

JOINT INDIAN EDUCATION COMMITTEE

-Partnership Members-

Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District

YOU ARE INVITED TO ATTEND and PARTICIPATE

Date: Tuesday, February 20, 2018

Place: Santa Rosa Rancheria (SRR) Education Department

Time: 12:30pm - Lunch is Provided

MEETING AGENDA ITEMS

Promotion Retention Policies for CUESD & LUHSD

All California School Districts are required to create a procedural system for promoting and/or retaining students

Positive Behavioral Intervention Systems and Supports

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.

School Safety Plans CUESD & LUHSD

All California schools must develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.

Johnson-O-Malley Funding for Native American Students

The purpose of the funding is to promote culture, language, academics, and school connectedness. The JOM budget is designed and monitored with input from the IEC committee.

Title VI Funding for Native American Students

The purpose of the funding is to support the Native American students in meeting the same challenging academic achievement standards as all students.

Joint Indian Education Committee

Members provide academic, activities, and events updates.

Guests

All invited to attend and share information and ideas.

Parents and public input

Input is encouraged and welcomed

Joint Indian Education Committee
Santa Rosa Rancheria,
Lemoore Union High School District, & Central Union Elementary School District
Agenda for February 20, 2018

1. **Call to Order**
 - a. Time
 - b. Roll-Call (Sign-In sheet)
 - c. Establish a Quorum of Members
Members: 3 Parents Indian Students & 1 Alternate Parent
2 Indian Students (1 Middle School & 1 High School)
1 Site Administrator
1 School Employee/Teacher
2 Tribal Employees of the SRR Education Department
1 District Representative (Non-Voting Participant)
2. **Additions, Deletions, and Approval of Agenda**

(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
3. **Approval of the Minutes from the Previous IEC Meeting**

(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
4. **Introductions of Guests**
5. **Guest Reports or Communications**
6. **Promotion Retention Policies CUESD & LUHSD**
 - a. Review and discussion
7. **Positive Behavioral Interventions & Systems of Support CUESD**
 - a. Review and discussion
8. **Student Activities Data Report for Central & Stratford Schools**
 - a. Review and discussion
 - b. Stratford MOU's with SRR ED Dept. to Be Presented
9. **School Safety Plans for CUESD & LUHSD**
 - a. Review and discussion
10. **Johnson-O-Malley (JOM) Funding**

Business and Reporting (Budget To Be Provided)

 - a. Report given by CUESD Representative
 - b. Budget - Review, discuss, and approval as needed
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
 - c. Can JOM funds be used for out of state Student Youth Conferences?
11. **Title VI Funding**

Business and Reporting (Budget to Be Provided)

 - a. Report given by LUHSD Representative
 - b. Budget - Review, discuss, and approval as needed
(A motion was made by _____ and seconded by _____.)
(All approve. Motion by saying "I".)
12. **Joint Indian Education Committee Reports (Current Month & One More)**
 - a. Santa Rosa Rancheria (SRR)
 - b. Lemoore Union High School District (LHS & Jamison)
 - c. Central Union Elementary School District (Central & Stratford)
13. **K-8th ELA/Math Training**

a. Training provided by a CUESD Teacher

14. **Parent/Public Input**

15. **Adjournment**

(Motion was made by _____ to adjourn the meeting at _____ pm.)
(All approve. Motion by saying "I".)

Revised: 1-18

Joint Indian Education Committee
Santa Rosa Rancheria,
Lemoore Union High School District, & Central Union Elementary School District
Minutes for November 14, 2017

1. Call to Order at 12:34pm
 - The following individuals were in attendance: *Danny Llamas, Rhonda Garfield, Erin Ferreira, Alorha Baga, Marcela Moren, Rebecca Lopez, Nancy Davis, Scott Chennault, Genevieve Lemaster, JoAnn Guerra, Viola Chavez, Dolores Silva, Ashley Siena, Bill Bilbo, Elizabethe Lozano, Luis Diaz, Nataly Llamas, Melissa Garza, Linda Clabeaux, Lizette Cabrera, Elisabeth Pulido, Erika Maldonado, Patty Davis, Victor Rosa, Michelle King*
 - Establish a Quorum of Members
 - Members: 3 Parents Indian Students & 1 Alternate Parent
 - 2 Indian Students (1 Middle School & 1 High School)
 - 1 Site Administrator
 - 1 School Employee/Teacher
 - 2 Tribal Employees of the SRR Education Department
 - 1 District Representative (Non-Voting Participant)
2. **Additions, Deletions, and Approval of Agenda**

A motion was made by Rebecca Lopez to approve the agenda and seconded by Maricela Moren. All approved and the motion carried.
3. **Approval of the Minutes from the Previous IEC Meeting**

A motion was made by Nancy Davis to approve the October 2017 minutes and seconded by Alorha Baga. All approved and the motion carried.
4. **Introductions of Guests**

All members and guests introduced his/her self.
5. **Guest Reports or Communications**

N/A
6. **Student LCAP CAASPP Data for CUESD & LUHSD**
 - Cindee Rael discussed Central Union District CAASPP Data 2016/17. Within the presentation, Cindee Rael discussed that 71% of Native American students did not meet the standard in Math, 19% nearly met, and 10% met the standard. Within ELA, 46% did not meet the standard, 35% nearly met, and 19% met the standard. She asked the group to discuss strategies that might be implemented to help these students succeed.
 - Michelle King discussed Lemoore Union High School CAASPP data 2016/17. The data was similar to the above data. The Native American students are scoring below other student groups.
7. **Single Plan for Student Achievement**
 - Nancy Davis discuss Central Union School's School Wide Plan for Student Achievement and all members agreed that this plan would continue with the current focus and goals. The plan's focus or goals are: 1. ELA 2. Mathematics 3. Writing 4. Student Attendance
8. **IEC Bylaws**

- Nancy Davis discussed the following changes to the membership within the Bylaws. 1. Addition of the following members to the IEC: Director of the SRR Education Department, Employee of the SRR Education Department, CUESD District Representative (non-voting participant), Middle School Native American Student. 2. Native American student data to be presented during the 1st semester of each school year. 3. Date Approved is November 14, 2017. A motion was made by Alorha Baga to approve each change presented. Rebecca Lopez seconded the motion. All approved and the motion carried.

