OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Tuesday, December 15, 2020 at 5:00 p.m. via YouTube.

The open session portion of the meeting will begin at approximately 5:30 p.m.

The Governor declared a State of Emergency to exist in California as a result of the threat of COVID-19. The Governor issued Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment.

To maintain the public's health and well-being, this Board of Trustees meeting will be held via YouTube.

Meeting link: https://youtu.be/cwjgWK-60EE

Please note that there will be a new link listed on this cover sheet for each board meeting.

Comments or questions can be submitted in advance by emailing ouhsdyoutube@ouhsd.net. Once the meeting starts, you can use the chat feature if you wish to a submit a comment or question when the Board President asks if anyone would like to speak on an agenda or non-agenda item All comments or questions received prior to or during the meeting will be read aloud.

BOARD MEMBERS:
Scott Damon, President
Bonnie King, Vice President
Nannette Walker, Clerk
Amber Englund, Trustee
Ray Sehorn, Trustee

DISTRICT ADMINISTRATION:
Dr. Corey Willenberg, Superintendent
Susan Watts, Asst. Superintendent/CBO
Kevin Simas, Director of Education
Jeff Ochs, Director of Alternative Education
Dan Ramos, Principal, Las Plumas High School
Cristi Tellechea, Principal, Oroville High School
Tim Drury, Continuation School Principal

Agenda materials are available on the district's website (ouhsd.org)

This meeting is being held virtually and will be made accessible to members of the public seeking to attend and to address the Board solely through the link set forth above.

Any members of the public seeking to attend and to address the Board who require reasonable accommodations to access the meeting, based on disability or other reasons, should contact Paula Blaney at 538-2300, extension 1107, or pblaney@ouhsd.net at least twenty-four (24) hours in advance of the meeting to make arrangements for such reasonable accommodations

ALL MEETINGS ARE RECORDED

OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Tuesday, December 15, 2020, 5:00 p.m. via YouTube (see coversheet for login information)

CALL TO ORDER

1. **Certificate of Appointment & Oath of Office for Newly Reelected Board Members**
   Dr. Willenberg will administer the Oath of Office to Mr. Damon and Mr. Sehorn.

ROLL CALL

Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Nannette Walker

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9** [Case name unspecified because disclosure would jeopardize negotiations]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Pupil Discipline—California Education Code Sections 48918/35146**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

CONVENE TO ANNUAL ORGANIZATIONAL MEETING

2. **Election of Board President**

3. **Election of Board Vice President**

4. **Election of Board Clerk**

5. **Establishment of Board Meeting Dates, Time, and Location**

6. **Board Governance Handbook**
   Per board bylaws, the Handbook must be approved as part of the annual organizational meeting.

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (None)

RECOGNITIONS AND PRESENTATIONS

7. **Recognition of Retirees**
   The District will recognize Mike Baker (27 years), Larry Fallen (17 years) and Sandy Van Gilder (13 years) for their years of service to the district.

8. **Recognition of Outgoing Board President**
   Mr. Damon will be recognized for serving as the 2020 Board President.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

9. **Board Comments**

10. **Superintendent**

11. **Administration**

12. **Student Board Representative Reports**

13. **January 5th and 7th Board Workshops**
    A workshop has been scheduled for January 5th and 7th for the Board to receive training from Beacon Results to assist the District with creating alignment between current professional development initiatives in response to the DOJ investigation and the Board's guidance with regard to equity and student success. The board will not be taking action on any items. The meeting is not open to the public.

OLD BUSINESS (None)

CONSENT CALENDAR (Recommend approval of the following Consent Items):

14. **Minutes from the November 18, 2020 Board Meeting**
15. **Check Registers Dated 11/12, 11/17, 11/19, 12/1 and 12/3**
16. **Monthly Financial Report**
17. **Donation of 25 Shirts Valued at $836.78 from Hard Luck Mining to LPHS**
18. **20/21 Contract with Ann Petersen for LCSW Supervision of Clinical Hours**
19. **20/21 Contract with Accelus for Distance Learning AP Courses**
20. **Updated Life Management and Culinary I Course Descriptions and New Culinary II (Food Service) and Culinary II (Hospitality) Course Descriptions**
21. **First Reading of Board Policies and Administrative Regulations**
    - BP 4112.2 (Certification)
    - BP/AR 4113 (Assignment)
    - BP/AR 4119.11, 4219.11, 4319.11 (Sexual Harassment)

CONSENT CALENDAR (Cont.)

