
000304	000050/00	ORLAND HARDWARE & IMP. CO.										2/01/2019	2/01/2019	2/01/2019	2/06/2019	41		
		1. 01-0000-0-0000-8100-4300-000-000000											36.49	N				N
		SITE SUPPLIES																
000297	000054/00	PACIFIC GAS & ELECTRIC CO.										1/23/2019	1/23/2019	1/23/2019	1/30/2019	39		
		1. 01-0000-0-0000-8100-5545-000-000000											12.52	N				N
		12/15/18-1/15/19 STREET LIGHT																
000278	000175/00	PRO PACIFIC FRESH										1/15/2019	1/15/2019	1/15/2019	1/23/2019	37		
		1. 13-5310-0-0000-3700-4700-000-000000											388.00	N				N
		CAFETERIA FOOD																
		2. 13-5310-0-0000-3700-4300-000-000000											33.93	N				N
		CAFETERIA SUPPLIES																
		Total amount										421.93 *				0.00 *		

005 PLAZA SCHOOL DISTRICT
Warrant Register

Pay Voucher Transactions
Date: 01/12/2019 - 02/05/2019
PV#: 000000 - 999999

J87255 PV0100 L.00.00 02/06/19 PAGE 5

PV NO	Vendor/Addr	Name	LN	Fd Res	Y	Goal	Func	Obj	Sit	BGR	DD	Tax ID	Inv Date	Entered	UT	UT-Obj	Paid	Batch	Description
														PV amount	UT	UT-Rate	UT-Rate	UT-Rate	UT-Amount
000293	000175/00	PRO PACIFIC FRESH											1/22/2019	1/22/2019	1/22/2019	1/30/2019	39		
		1. 13-5310-0-0000-3700-4700-000-000000											411.36	N					N
		CAFETERIA FOOD																	
000300	000175/00	PRO PACIFIC FRESH											1/28/2019	1/28/2019	1/28/2019	2/06/2019	41		
		1. 13-5310-0-0000-3700-4700-000-000000											403.06	N					N
		CAFETERIA FOOD																	
000309	000175/00	PRO PACIFIC FRESH											2/05/2019	2/05/2019	2/05/2019		42		
		1. 13-5310-0-0000-3700-4700-000-000000											225.92	N					N
		CAFETERIA FOOD																	
000289	000562/00	RAINFORTH GRAU ARCHITECTS										680234378	1/17/2019	1/17/2019	1/17/2019	1/23/2019	37		
		1. 35-0000-0-0000-8500-6200-000-000-000000											10,560.00	N					N
		DESIGN DEV. PHASE																	
000307	000069/00	TERMINIX INTERNATIONAL										363478837	2/05/2019	2/05/2019		42			
		1. 01-0000-0-0000-8100-5530-000-000-000000											40.00	N					Y
		JAN 2019 PEST CONTROL																	
000305	000080/00	TRI-COUNTY SCHOOLS INS GROUP											2/01/2019	2/01/2019	2/01/2019	2/06/2019	41		
		1. 01-0000-0-0000-0000-9571-000-000-000000											2,320.46	N					N
		FEB 2019 EMPLOYEE PAID INS																	
		2. 01-0000-0-0000-0000-9572-000-000-000000											18,385.62	N					N
		FEB 2019 DISTRICT PAID INS																	
		3. 01-0000-0-0000-0000-9573-000-000-000000											1,593.67	N					N
		FEB 2019 RETIREE PAID INS																	
		4. 01-0000-0-0000-2700-3702-000-000-000000											1,982.33	N					N
		FEB 2019 RETIREE DIST PAID INS																	
		Total amount											24,282.08 *				0.00 *		

Grand total

45,524.17 *****

0.00 *****

Comprehensive School Safety Plan SB 187 Compliance Document

**2018-19
School Year**

School: Plaza Elementary
CDS Code: 11626386007504
District: Plaza Elementary School District
Address: 7322 County Road 24
Orland, CA 95963
Date of Adoption:

Approved by:

Name	Title	Signature	Date
PJ Davis	Board Clerk		
Darin Titus	Board Trustee		
Connie King	Board Trustee		

Table of Contents

Senate Bill 187: Comprehensive School Safety Plan Purpose	3
Safety Plan Vision	3
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)	4
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	5
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	9
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	10
(E) Sexual Harassment Policies (EC 212.6 [b])	11
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	12
Safety Plan Appendices	15
Emergency Contact Numbers	16
Armed Assault on Campus	16
Bomb Threat/ Threat Of violence	16
Earthquake	17
Fire on School Grounds	19

Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.plazaschool.org.

Safety Plan Vision

1. Plaza Elementary will provide a safe, orderly, and secure environment conducive to learning.
2. Plaza Elementary will create a school in which pupils will attend regularly and be safe from both physical and social/psychological harm.
3. Plaza Elementary will work collaboratively with administrators and the school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Plaza Elementary will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrator's counselors and community agencies, including law enforcement to provide a safe and orderly school and neighborhood.
5. Plaza Elementary will develop an academic program that focuses on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Plaza Elementary will work collaboratively with other schools to assist in a smooth transition from one school level to another.
7. Plaza Elementary will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All employees of Plaza Elementary School are committed to the health, safety and welfare of all students under our care. All employees are mandated to report all abuse and neglect cases to Child Protective Services. There is no choice. It is the law. This duty to report is also written on the back of the teacher and administrator credentials.

Mandated Reporters: Professionals who work with or regularly come into contact with children have a crucial role in their protection. Mandated reporters are designated as such because they are in a position to receive information that a child is or may be at risk, and to pass this information on to the agencies that can intervene to protect the child. People who must make a Suspected Child Abuse Report include any care custodian, health practitioner, employee of a child protective agency, child visitation monitor, firefighter, animal control officer, humane society officer, commercial film and photographic print processor, or clergy member, "who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse."

Mandated reporters at Plaza Elementary School District include:

1. Teacher
2. Instructional Aide
3. Teacher's aide or assistant
4. Classified employee
5. Administrator
6. Supervisor of child welfare and attendance
7. Any employee whose duties require direct contact and supervision of children

Reporting Responsibilities: Any mandated reporter who within the scope of his or her employment observes a child who he or she suspects has been the victim of child abuse or neglect shall report the suspected incident to Glenn County Child Protective Services by telephone immediately. A "Suspected Child Abuse Form" SS 8572, shall be prepared and forwarded to Child Protective Services within 36 hours. A copy of this report is available in the school office. A Mandated Reporter must complete and submit this form even if some of the requested information is not known. (PC Section 11167 (a)).

Mandated Reporters must:

- Notify a school administrator if there is reasonable suspicion of abuse or neglect resulting in a CPS report.
- Call CPS and make a report with the agency immediately or as soon as possible.
- Fax the CPS report and receive confirmation of transmission within 36 hours.
- Mail reporting form to the specified address if there is no confirmation of fax being received.

Child Abuse: is the willful infliction of cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition, or: physical abuse inflicted by other than accidental means, or: sexual abuse or sexual exploitation of a child.

Sexual Abuse: including both sexual assault and sexual exploitation. Sexual assault includes sex acts with children, intentional masturbation in the presence of children, and child molestation.

Physical Abuse: inflicted by other than accidental means on a child (PC 11165.6)

Sexual Exploitation: including preparing, selling or distributing pornographic materials involving children, performances involving obscene sexual conduct and child prostitution (PC 1116.1).

Child Neglect-Is the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health and welfare. The term includes both acts and omissions on the part of the responsible person.

Severe Neglect is defined as negligent failure to protect a child from severe malnutrition or medically diagnosed failure to thrive or intentional failure to provide adequate food, clothing, shelter, or medical care.

General Neglect is negligent failure to provide adequate food, clothing, shelter, medical care or supervision where no physical injury has occurred (PC 11165.2).