9. **Memorandum of Understanding (MOU's)**

- Central with SRR Education Department- school and liaisons will communicate will all school related issues about students whose parents signed the assistance authorization form.
- Central with SRR Recreation Department- school and recreation department will partner to share responsibilities of providing coaches for sports
- A motion was made by Rhonda Garfield to approve the MOU's between Central and SRR Education and SRR Recreation and seconded by Linda Clabeaux.. All approved and the motion carried.

10. **Johnson-O-Malley (JOM) Funding**

Business and Reporting

- Scott Chennault reviewed the budget and discussed that there was \$3,400.00 in the account.
- Elizabeth Lozano discussed that the school board approved the Indian Education Policy and Procedures and the only recommendation that the federal government was trying to get more parent input. A motion was made by Rhonda Garfield to approve the Indian Education Policy and Procedures and seconded by Linda Clabeaux. All approved and the motion carried.
- Danny Llamas asked if the committee would approve sending 6 students to Tempu, Arizona for a Youth Council Conference in January. The cost would be \$250.00 per student, totaling \$1,500.00. Rebecca Lopez made a motion with the understanding that more research with JOM will be conducted to see if monies can be approved for an out of state cost and Maricela Moren seconded it. All approved the motion carried.

11. **Title VI Funding**

Business and Reporting (Budget to Be Provided)

- Victor Rosa discussed the Lemoore Union High School District Board Policy of Indian Policies and Procedures. Since this was a new policy there is a 1 page waiver that would acknowledge that they would follow the policy going forward.
- A motion was made by Maricela Moren to approve the Lemoore Union High School District Board Policy of Indian Ed and waiver and seconded by Rhonda Garfield. All approved and the motion carried.
- Mrs. Davis discussed the budget and reminded that the Health & Fitness Fair and speaker monies is still available.

12. **Joint Indian Education Committee Reports**

Santa Rosa Rancheria (SRR)-

- Danny Llamas discussed touring San Jose State campus
- Planning a Literacy Night
- Dec. 2nd Bingo with Recreation Department
- Dec. 13th last day of education building

Lemoore Union High School District (LHS & Jamison)

- Fall Blood Drive
- Winter Dance- theme A Night in Paris- tickets on sale Dec. 4th-8th
- Eagle Days Feb. 9th 8am-1pm

Central Union Elementary School District (Central & Stratford)

- Tachi Youth Dancer Nov. 16th
- Parent conferences Nov. 28th- Dec. 1st.
- Bill Bilbo discussed PBS coming to the school and providing parent training and involvement activities with their children.

13. **K-8th ELA/Math Training**

- Erin Ferreira provided math games that parents and children can practice at home.

14. **Parent/Public Input-**

- Rhonda Garfield and Alorha Baga discussed a possible student conference which would include on empowering the youth. It is tentatively set to begin July 2018 and would cover the topics of treaties, gaming, and bylaws.
- Patty Davis asked if there was a survey of parents could complete as she was concerned if this was a topic parents would want others to discuss with their children.

15. **Adjournment**

A motion was made by Luis Diaz to adjourn the meeting at 2:15pm and seconded by Nancy Davis. All approved and the motion carried.

Respectfully Submitted,

Erin Ferreira
IEC Secretary

Next IEC Meeting:
February 20, 2018
12:30pm @ SRR Education Department Gymnasium

**CENTRAL UNION SCHOOL DISTRICT
Board Policy**

**Students
Promotion/Acceleration/Retention**

The Governing Board expects students to progress through each grade level within one school year. Toward this end, instruction shall be designed to accommodate the variety of ways that students learn and provide strategies for addressing academic deficiencies as needed.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6170.1 - Transitional Kindergarten)

The Board recognizes that students do their best work in school when they are placed in a grade with other students of their same chronological age. Students will normally progress annually from grade to grade. However, it is occasionally desirable for a student to be placed in a grade above or below his/her chronological age because of maturity, academic ability, health, background, attendance, or other contributing factors.

Exceptions may be made when, in the judgment of the professional staff working with the parents, there is a clear and compelling case that has a high probability of academic benefit to the student. The district's normal appeal process will be made accessible to parents.

Multiple indicators will be used as the basis for consideration of retention or special promotion. Students being considered for retention will be identified as early in the school year as possible. Parents will be provided complete information and an opportunity to consult. A comprehensive case study shall be carried out by staff prior to a recommendation to the principal for special promotion or retention.

Teachers shall identify students who are at risk of being retained at their current grade level as early as possible in the school year and as early in their school careers as practicable. Both research and experience demonstrate that neither social promotion nor retention is effective. Therefore, instructional policies and

practices will emphasize prevention of retention, and early intervention with those students who are deemed to be at risk of retention. Likewise, interventions shall be focused on the specific areas of reading and/or mathematics diagnosed as deficient: (Education Code 48070.5)

Such students shall be identified at the following grade levels.