- BP/E 4119.12, 4219.12, 4319.12 (Title IX Sexual Harassment Complaint Procedures)
- BP 4151, 4251, 4351 (Employee Compensation)
- BPAR 4157, 4257, 4357 (Employee Safety)
- AR 4157.1, 4257.1, 4357.1 (Work-Related Injuries)
- AR 4161.1, 4361.2 (Personal Illness/Injury Leave)
- AR 4161.2, 4261.2, 4361.2 (Personal Leaves)

NEW BUSINESS

22. First Interim Report (Watts)
As required by AB 1200, districts must report their financial conditions at least twice during the year. The adopted budget made various assumptions that now have been updated with more current information. **Recommend certification that the district will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years**

Enclosure

23. LCFF Budget Overview for Parents (Watts)
While the 20/21 LCAP was not required to be prepared due to the Coronavirus epidemic, the LCFF Budget Parent Overview must still be prepared and board approved by December 15th. The LCFF Budget Overview provides information on projected revenue for fiscal year 20/21, a comparison of projected expenditures for 20/21 expenditures with those approved in the Learning Continuity Plan, and a comparison of budgeted expenditures for increased or improved services for high needs students in fiscal year 19/2 with actual disbursements. **Recommend approval**

Enclosure

24. Resolution Regarding Accounting of Development Fees for 201/20 in the Capital Facilities Fund (Watts)
Government Code sections 66001 and 66006 impose detailed requirements on public agencies which levy fees. Each district collecting development fees must make an annual accounting of those fees within 180 days of year end. **Recommend approval of Resolution #10-20/21**

Enclosure

25. 2021/2022 School Year Calendar (Willenberg)
A draft of the calendar was presented as a discussion item at the November 18th board meeting. The calendar is now being presented for approval. **Recommend approval**

Enclosure

26. MOU with Scoot Education (Willenberg)
There was a large demand for distance learning when the District reopened on November 16th. There were not enough existing teachers to teach in-person and distance learning classes. Therefore, the District is seeking approval of a MOU with Scoot Education to provide distance learning to 314 students. **Recommend approval**

Enclosure

27. MOU with Language Line Services, Inc. (Willenberg)
The District is seeking approval of a MOU with Language Line Services. Inc. to provide translation services for Zoom meetings, in-person meetings and documents into Spanish and Hmong. The service will be used on an as needed basis at 97 cents per minute. **Recommend approval**

Enclosure

28. COVID-19 Addendum to the Injury and Illness Prevention Program (Watts)
Regulations require that the District's Injury and Illness Prevention Program include infection control measures, including applicable and relevant recommendations from the CDS state and local guidelines. The proposed addendum includes information regarding the virus, as well as procedures to be used to stop the spread. **Recommend approval**

Enclosure

29. Request to Allow the LP/O Band to Travel Out-of-State (Willenberg)
The band trip to perform at Carnegie Hall in April was cancelled due to COVID. Mr. Walker and the Band Boosters are seeking approval for the band to travel out-of-state this year and are currently gathering information on a trip to Washington, DC in May. **Board's pleasure**

30. Plan for Reopening District Facilities (Willenberg)
At the November 18th meeting, the Board directed the Superintendent to come up with a plan for reopening district facilities, such as Harrison Stadium, gyms, etc. Harrison Stadium was recently reopened to individuals who have paid a key deposit to walk the track. Due to the Governor's new Regional Stay at Home Order, all district facilities will continue to remain closed for group activities until further guidance is received from the Governor or Butte County Public Health. **Recommend approval**

31. Personnel Assignment Order
Approval is requested for the following Personnel Assignment Order:

Certificated

2020/21 Coaches (prorated pay if cancelled)

LPHS
Varsity Boys Basketball Asst.-Dennis Enser
($1000 ASB Paid)

2020/21 Extra Duty Assignments
College Connections – Julie Decker- $1998
OHS
Correction: Link Crew–Diana Castillo-$1998
Correction: Link Crew-Tom Frazier-$1998
Yearbook – Samantha Muntifering - $2998
LPHS
Correction: Link Crew-Sherrie Kermen-$1998
Correction: Link Crew-Keely Frazier-$1998
PHS
Yearbook- Brian Guthrie $1499 (split stipend)
Yearbook-Bertha Campanero-$1499 (split stipend)

Chan Saeteurn
Long Term Substitute @ $175p/day
Effective 11/30/2020

Theresa Gravison
Long Term Substitute @ $175 p/day
Effective 1/4/2021

Cody Pickering
Long Term Substitute @ $175 p/day
Effective 1/4/2021

Classified

2020/21 Substitute Courier
Yvonne Jensen
Chelsea Jensen
Jordan LaGrone

Bret Harles
Maintenance Technician
Termination
Effective 12/15/2020

Joann Hatcher
Bus Driver Trainer
Voluntary transfer to Bus Driver
5.0 hrs. p/day 195 days p\yr.
Step/Column 17/M29 $27.45 p/hr.
Effective 12/14/2020

Certificated (Cont.)