Willful Cruelty or Unjustifiable Punishment: Any person willfully causes or permits any child to suffer or inflicts unjustifiable pain or mental suffering, or any person having care or custody of child willfully causing or permitting the health of a child to be placed in a position where the health of a child is endangered. (PC 11165.3) Unlawful corporal punishment or injury is willfully inflicted or cruel or inhumane corporal punishment or injury resulting in a traumatic physical condition (PC 11165.4)

Penal Code Section 11164-11174.3: This law shall be known as the Child Abuse and Neglect Reporting Act. The intent and purpose of this law is to protect children from abuse and neglect. In any investigation of suspected child abuse or neglect, all persons involved in the investigation shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child. A "child" means any person under the age of eighteen years of age.

Where and How to Report: Glenn County Child Welfare Services-(530) 934-1429 (24 hour number). FAX: (530) 934-6688. MAIL: PO Box 611 Willows, California 95988.

If there is immediate risk, contact the Glenn County Sheriff's Department (530) 865-1616 or 911.

Visit this website <http://www.safestate.org/> for more information.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In the case that any event occurs that necessitates the implementation of any of the following emergency procedures, the following persons, in the order shown, shall initiate and maintain contact with emergency personnel.

- Superintendent/Principal
- District Business Manager
- Office Clerk
- Lead Teacher

Fire Safety & Emergency Evacuation Plan

Upon discovery of fire or smoke:

1. Sound the building's fire alarm by pulling the nearest fire alarm station. If no fire alarm pull station is close, call the office.
2. Evacuate students and staff according to posted routes.
3. Close all classroom and office doors.
4. Teachers shall take roll books with them to the staging areas and account for all students. Immediately report any missing student to the administrator or lead teacher.
5. Office staff will call the fire department by dialing 911.
6. Building reentry can occur when authorized by fire official in charge or it has been determined that no emergency exists.
7. Do not panic. Advise students that the fire plan is in operation and remain calm. Your confidence and judgment is extremely important and will prevent panic.

Fire Drills

1. Always take school fire drills seriously and evacuate the school when the alarm sounds.
2. Hold fire drills on a regular basis. Have the initial fire drill for the school year early in September
3. Ensure that school employees know how to evacuate their work areas and perform their fire drill duties in an emergency.
4. Always sound the alarm at the first sign of smoke or fire.
5. Be familiar with the location of the nearest fire alarm and extinguisher.
6. Learn how to operate fire extinguishers, fire blankets and fire hoses. Your fire department is available to provide instructions and demonstrations.

Laboratory/Storage

1. Store flammable liquids properly and dispense them from an approved safety container.
2. Avoid storing incompatible chemicals next to each other as interaction may occur and cause a fire or explosion.
3. Survey chemicals annually and discard any that are obsolete or show signs of decomposition.
4. Order and store the minimum supply necessary.
5. Clean up spills immediately.
6. Repair all electrical hazards and avoid overloading outlets.
7. Dispose of rubbish regularly and in a proper manner.
8. Keep material safety data sheets up-to-date and readily available.

Classrooms

1. Keep combustible materials away from heaters.
2. Avoid portable heaters.
3. Clearly mark the evacuation route on the school floor plan and place it adjacent to the classroom door.
4. Check electrical appliances and cords regularly and disconnect appliances where practical.
5. Keep all doorways clear.
6. Dispose of rubbish daily.
7. Discard excess paper, cardboard, old textbooks and magazines periodically.
8. Keep fire extinguishers clear from any and all obstructions.

Kitchen/Cafeteria

1. Keep all cooking equipment, hoods, filters and ducts free of grease accumulation
2. Clean up spills immediately.

3. Do not allow garbage to accumulate.
4. Regularly clean lint traps on dryers and filters on vents, fans, and air conditioners.

Maintenance and Storage

1. Electrical outlets and frayed cords can cause burns and shock. Avoid overloading outlets and use approved extension cords only on a temporary basis.
2. Secure compressed gas cylinders in an upright position. Avoid dropping, rolling or knocking them together.
3. Never weld in areas where combustible material is stored.
4. Keep work area clean and check daily for fire hazards.
5. Provide suitable waste cans for disposal of oil soaked and paint rags.
6. Use safety cans for storing and dispensing small amounts of flammable liquids.
7. Ensure good ventilation for painting operations and a regular routine for cleaning up overspray residues.
8. Supply suitable and easily accessible fire extinguishers.
9. Do not store combustibles in boiler rooms or furnace rooms.
10. Service heating equipment annually and check units regularly to make sure they are in proper working condition.
11. Do not store combustible materials in electrical rooms.

Office and Supplies Storage

1. Avoid overloading electrical outlets and keep wiring away from doorways, windows, or under carpeting.
2. Carefully store and handle cleaning compounds and polishes, for they often give off flammable vapors.
3. Maintain general order and cleanliness in storage rooms.

Halls and Doorways

1. Identify exits with lighted exit signs and keep them unobstructed.
2. Avoid wedging open hallway doors.
3. Check emergency lighting every month to ensure it is in proper working order.
4. Test fire doors regularly to make certain that the doors do not jam and that the hardware is not detached.
5. Restrict paper to bulletin boards and fasten at all corners. Do not exceed 5% of wall area.

Evacuation

1. Upon activation of the fire alarm or discovery of smoke or fire, all persons shall evacuate in accordance with the fire evacuation plan.
2. The office staff should stay in the building to perform the functions listed as long as it is safe to do so.

Evacuation of Disabled

1. Upon activation of the fire alarm system, disabled persons are to be moved outside. If possible they will remain with the class they were with when the alarm sounded. If not they will be moved to designated locations and placed under the supervision of administrative support team members.
2. The cafeteria, room 4 and room 5 are designated as staging areas for any disabled students needing assistance.

Relocation of Students

1. Should the fire or any other emergency cause the building to be uninhabitable, transportation for students and staff is accomplished by calling the Hamilton Unified School District, transportation center 826-3261.
2. The primary relocation center is the Glenn County Fairgrounds
3. The secondary relocation center is Memorial Hall in Orland, CA.
4. The primary person responsible for media notification and contact is the school administrator. Alternates include the School's Lead Teacher, Business Manager and the head of the Plaza Board of Trustees.

Personnel Responsibilities

1. Teachers

- Go over the evacuation plan at the beginning of the school year with students.
- Signal the students to evacuate upon hearing the fire alarm or seeing smoke or fire.
- Bring the class roster with you for student accountability.
- Close and lock the doors to classrooms or offices upon evacuation.
- Ensure that all students are evacuated (you may need to check restrooms and other contiguous rooms).
- Assemble at designated point outside the buildings.
- Account for all students.
- Report any missing students to administration.

2. Administrative Support Team

- Report to the administrator in charge for assignment.
- Perform other duties as specifically outlined in this plan or as directed by administration.

3. Administrator/Lead Teacher

- Ensure activation of alarm
- Ensure evacuation of students and staff.
- Ensure the staff is following the fire safety and evacuation plans properly.

4. Office Personnel

- Ensure notification of the Fire Department.
- Advise the administrator/lead teacher of the situation
- Remain in the office (if possible) to coordinate communications with essential personnel.

5. Custodian

- Determine location of incident
- Meet fire department at Road S to direct them to the fire
- Act as liaison with the fire department
- Sweep campus to ensure all students are evacuated safely
- Provide access to all areas for firefighters.

Public Agency Use of School Buildings for Emergency Shelters

Loyalty Oath or Affirmation of Allegiance for Disaster Service Workers (all public employees are disaster service workers subject to assignment to them by their superiors or by law)

Government Code Chapter 8 of Division 4 of Title 1

3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of this state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law. (STATS. 1950 3D EX. SESS., Ch. 7, as amended by STATS. 1971, Ch. 38)

3101. For the purposes of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. (STATS. 1950 3D EX. SESS., Ch. 7, as amended by STATS. 1971, Ch. 38)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Discipline of Students-The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district will foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult directed to becoming self directed individuals.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Support services are available, but students and parents must understand that for continued violation of school rules, or for certain major offences (usually related to violence), inadequate attendance or failure to progress academically, the student may be transferred involuntarily to an alternate education program such as an opportunity class, Community Day School or Independent Study. Corporal punishment shall not be used, but the use of reasonable and necessary force by an employee to protect themselves or other students or to prevent damage to district property shall not be considered corporal punishment.