1. Between grades 2 and 3
2. Between grades 3 and 4
3. Between grades 4 and 5
4. Between grades 5 and 6
5. Between grades 6 and 7
6. Between grades 7 and 8
7. At the end of grade 8 and before transitioning to high school (9th grade)

Students shall be identified as at risk for retention on the basis of failure to meet minimum levels of proficiency, as indicated by grades, regular attendance, and student proficiency with key essential standards for the student's grade level.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)



Students in grades 1 through 3 shall be identified primarily on the basis of their level of proficiency in reading.



Proficiency in Reading, English language arts, Mathematics, Science, and Social Studies/History shall be the basis for identifying students in grades 4 through 8. (Education Code 48070.5)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

If a student does not have a single regular classroom teacher, the Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The teacher's decision to promote or retain a student may be appealed in

The Superintendent or designee shall not approve a student's continuation in kindergarten until the student has been enrolled in kindergarten for close to one school year.

★ Retention at Other Grade Levels

If a student is identified as performing below the minimum standard for promotion to the next grade level based on the indicators specified in Board policy, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

Students shall be identified at risk for retention on the basis of the following criteria:

1. Between Grades 2 and 3; and Grades 3 and 4
 - a. Minimum competency on standards-based assessments in core areas
 - b. A student must be reading on grade level or not more than a year below, or will be a candidate for retention.
 - c. A student must be present 90% of the school year (*162 days out of 180*), or will be a candidate for retention. (*Completed Independent Study does not count as days absent. Saturday school may be used to make up absences*).
2. Between Grades 4 and 5; 5 and 6; 6 and 7; 7 and 8; 8 and 9
 - a. Minimum competency on standards-based assessments in core areas
 - b. A student must maintain a cumulative 1.5 GPA in Reading, Language, Math, Science and Social Studies for the 1st, 2nd and 3rd trimesters, or will be a candidate for retention.
 - c. A student must be present 90% of the school year (*162 days out of 180*), or will be a candidate for retention. (*Completed Independent Study does not count as days absent. Saturday School may be used to make up absences.*)

STRATFORD ELEMENTARY SCHOOL

Bill Bilbo Principal

Penny Miller Assistant Principal

19348 Empire Street
Stratford CA 93266

Mailing: 15783 18th Ave., Lemoore, CA 93245

Telephone: (559) 925-2605

Fax: (559) 947-3840

To: Santa Rosa Rancheria Education Department

From: Bill Bilbo, Principal of Stratford School

Date: November 14, 2017

RE: MOU Regarding Notification to the SRR Education Department

This memo is being written to confirm the working partnership between the SRR Education Department and Stratford Elementary School to achieve student success.

This memo covers the tribal and lineage student whose parents or guardians have completed the SRR Academic Assistance Authorization form allowing Stratford School to share student educational, behavioral, and attendance information with the SRR Education Department.

The SRR Academic Assistance Authorization form is completed at the onset of each school year.

The school will:

Suspensions:

Inform the SRR Education Department of any student suspension when a parent or guardian has completed the SRR Academic Assistance Authorization form for the current school year. The SRR Education Department will be informed by a Stratford School site administrator. The school site administrator will call or e-mail the Director/Assistant Director.

Referral for Expulsion:

Inform the SRR Education Department by a phone call to the Director/Assistant Director unless personal contact is made between the two parties. A parent or guardian must have completed the SRR Academic Assistance Authorization form for the current school year.

Student Study Team Meetings:

The SRR Education Department will contact Stratford School for a current list of SST students. A parent or guardian must have completed the SRR Academic Authorization form for the current school year.

IEP Meetings:

A copy of the IEP notification form will be placed in the SRR Education Department school site mailbox for the students whose parents/guardians have completed the SRR Academic Assistance Authorization form for the current school year.

Promotion/Retention Meetings:

The SRR Education Department will obtain their list of students from the school site secretary. The school site secretary will give only the names of the students whose parent

or guardian has completed the SRR Academic Assistance Authorization form for the current school year.


Attendance:

The SRR Education Department will obtain their students' school attendance from the school site secretary/clerk. The school site secretary/clerk will give only the names of the students whose parent or guardian has completed the SRR Academic Assistance Authorization form for the current school year.


Grades:

The SRR Education Department will obtain 4th-8th grade student grades from our student data system for the students whose parent or guardian has completed the SRR Academic Assistance Authorization form for the current year. Teachers will not be more than 5 school days in arrears of posting grades. K-3rd teachers will work with the SRR liaisons providing weekly student academic updates.

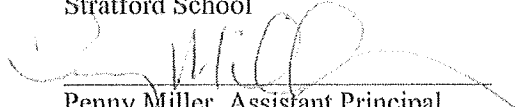
Signatures:



Thomas Addington, Superintendent
Central Union Elementary School District



Bill Bilbo, Principal
Stratford School



Penny Miller, Assistant Principal
Stratford School

Santa Rosa Rancheria Education Center
Director

Santa Rosa Rancheria Education Center
Assistant Director

March 1, 2018

Emergency Operations Manual

Stratford Elementary School
20227 1st St.
Stratford, CA 93266
Central Union School District



School Safety Plan
2017-2018

March 1, 2018

GENERAL INFORMATION

The intent of the Central Union School District is to provide a safe and secure learning environment for all its students. Two components of providing a safe environment are timely assessment and prevention of crime on our campuses and maintaining an Emergency Disaster Response Plan. The information in this Safe School Plan includes specific courses of action to be taken in case of an emergency as well as daily activities, which help preclude an emergency situation. Each employee should become familiar with this plan so that he or she will be prepared to carry out his/her responsibility should the need arise. Further, this plan deals with daily activities, which promote the general welfare of the students in our care.