Laura Smith
Long Term Substitute in Distance Learning @
$175 p/day
Effective 1/4/2021

Patty Bauer
Counselor
FMLA/CFRA Medical Leave
Effective 12/2/2020 – 2/3/2021

2020/21 Substitute Teachers
David Tamori
Julien Gimmeli

2020/21 6th Period Options
AP Government in Distance Learning - Sammy Burnet
AP Spanish in Distance Learning - Diana Castillo-Siplin

Classified (Cont.)

32. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **January 20, 2021,** at 5:30 p.m. via YouTube.

OROVILLE UNION HIGH SCHOOL DISTRICT

Governance Handbook

Board of Trustees
Scott Damon
Amber Englund
Bonnie King
Ray Sehorn
Nannette Walker

Superintendent
Dr. Corey Willenberg

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, commitment to norms and coming to agreement on protocols/formal structures that will enable the governance team to perform its responsibilities in a way that best benefits all children.

Adopted December 15, 2020

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Effective Governance

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to:

- Maintain a unity of purpose
- Agree on and govern within appropriate roles
- Create and sustain a positive governance culture
- Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

Governance – A Definition
School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

Board of Trustees
Professional Governance Standards

1. **Keep the district focused on learning and achievement for all students**
   - Recognize that students come to school with diverse educational needs.
   - Base decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.
   - Ensure that the district has established academic standards and regularly measures growth in achievement for all students.
   - Ensure that the district provides opportunities for all students to succeed.

2. **Communicate a common vision and mission**
   - Develop and adopt a written statement of the district vision and mission along with other direction-setting documents using collaborative processes that involve the staff and community.
   - Ensure that procedures are in place to periodically review the Strategic Plan and other direction-setting documents.
   - Demonstrate commitment to the vision, mission and goals by regularly communicating them to staff and the community.
   - Exhibit behaviors and make decisions that support achievement of the district vision, mission and goals.
   - Keep current on trends and emerging needs in education in order to proactively participate in renewing or reviewing the district's direction and policies.
   - Support board decisions.
   - Speak with a common voice.

3. **Operate openly, with trust and integrity**
   - Conduct district business in a fair, respectful and responsible manner.
   - Consider the concerns and interests of the staff and community.
   - Encourage thorough debate, seek to engage in dialogue for clarification and withhold judgment until all perspectives are heard.
   - Ensure that all members of the Board have the same information—no secrets or surprises among members of the governance team.
   - Clearly communicate decisions to all those who are affected by them.
   - Keep confidential information confidential.

4. **Govern in a dignified and professional manner, treating everyone with civility and respect**
   - Treat the Superintendent, staff, students, parents and community with dignity and respect.
   - Listen openly and respectfully to each other, to staff, students, parents and members of the community.
   - Welcome open discussion of different points of view.
   - Demonstrate ability to disagree on issues and still maintain trust, respect and dignity.
   - Work together to build consensus for decisions.

5. **Govern within board-adopted policies and regulations**
   - Develop, update and approve policies and regulations that are understood and followed.
   - Understand the distinctions between the role of the Board and that of the Superintendent and staff.
   - Do not become involved in the day-to-day operations of the district.
   - Have agreed-upon norms and protocols to carry out Board responsibilities.

6. **Take collective responsibility for the Board's performance**
   - Assume collective responsibility for Board conduct, behavior and conflict management.
   - Function as a governance team with the Superintendent.
   - Demonstrate a commitment to continually improving governance efforts.
   - Take responsibility for the orientation of all new members.

7. **Periodically evaluate the Board's effectiveness**
   - Have procedures in place for regular, on-going self-evaluation.
   - Ensure meeting agendas provide for a sound order of business and facilitate maximum focus on matters related to student achievement.
   - Have norms and protocols in place to ensure that individual Board members do not get involved in the day-to-day management of the district.

8. **Ensure opportunities for the diverse range of views in the community to inform Board deliberations**
   - Ensure board policy enables parents, staff and the public to participate in district discussions, school programs and activities in meaningful ways.
   - Consider the concerns and interests of all segments of the community in deliberations.