Suspension and Expulsion-Education Code #48900 lists the following acts for which a student may be subject to suspension and/or expulsion.

1. Cause, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stolen or attempted to steal school property or private property.
9. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.

14. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica or a firearm that is so substantially similar in physical properties to an existing firearm.
15. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in section 243.4 of the Penal Code.
16. Harassed, threatened or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
18. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person.
20. Committed sexual harassment as defined in Section 212.5
21. Caused, attempted to cause, threatened to cause, or participated in the act of hate violence as defined in subdivision (e) of Section 233.
22. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils that disrupts class work, creates substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
23. Has made terrorist threats against school officials or school property, or both.

A student may be suspended or expelled (and face arrest) for any of the acts listed above (as well as other board policy and/or administrative regulations) if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to the following circumstances (Ed. Code 48900)

1. While on school grounds
2. While going to or coming from school
3. During lunch period, whether on or off school campus
4. During, going to, or coming from a school activity

Harassment, Discrimination, Bullying

Our school is determined to provide all students an environment free from harassment, discrimination, bullying and hazing. This includes but is not limited to: harassment of any grade level or age of students, ethnic group, religion, gender, color, race, sexual orientation, national origin and physical or mental disability. The Governing Board and education code 48900 prohibits the intimidation, harassment, hazing or retaliatory behavior against any group or individual student. Students who harass, bully, or haze other students shall be subject to appropriate school discipline, up to and including suspension/expulsion, and may be liable for damages in private legal action. Students who intimidate or threaten a witness (a potential felony) face suspension and possible arrest. Any student who feels that he/she is being intimidated, sexually harassed, bullied, hazed or discriminated against in any way must immediately tell a teachers, administrator or any school personnel.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

- The administration shall inform all applicable staff and faculty that a student has committed a crime or is a suspect of committing a misdemeanor or an offense where there is a reason to believe that the safety of other school community members is a concern.
- The notification will be made in writing as soon as a school official is made aware of the crime committed by the student.
- When available-an officer from the Glenn County Sheriff's Department may assist the administration with the communication to staff members and to develop a plan if the criminal behavior is repeated on campus or to establish safeguards to prevent harm to others if applicable.

Education Code 49079

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Sections 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000) or both.

The school administrator shall notify the Plaza Elementary staff on a beginning of the school year in-service by presenting them with written notification, which contains the student's name, violation and a description of the violation. Updates will be given to staff throughout the year pursuant to the aforementioned statute.

(E) Sexual Harassment Policies (EC 212.6 [b])

Anyone (students, staff or school visitors) should report sexual harassment to the Plaza School administrator immediately. The report will remain confidential. There should be no fear in reporting an incident. The school administrator will explain the Plaza Elementary School District Sexual Harassment Policy and go to work for you.

State of California Education Code Definition

212.5. "Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status or progress. (b) Submission to, or rejection of, the conduct by the individual is used as the basis for employment or academic decisions affecting the individual. (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment. (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual Harassment Complaints should be addressed in accordance with AR 4031(a). The complainant may file a written complaint to his/her supervisor or school administrator or may first attempt to resolve the situation informally with the school administrator.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students are expected to come to school in appropriate school clothes, which do not in any way distract other students from the educational process. All students shall be required to show proper attention to personal cleanliness, hygiene, and modesty while at school. The student's general appearance while at school should not attract undue attention nor cause embarrassment to either the wearer or others. If a pupil's appearance or dress causes any type of disruption or distraction they may be asked to remedy the problem. California courts support reasonable, clear school regulations governing the appearance of students. Additionally the district recognizes the importance of appropriate dress and grooming as a career skill since most jobs require appropriate dress.

If available, a student may change into appropriate clothing provided by the school. If clothing is not available, the student may call home for assistance, but may not leave school during class time to change. If the clothing violation cannot be resolved, the student will remain in the office for the remainder of the day and must do all assigned class work. Time away from class due to a student's decision to violate the dress code can be recorded as an unexcused absence for the time missed.

Students violating the dress code will face appropriate disciplinary measures. Notes will be made on the student's discipline record to track warnings and/or violations. Repeat offenders will be considered in defiance of school policy and appropriate disciplinary action shall be imposed, up to and including suspension.

Dress Related to Gang Attire/Clothing Etc.- No gang-related colors, symbols, or paraphernalia may be worn. Such items include, but are not limited to, long belts, bandanas and beanie hats. Wallet chains are not permitted to show while on campus. Clothing with specific numbers, symbols, pictures deemed inappropriate by administration are not permitted on campus. Bandana's of any color may not be worn or displayed at any time.

Gang Affiliation and Activity-The Governing Board finds that street gangs, which initiate or advocate activities, which threaten the safety and well being of persons or property are harmful to the educational process. Students participating in any type of gang display or activity are directly creating an unsafe environment to other students who must come to school according to California State Law. Throwing signs, using hand signals, gang style clothes, displayed numbers, jewelry, accessories, books, shoestrings, buttons, belts/buckles or manner of grooming which implies a membership in a gang creates a danger to other students and is prohibited on campus. Any incidents involving initiations, hazing, intimidations or gang related activities of such group affiliations would be investigated and appropriate disciplinary action (including arrest) will be taken. Any student wearing, carrying, writing or displaying gang paraphernalia, numbers, bandanas, etc., or making gestures which symbolize gang membership or causing an incident which affects another student's attendance or school work shall be referred to police for gang documentation. Repeat or first time offenders are subject to disciplinary action up to and including suspension, expulsion, and/or involuntary transfer to an alternative campus.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

VISITORS-In accordance with California Penal Code 627.2 all visitors must check into the office upon arrival. All students must be signed out. Only persons registered through their enrollment packet or approved personally by a parent will be allowed to sign out parents.

Important Anyone found on campus who has not properly checked in must return to the office and do so. Any person who refuses to comply with this procedure may be subject to loss of visitation privileges or prosecution under subsections 626 and 627 of the California Penal Code.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Plaza Elementary Student Conduct Code

Students at Plaza are expected to learn the rules for appropriate behavior in the classroom, bus, cafeteria and playground. Behavior expectations are clearly posted in each classroom and reviewed regularly with the students.

Violations of behavioral expectations will result in disciplinary measures. Ed Code 48900 Disciplinary Action will be taken for:

- Bullying/Harassment/Threats
- Cheating
- Damage to Property/Vandalism
- Dangerous Weapon: Possession of firearm, knife, explosive, real or imitation
- Disruption/Defiance
- Drug/Alcohol, Possession/Use/Providing
- Fighting/Physical Injury
- Obscene Language or Gestures
- Theft
- Tobacco Possession/Use

Teachers and/or the Principal/Superintendent, with respect to student rights, will administer the appropriate consequences based on student history and the nature and severity of the misconduct. Ed Code 48900 (t)

Consequences for misconduct may include one or more of the following:

- Warning – Teacher Intervention
- Parent Conference
- Loss of playground privileges
- Before school detention – 7:30 am
- Loss of classroom/school activities—field trips, sports, etc.
- Suspension -In School/Out of School—up to 5 days
- Expulsion

The following behavior, according to Ed Code 48915, warrants a recommendation for expulsion unless the principal or superintendent finds that expulsion is inappropriate due to the particular circumstance.

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance.
4. Robbery or extortion
5. Assault or battery upon any school employee.

Additionally, Ed Code 48915 (c) states the principal and or superintendent shall immediately suspend and shall recommend expulsion for any student who commits any of the following acts:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance.
4. Committing or attempting to commit a sexual assault or sexual battery.
5. Possession of an explosive.