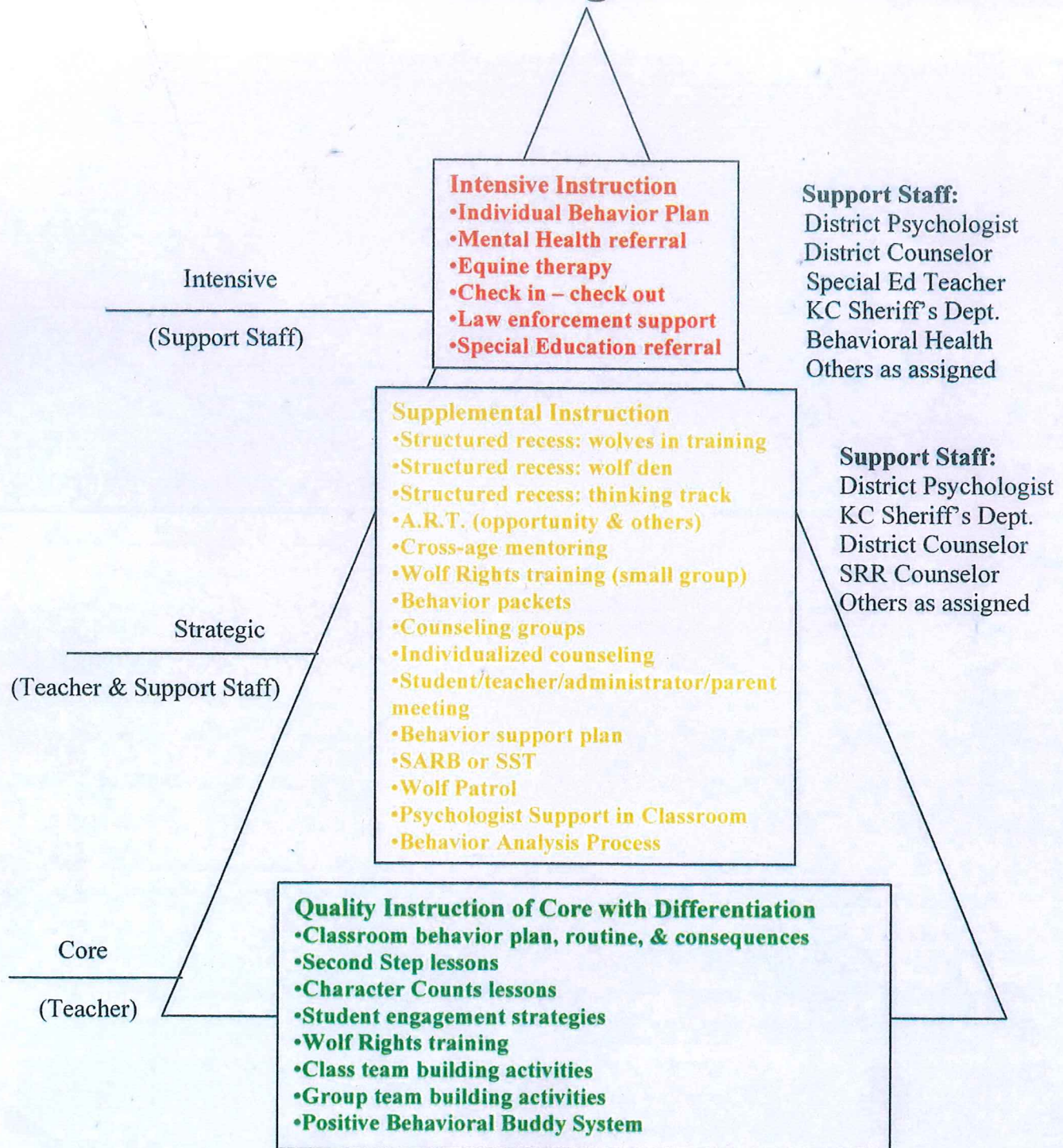
The incidence of crimes reported at District schools is very low. Current information about reported crimes is maintained at the District Office (559-925-2600). In an effort to maintain a safe school environment, close coordination with local law enforcement agencies is maintained. All suspected crimes are reported to the Kings County Sheriff's Office or the Lemoore Naval Air Station Security Office for investigation. When appropriate, contact is made with Child Protective Services.

The plan is primarily devoted to the welfare and safety of students during school hours. There are some situations where the school may be used as a community resource during a disaster condition. Existing Board policies and administrative regulations have been included along with a copy of the Student Code of Conduct.

An emergency situation may strike any school campus at any time. These emergencies fall into two categories—natural and man-made. Earthquakes, floods, and severe storms can occur with little or no warning and are natural. The possibility of fires, chemical accidents, falling aircraft, the use of firearms, bombs, and hostage taking are examples of man-made emergencies.

Central Wolves

Positive Behavioral Interventions & Support Strategies



What is School-wide PBIS?