Conduct Code Procedures

PREFACE

Faculty

In order to assure a climate which is conducive to a good education program, policies relating to various types of misconduct have been developed. If these policies are going to work smoothly, they must be enforced fairly. It must, also, be noted that those discipline policies which relate to students must, also, be applied to staff, as students look upon staff as a model.

The Board of Trustees expects that each staff member will administer the discipline policies with fairness to all students. Staff will report violations of these policies by students to the administration and serious complaints or administrative observation of staff misconduct (demeaning students, use of vulgar language, making off-color, abusive insinuations or jokes, etc.) will be documented and the staff member disciplined.

Students

Whether referred to the administration by staff member or via administration sources, violations of conduct and their consequences are listed below (not listed in order of importance or severity.) Staff members who refer students must indicate the misconduct as minor or major degree. These rules also apply to students at school activities, on or off campus events, home and/or away, and on buses.

The following behavior, according to Education code 48915, warrants a mandatory expulsion from school or a letter to the Board stating the conditions of behavior, consequences, and reasons for not expelling the student:

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any firearms, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.
3. Unlawful sale of any controlled substance listed in Chapter 11(commencing with section 11053) of Division 10 of the Health and Safety Code.
4. Robbery or extortion.

Mandatory Recommendation and Mandatory Expulsion

The principal, superintendent or designee shall recommend that the Board expel for one year any student found at school or at a school activity to be: (Education Code 48915c)

1. Possessing as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certified school employee, with the principal or designee's concurrence.
2. Brandishing a knife as defined in Education Code 48915(g) at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
4. Committing or attempting to commit a sexual assault or committing a sexual battery.

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education code 48925)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons of firearms in violation of Penal Code 626.9 and 626.10. (Education code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Enforcement/Discipline

The Administration will take appropriate action to eliminate the possession and use of tobacco and related paraphernalia (such as roach clips, roll-your-own "cigarette" (joint papers) on campus.R

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire/Rescue/ Medical Emergency	911	
Law Enforcement/Fire/Paramedic	Glenn County Sheriff's Department	530-934-6473	In case of emergency, dial 911
Public Utilities	PGE	1-800-743-5000	In case of emergency, dial 911
Emergency Services	County Office of Emergency Services	530-934-6442	
American National Red Cross	American Red Cross	916-933-7063	Yuba City, CA

Armed Assault on Campus

Code Blue Intruder-Lockdown Drill

Please review the procedures below with your students prior to the drill. The office will announce "this is a code blue lockdown drill, initiate all lockdown procedures" over the intercom.

In the event that there is an actual intruder on campus the person who observes this will immediately notify the main office to initiate lockdown procedures.

Lockdown Procedure

1. Students and teachers in hallways move into the closest occupied classroom.
2. Teachers lock the door from the inside. (See Fire Drill Evacuation Plan)
3. Teachers close blinds and drapes (if applicable).
4. Students and teachers move away from doors and windows, into interior rooms if available.
5. Remain quiet, turn off ventilation systems to reduce noise.
6. If gunfire, etc. is heard, all students lay on the floor, away from doors and windows.
7. Students and adults remain in the classroom until otherwise notified.
8. Teachers generate list of missing students from the class roster and be ready to give that information to administration when asked.
9. All adult visitors to the building will automatically become part of the lockdown procedures and will not be able to leave the building.
10. Teachers on prep period will follow above procedures and/or assist teachers who do have a class.
11. Office and clerical staff should proceed to the nearest enclosed office or conference room and out of visible sight of any intruder or person from the outside.
12. Be prepared for evacuation if necessary.
13. Wait for the "all clear" message over the intercom.
14. Students are not permitted to use the classroom phone or cell phones during a lockdown. These are reserved for emergency communication.

After the all clear message please unlock doors and discuss the drill and ways it could be improved.

Bomb Threat/ Threat Of violence

Response to a bomb threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911". Tell the operator your name and the school name and "we are receiving a bomb threat on another line. The number of that line is ____.
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the school administrator.
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The school administrator will direct the Search and Rescue Team to search for suspicious packages, boxes, or foreign objects. While conducting the search all cell phones, beepers and hand held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue team will report the discovery to the school administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search the school administrator will determine the appropriate immediate response actions to announce which may include "duck and cover, lock down, evacuate building or off-site evacuation" as described in section 4.
7. When a suspicious object or bomb is found, the school administrator shall issue the "evacuate building" action. Staff and students will evacuate the building using prescribed routes or other safe routes to the assembly area.
8. In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly area to account for students. Teachers will notify the assembly area of missing students.
9. The school administrator will notify "911", if not previously notified, and will provide the exact location of the potential bomb, if known.
10. The person receiving the call will notify the administrator of the situation.
11. The Psychological first aid team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The school administrator will give the "all clear" signal as described in section 4.
13. The school administrator will initiate an "off-site evacuation", as described in section 4 if warranted by changes in conditions.
14. After the incident is over will complete the Bomb Threat Report (Form C, Appendix A).

Earthquake

When prompted-Inform students that after a serious, large earthquake an evacuation "fire drill" tone may be sounded to evacuate the school according to normal fire drill routes. Read through and discuss the sections that follow.

Duck and Cover:

- Take cover under or next to a sturdy object
- Teacher-help special needs students take cover
- Talk calmly to students
- Stay covered at least 30 seconds, or until shaking stops

When No Cover is Available

- Move to an inside wall
- Kneel next to wall facing away from windows
- Cover head and neck with hands and elbows; if coats are available, cover heads with them to protect from glass

When Outside

- Stay outside
- Take cover in an open area away from falling hazards
- Talk calmly and give instructions

If On School Bus or Car

- Driver should stop as quickly as possible
- Park away from buildings, highway overpasses, power poles, trees
- Passengers should stay in the vehicle and duck and cover as well as possible

Safety Considerations- Explain to the class that if there is a strong earthquake, each student's first responsibility is for his or her own personal safety. Every student should learn, however, how to help someone else who is injured. Present some "what if" questions to provoke discussion.

- What if the teacher is injured?
- What if a student is cut by shattered glass and is bleeding?
- What if someone is hit by a falling light fixture or heavy object and knocked out?
- What if a student is very upset by the earthquake?

Emotional Considerations

Lead a discussion with the students about the reactions they may have to an earthquake. Mention that it is normal to feel very frightened, worried, or even physically sick. Some people respond to fear by crying and some by laughing. Have the students talk about what they can do after an earthquake to help themselves and their classmates feel less scared and worried.

It may take a long time for parents or caregivers to get to the school, so everyone should be prepared to wait patiently. Students may be very worried about their parents or siblings; in fact they may be "worried sick". Have students discuss what they can do to help each other pass the time and not worry so much. Point out that if their family has made an earthquake plan, they will have a better idea of what to expect from each family member.

Possible Hazards of Evacuation to Discuss

- Power failure (is there emergency lighting?)
- Halls or stairways cluttered with debris-ceiling tiles or plaster from walls
- Halls blocked by fallen lockers or trophy cabinets
- Smoke in the hallway
- Exit doors and windows that jam and will not open
- Aftershocks could hit while they're evacuating (in which case, students drop and cover where they are).
- Bricks, glass and debris piled up, outside electrical wires on the ground

Discuss with the students how the hazards could be reduced, and/or how they could cope with them if they happened.

Fire on School Grounds

Teachers will evacuate their students by these routes if possible. In case of a fire obstructing their designated route, teachers would simply reverse their routes. For example, if a fire were to break out in room 9, teachers in rooms 7 and 8 would evacuate their students through interclass hallways through room 6, then south to the front of the building, turn east to the parking lot then escort them via the east field to their designated staging area.