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

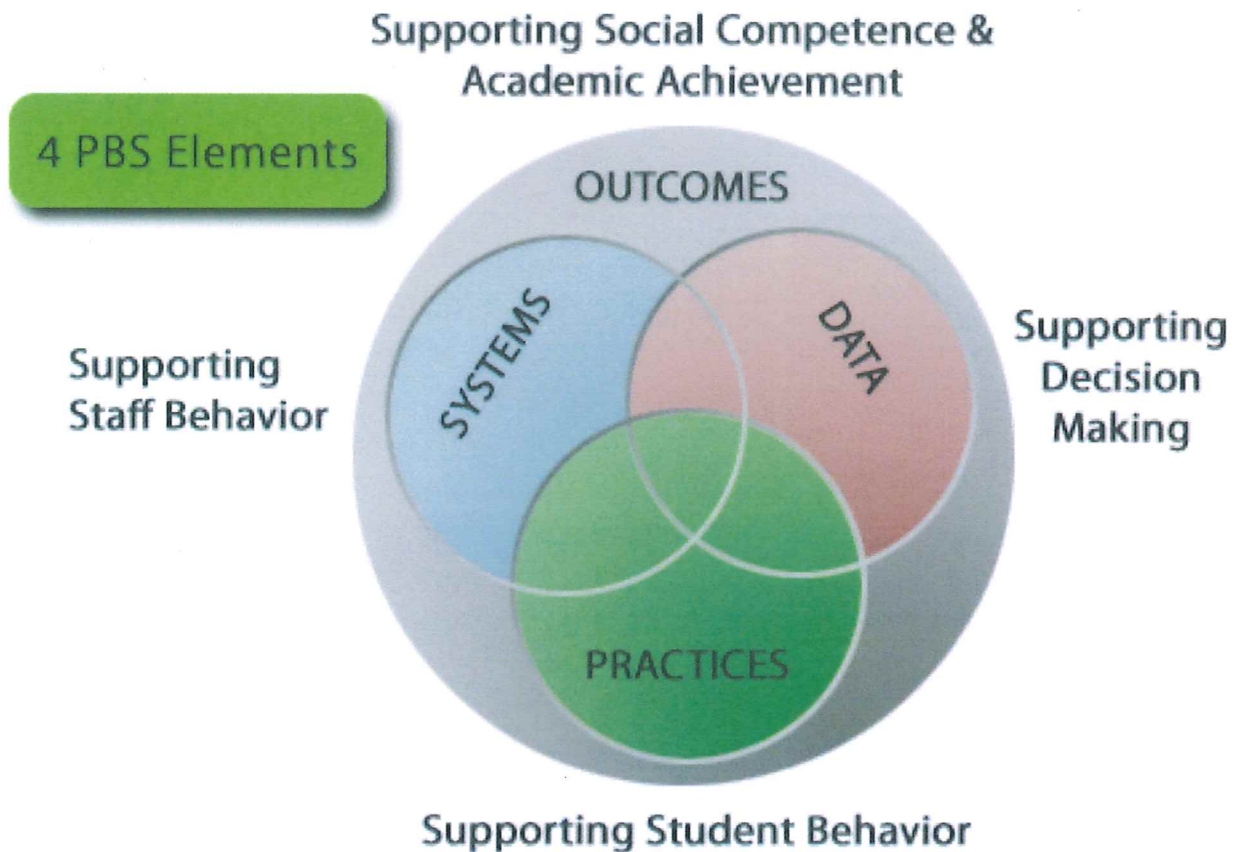
Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide

PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in schoolwide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The schoolwide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in schoolwide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented that will sustain this over the long haul?)

Title VI

Final Budget for 2017/18 School Year - Approved 6/5/17
Approved by IEC Committee at March 2017 meeting

Personnel: (\$26,800)

LUHSD Summer School (16/17 (Certificate)	\$3,750 + Benefits	\$300
LUHSD Summer School (16/17 (Certificate)	\$3,750 + Benefits	\$300
LUHSD Afterschool at SRR Ed. Math (17/18) (Certificated)	\$8,500 + Benefits	\$700
LUHSD Afterschool at SRR Ed. ELA (17/18) (Certificated)	\$5,000 + Benefits	\$600
Central Summer School (2017/18 - prior to July 1, 2018)	\$3,500 + Benefits	\$400

Supplies: (\$5,424)

Jamison High – Lang. Arts/Math Supplemental Materials	\$500
SRR Ed. Dept – School Materials (Student Binders)	\$2,000
Native Cultural Supplies for Activities and Crafts	\$924
Health & Fitness Fair Supplies (Rec Dept)	\$2,000

Other: (\$16,902)

CUESD Consultant Assistance Math (Furtado)	\$15,502
Youth Health & Fitness Fair Inspirational Speaker (Rec Dept.)	\$1,400

Indirect Cost: (\$210)

LUHSD under 5%	\$210
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Red = Allocation utilized for this funding cycle

TOTAL GRANT FOR 2017-2018 SCHOOL YEAR: \$49,336

August 29, 2017

Emergency Operations Manual

Central Elementary School
15783 18th Ave
NAS Lemoore, CA 93245
Central Union School District