When exiting the main building, all exterior doors must be locked. The teacher in room 6 would lock the exterior door by that classroom, room 8 teacher would lock the exterior door by that classroom, and the teacher in room 9 would lock the exterior door on the side of the building. Furthermore, office personnel would lock the exterior door to room 10, as well as the exterior doors at the front of the school, including the cafeteria. Cafeteria manager will lock exterior doors on the back side of the main building, while the teachers in rooms 1 and 2 will lock their exterior doors. Staff using room 4 must lock their door upon evacuation.

The staging areas are contingent upon there being no factors that would dictate a change. For example, if during an actual fire if a south wind was blowing and pushed smoke into the north field staging area, teachers there would relocate their students to the east field by the fences out of the area of smoke and account for their students. Any missing student would be reported immediately to administration.

Plaza Elementary School District Wellness Policy

Table of Contents

Preamble	2
School Wellness Committee	3
Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement	4
Nutrition	7
Physical Activity	11
Procurement Policy for Plaza Elementary School District.....	13
Glossary	16

Plaza Elementary School District Wellness Policy

Preamble

Plaza School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.^{1,2,3,4,5,6,7} Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.^{8,9,10} In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

Plaza Elementary School District Wellness Policy

I. School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee through School Site Council (hereto referred to as the SSC or work within an existing school health committee) that meets at least three times per to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SSC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); school administrators (e.g., superintendent, principal, vice principal), school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed).

Leadership

The Superintendent or designee(s) will convene the SSC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Name	Title / Relationship to the School or District	Email address	Role on Committee
Patrick Conklin	Superintendent/Principal	pconklin@glenncoe.org	Assists in the evaluation of the wellness policy implementation
Mary Lohse	Cafeteria Manager	mlohse@glenncoe.org	Assists in the evaluation of the wellness policy implementation
Jennifer Limberg	Teacher	jlimberg@glenncoe.org	SSC Member
Loretta Osburn	Teacher	losburn@glenncoe.org	SSC Member

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

Plaza Elementary School District Wellness Policy

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at:

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at 7322 County Road 24, Orland, CA 95963. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SSC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

Plaza Elementary School District Wellness Policy

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Patrick Conklin, Superintendent/Principal pconklin@glenncoe.org

The SSC will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The SSC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SSC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Plaza Elementary School District Wellness Policy

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans*-fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and after school snack program. The District is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following marketing and merchandising techniques:
 - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Free and Reduced Meals

All parents will be notified of the availability of free and reduced meals and the eligibility requirements for them. The school will make every effort to prevent the identification of those children to eliminate any social stigma attached to this program.

Plaza Elementary School District Wellness Policy

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

[NOTE: In some cases, states have passed more stringent nutrition standards for competitive foods and beverages in addition to the USDA Smart Snacks in School nutrition standards. In these states, districts and schools must also comply with their state standards.]

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward,

Plaza Elementary School District Wellness Policy

or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [examples from the Alliance for a Healthier Generation and the USDA].

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using marketing and merchandising techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Nutritional Standards-Public Notice

These Standards, in accordance with Board Policy and Administrative Regulations #3550, adopted November 16, 2011 shall be posted in public view within the cafeteria.

- The only food that may be sold to students during breakfast and lunch periods is food that is sold as a full meal. However, fruits, non-fried vegetables, legumes, beverages, dairy products or grain products may be sold as individual food items if:
 1. Not more than 35% of the total food calories, excluding nuts or seeds, are from fat.
 2. Not more than 10% of the food items total calories are from saturated fat.
 3. Not more than 35% of the total weight of the food item, excluding fruits and vegetables, is comprised of sugar.
 4. Its total calories do not exceed 175 calories.
- Any individual food item sold to students during morning or afternoon breaks shall meet the standards in #1 above.
- Regardless of the time of day, the only beverages that may be sold to elementary students are water, milk, and 100 percent fruit juices, fruit-based drinks that are comprised of no less than 50% fruit juice and have no added sweeteners, or vegetable-based drinks that are comprised of no less than 50% vegetables and have no additional sweeteners.

Plaza Elementary School District Wellness Policy

- The only beverages that may be sold to middle school students (students in grades six through eight) from one half hour before the start of the school day until the end of the last period are:
 1. Fruit based drinks that are comprised of no less than 50% fruit juice and have no added sweeteners.
 2. Drinking water
 3. Milk, including but not limited to chocolate milk, soy milk, rice milk, and other similar dairy or non-dairy milk.
 4. An electrolyte replacement beverage that contains no more than 42 grams of added sweetener per 20 ounce serving.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety

Plaza Elementary School District Wellness Policy

- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus* during the school day* will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.¹⁵ This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.

Plaza Elementary School District Wellness Policy

- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) **will not be withheld** as punishment for any reason. The district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

Plaza Elementary School District Wellness Policy

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary). The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least **20 minutes of recess** on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play.

In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Plaza Elementary School District Wellness Policy

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by encouraging participation in: appropriate and reasonable options such as physical activity clubs, physical activity in aftercare, intramurals or interscholastic sports, and insert approaches here.

V. Procurement Policy for Plaza Elementary School District

Food Service Department

This policy is in compliance with the Government Code of the State of California, sections 54202 and 54204, which mandate the following:

54202: Every local agency shall adopt policies and procedures, including bidding regulations, governing purchases of supplies and equipment by the local agency. Purchases of supplies and equipment by the local agency shall be in accordance with said duly adopted policies and in accordance with all provisions of law governing same. No policy, procedure, or regulation shall be adopted which is inconsistent or in conflict with this statute.

54204: If the local agency is other than a city, county, or city and county, the policies provided for in Section 54202 shall be adopted by means of a written rule or regulation, copies of which shall be available for public distribution.

Plaza Elementary School District will adhere to the following policy requirements for any procurement related to food service:

Purchases:

- ***Purchases greater than \$80,000:***
 - If the amount exceeds eighty thousand dollars (\$80,000) this is considered a formal purchase, and contract must be awarded through a formal bid process and a call for bids or request for proposals shall be published at least once in a newspaper of general circulation in the district, as well as published in a newspaper generally circulated state-wide and posted on the district's website. The call for bids or proposals may also be published in a regional newspaper. No contract shall be divided for the purpose of avoiding this paragraph.
- ***Purchases greater than \$10,000 and less than \$25,000:***
 - **Plaza Elementary School District** will obtain competitive bids (quotes) when any purchase will cost more than ten thousand dollars (\$10,000.00) and less than twenty-five thousand dollars (\$25,000.00).
- ***Purchases less than \$10,000:***
 - Any purchase greater than three thousand dollars (\$3,000.00) and less than ten thousand dollars (\$10,000.00) is considered a small purchase and does not require a bid process, however, the small purchase shall be made on a competitive basis.
 - Any purchase below three thousand dollars (\$3,000.00) is considered a

Plaza Elementary School District Wellness Policy

micro-purchase. Micro-purchases may be awarded without soliciting competitive quotes if the price is considered reasonable. To the extent feasible, however, the district must distribute micro-purchases equitably among qualified suppliers.

Bid Specifications:

Plaza Elementary School District contracts will not be awarded to any potential vendors who write any of the bid specifications, the solicitation documents, or any of the contract language.

Identical bid specifications and/or request for proposals will be provided to all potential vendors.

Geographic Preference:

No Geographic Preference (advantage based on location) is allowed with federal funds except for documented Farm to School (Farm to Plate) efforts. Therefore, as part of Farm to School Plaza Elementary School District may choose to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products only.

Buy American:

Plaza Elementary School District will adhere to “**Buy American**” for the food service program. Therefore Food Service is required to purchase, to the maximum extent possible, domestic products for use in meals served in our Child Nutrition Program. However, Exceptions are allowed when:

- Food preferences can only be met with foreign goods
- Insufficient quantity and/or quality is available in the USA
- Domestic cost is significantly higher

Debarment and Suspension:

All food service contracts to be paid with Federal assistance expected to equal or exceed \$25,000.00. Plaza Elementary School District will obtain verification regarding debarment, suspension, ineligibility, and voluntary exclusion.