**School Safety Plan
2017-2018**

GENERAL INFORMATION

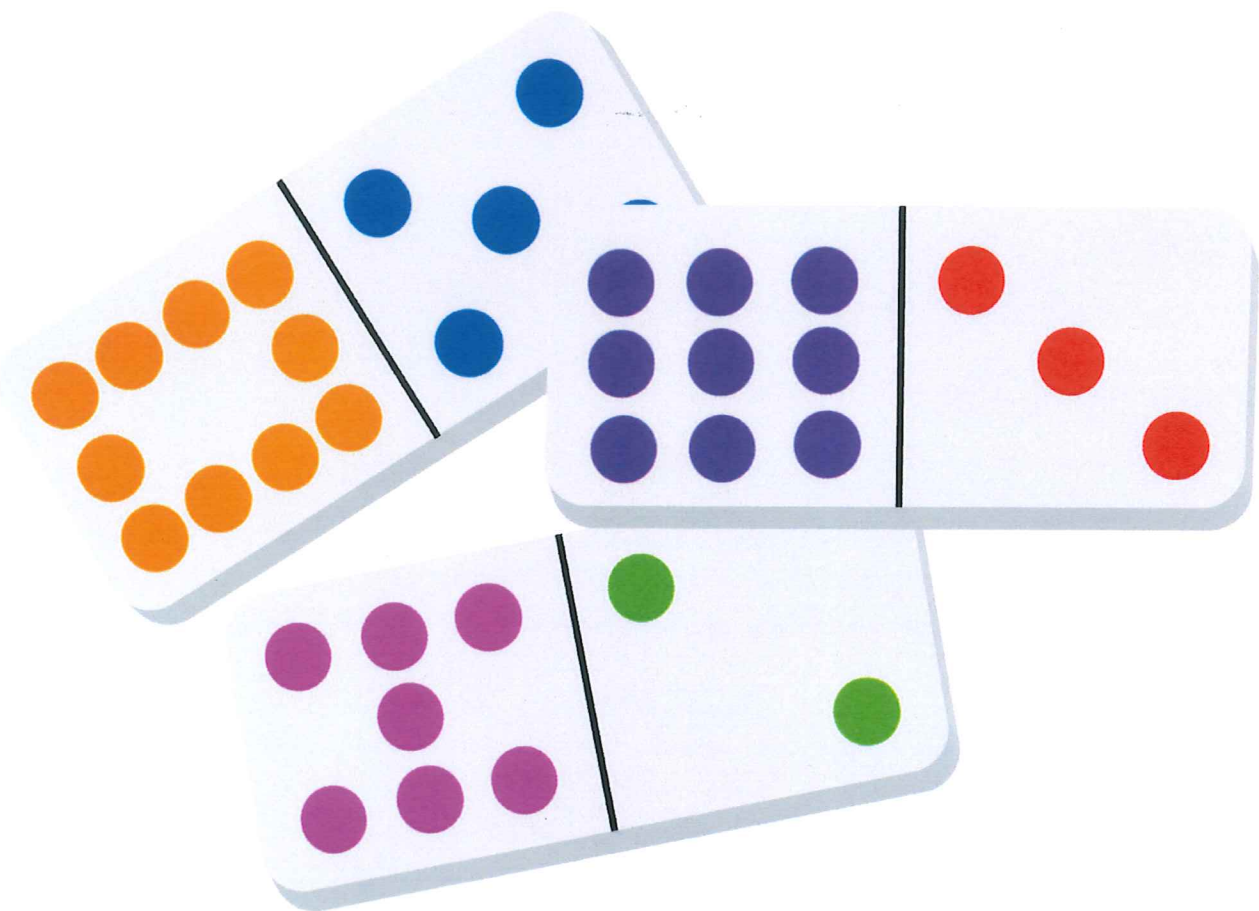
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10 Math Games To Play With Dominoes



By Mandy Neal
Teaching With Simplicity

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Join me for additional teaching resources



Mandy Neal

TeachingWithSimplicity.com

Ordering Products

1. Students choose five dominoes, turn them over, and multiply each side together.
2. Order the products from least to greatest or greatest to least.
3. Want to make it a game? Partners order their dominos then find the difference between their greatest number and least number. The partner with the greatest (or least) difference wins.

Multiplication War

1. Students begin with dominoes face down.
2. Each student chooses a domino.
3. On the count of three, students turn over their domino and multiply the dots on one side by the dots on the other side. The student with the highest product wins the dominoes.

Even/Odd Sort

1. Add, subtract, or multiply the dots on the dominoes then sort the answer by odd or even numbers.
2. Want to make it a game? Before the game begins state a rule. The partner with the most even numbers or odd numbers wins the set.

Prime/Composite Sort

1. Add, subtract, or multiply the dots on the dominoes then sort the answer by prime or composite.
2. Want to make it a game? Before the game begins state a rule. The partner with the most prime numbers or the most composite numbers wins.

Coordinate Pairs

1. Provide students with a coordinate grid.
2. Students plot points using the dots on the dominoes. One side is the x-coordinate; the other side is the y-coordinate.

Ordering Decimals

1. Students choose five dominoes and turn them over.
2. One side is the whole number; the other side is the decimal.
3. Order the decimals from least to greatest or greatest to least.
4. Want to make it a game? Partners order their dominos then find the difference between their greatest decimal and least decimal. The partner with the greatest (or least) difference wins.

Compare Decimals

1. Students choose two dominoes and turn them over.
2. One side is the whole number; the other side is the decimal.
3. Compare both dominoes.
4. Want to make it a game? Each partner chooses one domino. Then they compare their decimal. The partner with the greatest (or least) decimal wins.

Add or Subtract Decimals.

1. Students choose two dominoes and turn them over.
2. One side is the whole number; the other side is the decimal.
3. Add or subtract the decimals.
4. Want to make it a game? Partners compare their sum or difference. The partner with the greatest (or least) sum or difference wins.