- To meet this requirement Plaza Elementary School District will use the state-approved Debarment and Suspension Certification Form to be included as an attachment to all contracts and bid documents.

Standard of Conduct for Plaza Elementary School District Employees:

Plaza Elementary School District maintains the following code of conduct for any employees engaged in award and administration of contracts supported by Federal Funds:

- No Plaza Elementary School District employees will engage in any procurement when there is a conflict of interest, real or perceived, and employees cannot solicit or accept any gratuities, favors or anything of monetary value from prospective vendors

Plaza Elementary School District Wellness Policy

- No Plaza Elementary School District employee shall participate in the selection, award or administration of a contract when any of the following persons have a financial interest in the firm selected for award:
 - The employee
 - Any member of his/her immediate family
 - People with whom there is an affectionate personal relationship
 - An organization which employs or is about to employ any of the above
- Plaza Elementary School District would like all employees to behave with the utmost integrity and never be self-serving, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.
- Employees found to be in violation of this policy are subject to disciplinary action. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.
- Plaza Elementary School District employees, officers, or agents shall neither solicit nor accept gratuities, favors, prizes, or anything of monetary value from contractors, political contractors, or parties to sub-agreements, or vendors to exceed a value of \$50.00

Contract Administration:

Plaza Elementary School District will maintain a contract administration system which will ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Plaza Elementary School District Business Manager will review all aspects of any contractor bid documents, expenditures, processes, and procedural aspects to ensure compliance with all federal, state, and school district regulations.

Discounts, Rebates, Credits:

Plaza Elementary School District will verify that all food program contracts and procurements are net of all applicable discounts, rebates, and credits. All contractors will maintain records and source documents in support of all costs, discounts, rebates, and credits.

Records Retention:

The District will retain all food program records for three years after final payments and/or three years after any pending matters have been closed and completed.

Bid Protest Procedures:

Any vendor who desires to protest the award of a bid pursuant to this policy shall, within fifteen (15) days after award of the bid, give notice of their protest. The notice shall state in detail the basis of the claimant's bid protest and the resolution requested. The bid protest shall be provided to the Food Service Director or other person designated by the school district to handle bid protests pursuant to the food service procurement policy. The Food Service Director or other person so designated shall investigate the claim and issue a written

Plaza Elementary School District Wellness Policy

decision within fifteen (15) days after receipt. If the claimant is not satisfied with the decision of the Food Service Director, the claimant may appeal the decision to the board of trustees of the school district. The notice of appeal shall be filed with the board of trustees at the office of the Superintendent of Schools within fifteen (15) days after issuance of the decision being appealed from. The appeal shall state the basis of the appeal and provide to the board the original bid protest, together with a copy of the decision being appealed from. The specific grounds for the appeal shall be stated in the appeal and shall not include additional claims or information not provided with the original bid protest.

The board of trustees at the next regular board meeting following the receipt of the appeal shall either hear the appeal or set a time to consider the appeal. The board may in its discretion render a decision based upon the information and records before the board of trustees or, in the board's discretion, may request the claimant and a representative of the school district to each present information pertaining to the bid protest. In the event the board chooses to hear from the bid protester and a representative of the school district, each will be entitled to present or have someone on their behalf present their position to the board.

Thereafter, the board shall render its decision either at that meeting or at the next regular board meeting.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Plaza Elementary School District Wellness Policy

- ¹ Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, *Journal of Adolescent Health*. 2013; 52(5):523–532.
- ² Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. *American Journal of Diseases of Children*. 1989;143(10):1234–1239.
- ³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3–36.
- ⁴ Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. *Archives of Pediatrics and Adolescent Medicine*. 1998;152(9):899–907.
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- ⁸ MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. *Canadian Journal of Dietetic Practice and Research*. 2008;69(3):141–144.
- ⁹ Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. *Journal of Nutrition Education*. 1997;29(1):12–20.
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- ¹¹ Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance*. Atlanta, GA: US Department of Health and Human Services, 2010.
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- ¹³ Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väistö J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children*. *PLoS ONE*, 2014; 9(9): e107031.
- ¹⁴ Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function*. *Pediatrics* 2014; 134(4): e1063-1071.
- ¹⁵ Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds*. Retrieved from <http://changelabsolutions.org/publications/district-policy-school-food-ads>

FIELD TRIP REQUEST FORM

☒ Major Field Trip (over 20 miles)

☐ Minor Field Trip (Local /20 miles or less)

Teacher Henning

Destination (Place) /Activity Mt. Lassen Snowshoe Hike

City Mineral, CA

Distance in miles, one way 87 miles

Purpose To learn basic snowshoeing skills, teaching of winter ecology and survival skills

Date of proposed trip March 20, 2019

Departure Time: 7:30 Return Time: 2:30-3:00 pm

Method of Transportation parent drivers

Minor Field Trip Approval

Signature [Signature] Date 2-14-19
Superintendent

Major Field Trip Approval

Signature [Signature] Date 2-14-19
Clerk, Board of Trustees

Dear Board Members,

This letter is to inform you that I will be officially retiring at the end of this school year. It has been an absolute privilege to have worked here the past 38 years. I hope that I can be a part of the Plaza family in other capacities in the future.

Thank you,
Judy Fowler



By Mail: Benchmark Education Company
145 Huguenot Street 8th Floor
New Rochelle, NY 10801
By Phone: Toll-Free 1-877-236-2465
By Fax: 1-877-732-8273
E-Mail: neworders@benchmarkeducation.com
Web Site: www.benchmarkeducation.com

Electronic Order Form for

Plaza Elementary School District

Orland, CA 95963

NS #2598

Contact: Cathie Callanan ccallanan@benchmarkeducation.com

February 5, 2019

EOF - California Benchmark Advance

Product Code	Grade	Title	Price	Quantity Ordered	Total Price
Classroom Set					
XY0892	Gr. K	Benchmark Advance Grade K Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 5 titles annually) in Whole Group	\$5,825	1	\$ 5,825
XY0893	Gr. 1	Benchmark Advance Grade 1 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 5 titles annually) in Whole Group	\$5,825	1	\$ 5,825
XY0894	Gr. 2	Benchmark Advance Grade 2 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,650	1	\$ 6,650
XY0895	Gr. 3	Benchmark Advance Grade 3 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,650	1	\$ 6,650
XY0896	Gr. 4	Benchmark Advance Grade 4 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,650	1	\$ 6,650
XY0897	Gr. 5	Benchmark Advance Grade 5 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,650	1	\$ 6,650
XY0898	Gr. 6	Benchmark Advance Grade 6 Deluxe 6-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 6 years and 6 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,650	1	\$ 6,650
Subtotal				7	\$ 44,900
Tax (Estimated)			7.750%		\$ 3,480
TOTAL					\$ 48,380

* The above pricing cannot be combined with any other offers.

* The multi-year student consumable books are provided for the life of the adoption and will be shipped upon request/instruction from customer for the following years.

* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.

* The above pricing includes estimated tax. Final tax rate is based on the ship to address.

Terms of Service

* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (see below).

* Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products. If no term is specified for digital materials, the initial term shall be one (1) year from the date of this proposal (the "Initial Term"), and thereafter the Customer may renew for one (1) year terms (each a "Renewal Term"), provided BEC has chosen to renew the term and has sent an invoice for each Renewal Term to Customer.

School Purchase Order Number: _____

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

Benchmark Education Company
6295 Commerce Center Drive, Suite B | Groveport, OH 43125
Email: neworders@benchmarkeducation.com
Phone: 1-877-236-2465 | Fax: 1-877-732-8273

Quote Date:

Account Name:

Expiration Date:

Quote Number:

Account #:

Electronic Order Form for

Plaza Elementary School District

Orland, CA 95963

NS #2598

Contact: Cathie Callanan ccallanan@benchmarkeducation.com

February 5, 2018

EOF - California Benchmark Advance

Product Code	Grade	Title	Price	Quantity Ordered	Total Price
Classroom Set					
XY0885	Gr. K	Benchmark Advance Grade K Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 5 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0886	Gr. 1	Benchmark Advance Grade 1 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 5 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0881	Gr. 2	Benchmark Advance Grade 2 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0882	Gr. 3	Benchmark Advance Grade 3 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0887	Gr. 4	Benchmark Advance Grade 4 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0888	Gr. 5	Benchmark Advance Grade 5 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	1	\$ 6,750
XY0889	Gr. 6	Benchmark Advance Grade 6 Deluxe 8-Year Package - California Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Assessment, ELD and Intervention Packages for 8 years and 8 years consumables (25 copies each of 10 titles annually) in Whole Group	\$6,750	1	\$ 6,750
Subtotal				7	\$ 47,250
Tax (Estimated)				7.750%	\$ 3,662
TOTAL					\$ 50,912

* The above pricing cannot be combined with any other offers.

* The multi-year student consumable books are provided for the life of the adoption and will be shipped upon request/instruction from customer for the following years.

* Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.

* The above pricing includes estimated tax. Final tax rate is based on the ship to address.

Terms of Service

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 Email: neworders@benchmarkeducation.com
 Phone: 1-877-236-2465 | Fax: 1-877-732-8273

Quote Date:

Account Name:

Expiration Date:

Quote Number:

Account #:

California's 2018 CAASPP Year Over Year Results for *Benchmark Advance and Adelante Customers*

Introduction

During the 2017–2018 school year in California, an even larger numbers of districts adopted a new core program than they did during the 2016–2017 school year. The number of districts adopting the *Benchmark Advance* and *Benchmark Adelante* programs for English Language Arts (ELA) and/or English Language Development (ELD), from a reporting perspective, went from approximately 71 to 159 districts. These districts are using the new core programs across all schools in the district and in all elementary grades, either kindergarten to 5th or 6th grade.

This report compares the California Assessment of Student Performance and Progress (CAASPP) results for the 159 districts who provided instruction using *Benchmark Advance* and *Adelante* during the 2017–2018 school year¹, referred to as Benchmark Education Company Districts or “BEC Districts,” with the performance of a natural comparison group, the other California districts who used other instructional materials, referred to as “Non-BEC Districts.” While it is not possible to identify those other instructional materials used by the Non-BEC Districts, it is safe to say many of the comparison districts probably adopted new English Language Arts core programs during this time.

This report will concentrate on the BEC Districts and the Non-BEC Districts as a whole. These groups of students are disaggregated into demographic groups in a different report. The only break down into groups in this report is by grade.

Assessment

The comparison between the two groups of students is done using the spring 2017 administrations of the CAASPP as a pretest and the spring 2018 administration as the posttest. The CAASPP research files² provide aggregated results for each district in the California. Among other performance categories, CAASPP results provide the combination performance category of “Met and Above,” a combination of students in the Met and Exceeded categories. To evaluate change between the pretest and posttest, the percentage of students reaching the Met and Above category before (2017 CAASPP administration) and after the 2017–2018 school year (2018 CAASPP administration) were compared identifying the change in percentage points between the two administrations.

A comparison of the same group of students across different grades examines whether the group improves year over year. Students in the 3rd grade for the 2017 CAASPP administration are compared to the group of students in the 4th grade for the 2018 CAASPP administration. Also, students in the 4th to the 5th grades and in the 5th to the 6th grades are compared. Due to student mobility and the fact that we are using aggregated data, student-level data cannot be matched. The numbers of students across the two administrations differ slightly, but the differences in the number of students across both groups differ by a

¹ CAASPP results from the 2016–2017 school year can be found in the report titled “California *Benchmark Advance* Districts CAASPP Results: After Initial Year of Instruction” that can be found on the Benchmark Education Company website.

² CAASPP research files are found at <https://caaspp.cde.ca.gov/sb2018/ResearchFileList>.

relatively small amount, meaning most of the students in these groups took both the 2017 and 2018 CAASPP administrations.

Students Year Over Year Results Across Two Grades

Year over year results, also referred to as change over time, follows essentially the same group of students from one grade to the next across the 2017 to 2018 CAASPP administrations. Within the grades we are working with, we can explore students in 3rd grade who move to 4th grade, 4th grade students who move onto 5th grade, and 5th grade students who move onto 6th grade for those districts who are using the 6th grade materials. This is represented in Figures 1 through 3 and details are presented in Tables 1 through 3.

In each figure, the green line with the round markers represents the BEC Districts. The blue line with the square markers represents the Non-BEC Districts. The first marker on the left of the figure represents the 2017 CAASPP administration and, in the case of Figure 1, shows the 3rd grade students who achieved the Met and Above performance levels. The second marker on the right side of the figure represents the 2018 administration and the next grade level, 4th grade in Figure 1. The groups are very similar in 2017 but show a gap by the 2018 CAASPP administration indicating the BEC Districts had a greater percentage of students moving into the Met and Above performance levels.

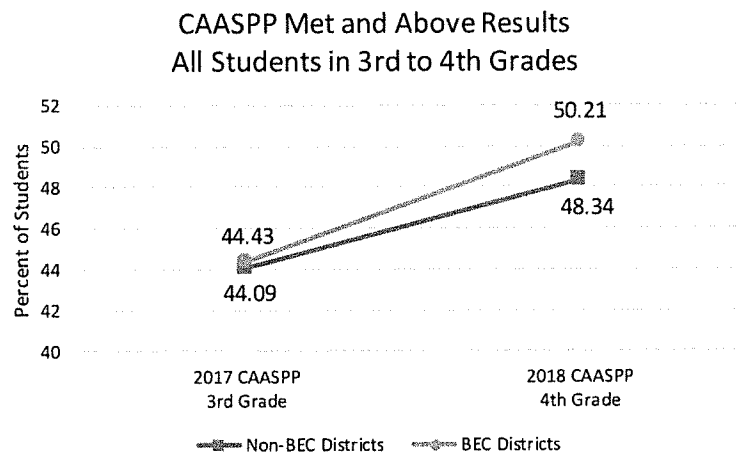


Figure 1. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 3rd to 4th

Tables 1 through 3 provide additional information about the figures. The number of districts included in the sample for the BEC Districts and Non-BEC Districts is in column 2 of each table. In the next two columns, the percentage of students that reached the Met and Above performance levels as well as the actual number of students represented by that percentage are provided for each CAASPP administration and each group of students. The lower grade is in column 3 and the higher grade is in column 4. The final column shows the difference in the percentage of students who reached the Met and Above performance levels by subtracting the 2017 percentage from the 2018 percentage, by group. In the case of Table 1, the change in percent of students shows a 4.25 percentage point change for Non-BEC Districts between the 2017 and 2018 CAASPP administrations and the BEC Districts show a 5.79 percentage point change.

Table 1. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 3rd to 4th Details

Group	# 2018 Districts	2017 CAASPP	2018 CAASPP	Change in Percent of Students
		3rd Grade	4th Grade	
Non-BEC Districts	590	44.09% n = 99,636	48.34% n = 109,862	4.25
BEC Districts	158	44.43% n = 63,772	50.21% n = 72,062	5.79

The 4th to 5th grade groups of students shows a different pattern than seen in Figures 1 and 3. The BEC Districts group starts about one percentage point higher than the Non-BEC Districts rather than being nearly the same at the 2017 CAASPP administration. The lines of the two groups are almost parallel across the two administrations, almost in that the BEC Districts group shows just a bit more growth than the Non-BEC Districts.