Compare Fractions

1. Students choose two dominoes and turn them over.
2. One side is the numerator; the other side is the denominator
3. Compare both fractions.
4. Want to make it a game? Each partner chooses one domino. Then they compare their fraction. The partner with the greatest (or least) fraction wins.

Ordering Fractions

1. Students choose five dominoes and turn them over.
2. One side is the numerator; the other side is the denominator
3. Order the fractions from least to greatest or greatest to least.
4. Want to make it a game? Partners order their dominos then find the difference between their greatest fraction and least fraction. The partner with the greatest (or least) difference wins.

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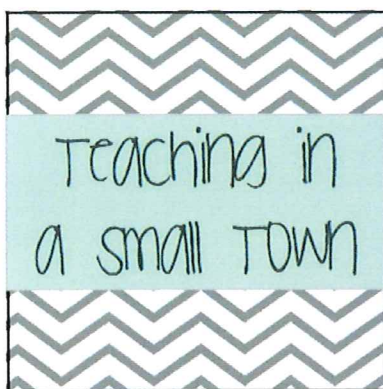
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Thank you for your purchase.

If you have any comments, questions, or general concerns please feel free to contact me at:

mandy@teachingwithsimplicity.com

The graphics and lettering used in this product are from:



February 2018

- US Holidays
- Central Staff
- Birthdays
- Found in Apps
- Student Activities

January 2018

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2018

M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2018

M	T	W	T	F	S	S	
				1	2	3	4
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 8th Grade Fundraiser - See's Candy 8th Cap and Gown Order Forms Due K-8thValentineGramsfor...ined:8thGradeStudents	2 8th Grade Fundraiser - See's Candy Groundhog Day K-8thValentineGramsfor...ined:8thGradeStudents 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior, Completed Class & Homework 1:30 PM 1:30pm 6th-8th Basketball Stratford @ Central Girls "A", "B", "C" - Boys "A", "B"	3	4
5 Mix Bag Schoolwide Fundraiser Begins K-8thValentineGramsfor...ined:8thGradeStudents CJSE 7&8th Grades for T1 Due to Davis 8th Grade Fundraiser - See's Candy	6 Mix Bag Schoolwide Fundraiser Begins K-8thValentineGramsfor...ined:8thGradeStudents 1:30 PM 1:30pm 6th-8th Basketball Kettleman @ Central - Girls "B" & "C" Boys "A" & "B"	7 Mix Bag Schoolwide Fundraiser Begins K-8thValentineGramsfor...ined:8thGradeStudents	8 Mix Bag Schoolwide Fundraiser Begins K-8thValentineGramsfor...ined:8thGradeStudents 1:00 PM 1:00pm Holland & Escobedo 1st Grade Showcase "Investigations in Sound"	9 Mix Bag Schoolwide Fundraiser Begins K-8thValentineGramsfor...ined:8thGradeStudents 9:00 AM K-3rd Dental Checks with Dr O'Hare Time TBA Rm 1 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior, Completed Class & Homework 1:30 PM 1:30pm 6th-8th Basketball Bye for Central	10 Mix Bag Schoolwide Fundraiser Begins 8:00 AM 8:00am Saturday School - Rm 13 - Ferreira	11
12 DBNWeekLeadershipCl...rsPondwillLeadTheWeek K-8thValentineGramsfor...ined:8thGradeStudents Mix Bag Schoolwide Fundraiser Begins	13 DBNWeekLeadershipCl...rsPondwillLeadTheWeek K-8thValentineGramsfor...ined:8thGradeStudents Mix Bag Schoolwide Fundraiser Begins 10:15 AM 10:15am LHS 8th Grade Presentations - Ag Pathway & FFA Rm 8	14 DBNWeekLeadershipCl...rsPondwillLeadTheWeek Valentine's Day Mix Bag Schoolwide Fundraiser Begins 1:15 PM 1:15pm K-5th Classroom Parties	15 DBNWeekLeadershipCl...rsPondwillLeadTheWeek Mix Bag Schoolwide Fundraiser Begins	16 DBNWeekLeadershipCl...rsPondwillLeadTheWeek Mix Bag Schoolwide Fundraiser Begins 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior, Completed Class & Homework 1:30 PM 1:30pm 6th-8th Basketball @ MIQ Girls "A", "C" - Boys "C"	17	18
19 Presidents' Day	20	21 8:15 AM 8:15am Student Spring Pictures w/Buddies 11:30 AM Lemoore Chamber Luncheon @ _____. Student w/Davis	22 1:00 PM 1:00pm Mrs. Barber's Class Showcase in MUR "Genius Hour"	23 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior, Completed Class & Homework 1:30 PM 1:30pm 6th-8th Basketball @ Island Girls "A", "B", "C" - Boys "A", "B"	24 8:00 AM 8:00am Saturday School - Teacher & Room ?	25
26 10:15 AM 10:15am 6th-8th LHS Workability w/Shimmon	27 8:30 AM 8:30am 1st Grade KC Spelling Bee 1:00 PM 1:00pm 2nd Grade KC Spelling Bee	28 King County Spelling Bee 8:30 AM 8:30am 3rd Grade KC Spelling Bee 1:00 PM 1:00pm 4th Grade KC Spelling Bee				

March 2018

- US Holidays
- Central Staff
- Birthdays
- Found in Apps
- Student Activities

February 2018							March 2018							April 2018						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
			1	2	3	4			1	2	3	4							1	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28					26	27	28	29	30	31	23	24	25	26	27	28	29	
													30							