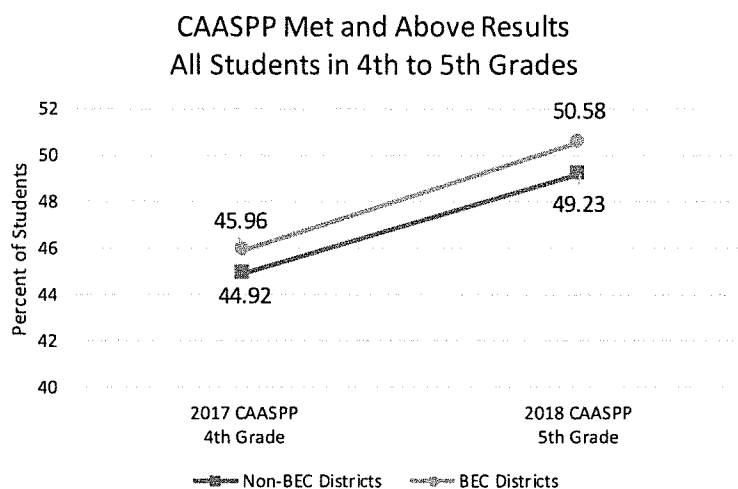


Figure 2. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 4th to 5th

The last column in Table 2 shows the exact change in the percent of students in the Met and Above performance levels between the 2017 and 2018 CAASPP administrations.

Table 2. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 4th to 5th Details

Group	# 2018 Districts	2017 CAASPP	2018 CAASPP	Change in Percent of Students
		4th Grade	5th Grade	
Non-BEC Districts	589	44.92% n = 103,278	49.23% n = 113,346	4.30
BEC Districts	158	45.96% n = 66,875	50.58% n = 73,301	4.61

Figure 3 and Table 3 show the students in the BEC Districts where the 6th grade *Benchmark Advance* and *Adelante* materials are being used. As a result, the number of districts and students represented is smaller, showing about 40 percent of all the BEC Districts. This BEC District group starts the 2017 CAASPP

administration with a smaller percentage of students in the Met and Above performance levels. This group exceeds the Non-BEC Districts by the 2018 CAASPP administration.

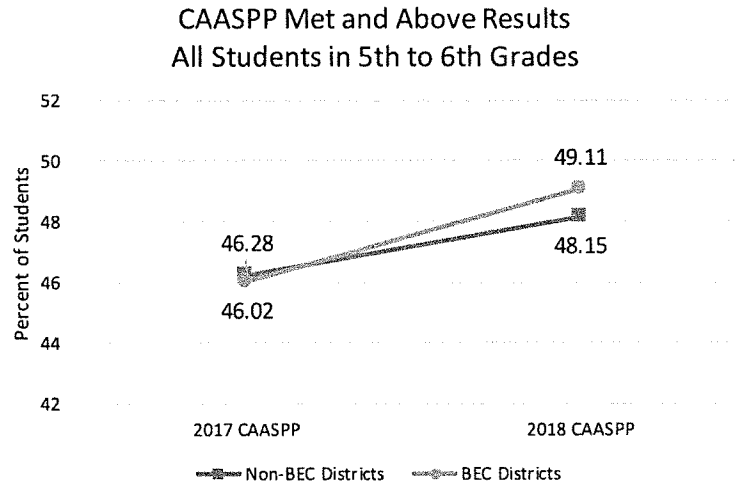


Figure 3. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 5th to 6th

The last column in Table 3 shows the exact change in the percent of students in the Met and Above performance levels between the 2017 and 2018 CAASPP administrations.

Table 3. CAASPP Met and Above Performance Levels – Students Year Over Year Across Two Grades – 5th to 6th Details

Group	# 2018 Districts	2017 CAASPP	2018 CAASPP	Change in Percent of Students
		5th Grade	6th Grade	
Non-BEC Districts	592	46.28% n = 110,566	48.15% n = 114,495	1.87
BEC Districts	63	46.02% n = 19,953	49.11% n = 21,324	3.09

Summary

During the 2017–2018 school year, *Benchmark Advance* and *Adelante* were being used in approximately 159 districts in California. Districts were included when they were using the programs across all elementary grades, either kindergarten to 5th or 6th grade, for ELA and/or ELD instruction. The BEC Districts comprise about 20 percent of the districts in California which serve about 40 percent of the students in California.

For the year over year growth comparison between the 2017 and 2018 CAASPP, the average growth of the students in the Met and Above performance levels for the BEC Districts was 4.50 percentage points, just over a percentage point more than the Non-BEC Districts. As more students experience additional years of instruction using the *Benchmark Advance* and *Adelante* programs, we anticipate the percentage of students in the Met and Above performance levels in California will grow. In three more years, students who started in kindergarten with *Benchmark Advance* and *Adelante* programs will take the CAASPP. We look forward to those results.

The Music Connection

973 East Ave
New Location !
Chico CA 95926
(530) 898-0110

PROPOSAL

PROPOSAL	DATE
465149	02/07/2019 4:02p
ACCT	EMPL ID
8232	SSLONG
PG	EXPIRES
	03/09/2019

Bill To: Plaza Elementary School
7322 Road 24
Orland CA 95963

QTY	SKU#	DESCRIPTION	PRICE EA	TOTAL
30	YRS-24B	Yamaha YRS-24B Student Recorder w/cleaning rod	5.85	175.50
4	TU-01	Boss TU-01 Clip-On Chromatic Tuner	15.00	60.00
30	DUB-S	Kala Deluxe Soprano Gig Bag	16.00	480.00
30	KA-15S	Kala Mahogany soprano ukulele w/no binding	45.00	1350.00
10	RPCL	Rhythm band Claves Rosewood	3.99	39.90
4	CP249	Cylinder Guiro with Scraper	14.89	59.56
4	SIZE 10	6 inch tambourines	19.99	79.96
4	H03011	Sonor Primary Line Soprano Diatonic Glock	130.00	520.00
1	KT800	On Stage Keyboard Bench	39.99	39.99
1	KSP200	Double Braced Keyboard Stand	39.99	39.99
1	SKB4	Survival Kit	29.99	29.99
1	P125	Yamaha 88 key Digital piano	599.00	599.00
2	403	Armstrong Flute Outfit	499.00	998.00
2	YCL-200AD	Yamaha Clarinet Outfit YCL-200ADII	550.00	1100.00
2	TR500	Bach TR500 Trumpet outfit	599.00	1198.00
2	AS600	Selmer Alto Sax AS600	1199.00	2398.00
2	YSL200AD	Trombone, Yamaha Ysl-200ad Student Trombone	725.00	1450.00
1	YEP301	Yamaha Euphonium with case	1799.00	1799.00

	SUBTOTAL	12416.89
	Inventory	900.22
	TOTAL	13317.11

INITIAL PROPOSAL
of the
PLAZA TEACHERS ASSOCIATION
to the
PLAZA ELEMENTARY SCHOOL DISTRICT
For the 2019-2020 School year

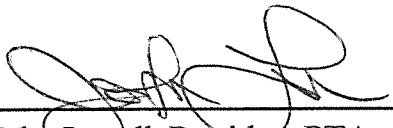
The Plaza Teachers Association PTA/CTA/NEA (Association) and the Plaza Elementary School District (District) are parties to a Collective Bargaining Agreement (CBA) which remains in full effect until a new contract is reached. Pursuant to the Educational Employment Relations Act (EERA), the Plaza Teachers Association sends this official notice to the District that it wishes to negotiate changes to the existing Agreement under Article 1.3 - Reopeners from the existing agreement. Specific proposals for the selected articles to be negotiated will be exchanged after a thorough good faith dialogue at the bargaining table.

The Association may propose new Articles and other specific contract language regarding wages, hours and other terms and conditions of employment. Furthermore, the Association may propose mutually beneficial concepts and specific contract language upon receipt of proposals by the Plaza Elementary School District.

XIV Salaries: Improvements to the certificated salary schedule, Appendix A and stipends depending on the Districts' receipt of State increased revenues under Local Control Funding Formula.

XVIII Health and Welfare Benefits - 18.1 Benefits for Active Employees
Including Appendix B-1

Two Additional Articles to be negotiated.



John Lovell, President PTA

1/29/19

Date