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 King County Spelling Bee 8:30 AM 8:30am 5th Grade KC Spelling Bee 1:00 PM 1:00pm 6th Grade KC Spelling Bee (Mrs. Tuman)	2 King County Spelling Bee 8:30 AM 8:30am 7th Grade KC Spelling Bee 10:00 AM 10:00am K-2nd Outstanding Attendance Activity (97.5% or Higher) Location TBA - AP Gonzales 1:00 PM 1:00pm 8th Grade KC Spelling Bee 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior. Completed Class & Homework	3 8:00 AM 8:00am Saturday School - Teacher & Room 10 Mrs. Barstow	4
5	6	7	8	9 8:30 AM 8:30am 2nd Grade Showcase (Lemos, Roberts & Price) Poetry Party in MUR 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior. Completed Class & Homework	10 8:00 AM 8:00am Saturday School - Teacher & Room ?	11 Daylight Saving Time
12	13	14 11:30 AM Lemoore Chamber Luncheon @ _____ Student w/Davis 1:00 PM 1:00pm Mrs. Adam's Class Showcase in MUR	15 8:15 AM 8:15am 6th-8th Academic & Character Awards Presentations in the Classrooms 1:15 PM 1:15pm 3-5th & Roberts Student Character & Academic Awards MUR 1:50 PM 1:50pm K-2nd Student Academic and Character Awards in MUR	16 12:00 PM 12:00pm K-5th Student Passport Day 1:00 PM 1:00pm Student Snack Shack for Students w/Appropriate Behavior. Completed Class & Homework	17 St. Patrick's Day	18
19 PenniesforPatientsFundraiser-DBNLeadership 10:15 AM 10:15am 6th-8th LHS Workability Presentation (Shimmon)	20 PenniesforPatientsFundraiser-DBNLeadership	21 PenniesforPatientsFundraiser-DBNLeadership 12:30 PM 12:30pm Mrs. Tuman's Class Showcase w/Mrs. Barstow Math Challenge "The Ultimate Board Game Experience" 1:15 PM 1:15pm Mrs. Montejano's Class Showcase Rm 9 - Magnets in Motion	22 PenniesforPatientsFundraiser-DBNLeadership 12:00 PM 12:00pm K-8th The Color Run (Olveda & Adams) 4:30 PM 4:30pm 8th Grade - Akers College and Careers Pathway Event (Pineda) Dinner & 3 sessions	23 PenniesforPatientsFundraiser-DBNLeadership 8:15 AM 8:15am 2nd, 3rd, 4th Book Challenge for Mr. Prices Students 1:00 PM Student Early Out	24	25
26 PenniesforPatientsFundraiser-DBNLeadership	27 PenniesforPatientsFundraiser-DBNLeadership	28 PenniesforPatientsFundraiser-DBNLeadership	29 PenniesforPatientsFundraiser-DBNLeadership	30 PenniesforPatientsFundraiser-DBNLeadership	31	

**Santa Rosa Rancheira
JOM Budget Proposal
FISCAL YEAR 2017-2018**

Februrary, 20 2018

DESCRIPTION	BUDGET			
	TENTATIVE	REVISION (+/-	FINAL	
PERSONNEL- <i>Paid by Tribal Council</i>	\$ -	\$ -	\$ -	-
Fringe Benefits -<i>Paid by Tribal Council</i>	\$ -			
SUBTOTAL	\$ -	\$ -	\$ -	-
CONTRACTUAL				\$ -
Conference <i>(Arizona Conf)</i>	\$ 2,000.00	\$ 2,000.00	\$ -	-
Academic Acitivites <i>(Art Supplies)</i>	\$ 500.00	\$ 500.00	\$ -	-
Presenter <i>(Author Night)</i>	\$ 1,457.98	\$ 1,457.98	\$ -	-
SUBTOTAL	\$ 3,957.98	\$ 3,957.98	\$ -	-
EQUIPMENT				\$ -
After School Program supplies	\$ 500.00		\$ 500.00	
SCHOOL SUPPLIES	\$ 500.00		\$ 500.00	
SUBTOTAL	\$ 1,000.00	\$ -	\$ 1,000.00	
INCENTIVE				\$ -
ATTENDANCE	\$ 400.00		\$ 400.00	
COLLEGE VISITS <i>(Fresno State Visit)</i>	\$ 500.00	\$ 500.00	\$ -	-
SUBTOTAL	\$ 900.00	\$ 500.00	\$ 400.00	
INDIRECT COST				\$ -
District Administration		\$ -	\$ -	-
Sequestration		\$ -	\$ -	-
SUBTOTAL	\$ -	\$ -	\$ -	-
TOTAL	\$ 5,857.98		\$ 1,400.00	

Scott Chennault
Director of Curriculum and Instruction

Danny Llamas
Director- SR Rancheria Ed. Center

JOINT INDIAN EDUCATION COMMITTEE
Santa Rosa Rancheria Lemoore Union High School District
Central Union Elementary School District

IEC Meeting Sign-In Sheet
Members and Guests

Meeting Date: February 20, 2018

*** Voting Member**

Printed Name	Position	Signature
*Ana Atwell	Student	
*Lily Baga	Student	
*Nancy Davis	Site administrator	
*Erin Ferreira	School Employee	
*Isidro Varela	Parent	
*Rhonda Garfield	Parent	
*Alorha Baga	Parent	
*Rebecca Lopez	SSR Employee	
*Danny Llamas	SSR Employee	
Scott Chennault (non-voting)	District Representative	