Unity of Purpose

Unity of Purpose is a common vision, overarching goals, and the values and beliefs governance team members share about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

Core Beliefs

We believe:

- Every student can learn and learns at their own pace.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student should have access to services and supports to enhance their learning experience.
- Every student should be exposed to college and/or career opportunities.
- Every student should learn the skills necessary to succeed in post-secondary education or in a career path.
- Every member of the learning community deserves to be part of a safe, caring and nurturing learning environment and should be treated with respect, dignity and worth.

Vision and Mission Statements

Vision

OUHSD will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student.

We expect:

- All students to graduate.
- Strategic establishment of positive relationships with all students in the class.
- Teachers to engage students in ~~the learning process~~the active learning process, which includes participation, discussion, writing, hands-on activities and experiential learning opportunities.
- Teaching, modeling and ~~reinforcing~~ reinforcement of prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.).
- Classroom behavioral expectations to be posted, taught, reviewed and known by every student.
- Students and teachers to use technology to enhance the educational experience.
- Staff involvement and engagement in ~~utilizing~~ professional learning communities to support development in all curricular areas.
- Curriculum and instructional practices to be aligned with the Common Core State Standards and the Standards for the Teaching Profession.
- Our schools to actively pursue, encourage and welcome increased family and community involvement.

Mission

Preparing Students for the future today.

Governance Team Unity of Purpose

- We will provide high quality educational opportunities for all students.
- We will build trust and confidence with our community, our staff and our students.
- We will function as an effective team.
- We will understand our collective responsibilities to our heritage, current challenges and community values.
- We will be a team with a common vision and act as a catalyst for the focused efforts of employees and the community.
- We will be partners with the staff in carrying out the mission of OUHSD.
- We will oversee the continuous development of quality programs, staff and facilities.
- We will perpetuate a legacy of positive culture.
- We will support our staff as they endeavor to enhance the lives of our students.

Governance Role and Responsibilities

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school Boards is to ensure school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities: setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the Board as a whole, not each member individually. Therefore, Board members fulfill these responsibilities by working together as a governance team with the Superintendent to make decisions that will best serve all the students in the community. The Board carries out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the Board performs its governance responsibilities in each job area. It is important to remember that Boards who inadvertently get involved in staff functions undercut their ability to hold the Superintendent accountable for the results of those efforts.

Duties and Responsibilities

The Superintendent shall have the discretion to organize, reorganize, and arrange the administrative and supervisory staff, including instruction, personnel, and business affairs, which in his/her judgment best serve the interests of the district.

The board recognizes that it is a collective body and each board member recognizes that his/her power as a board member is derived from the collective deliberation and action of the board as a whole in a duly constituted meeting.

Performing Governance Responsibilities

We agree with the responsibilities of school Boards as described below by the California School Boards Association:

Set the direction for the community's schools

- Focus on student learning
- Assess needs/obtain baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic
- goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

Establish an effect and efficient structure for the school district

- Employ and support the Superintendent
- Establish a human resources framework that includes policies for hiring and evaluating other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum and require data-producing assessment systems
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and
- goals
- Uphold Board-approved district policies and support staff implementation of Board direction
- Ensure a positive working climate exists
- Be knowledgeable enough about district efforts to explain them to the public

Ensure accountability to the public

- Evaluate the Superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances and periodically review facilities issues

- Monitor the collective bargaining process

Act as community leaders

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal condition of the district
- Educate the community and the media about the issues facing students, the district and
- public education
- Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders

Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school Board members to set and monitor the direction of the school district, and the district Superintendent translates all efforts into action, it is vital that the Board and Superintendent have a respectful and productive working relationship based on trust and open communications.

Governance Norms and Protocols

We agree to:

- Focus on students' best interest
- Consider the welfare of all stakeholders (students, staff and community)
- Respect each other's opinions
- Listen "actively" to each member's ideas
- Value each member's point of view
- Be open to new ideas
- Exhibit positive body language
- Not interrupt, nor monopolize
- Encourage everyone to verbalize
- Disagree agreeably
- Recognize the positive
- Be willing to compromise
- Focus on process, not personalities
- Act by building on the thought of a fellow governance team member
- Arrive to meetings on time and prepared
- Commit time necessary to govern effectively
- Commit to open communication, honesty, no surprises
- Maintain confidentiality

Structures and Processes to Support Effective Governance

Effective governance teams discuss and agree on the formal structures and processes used by the trustees and the Superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of Board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, and how they do business. These agreements about how groups will operate are often called protocols.

The following protocols were developed to support and promote the effectiveness of our governance team.

Self-monitoring of Governance Team Effectiveness

We will schedule a workshop every January to review governance team agreements and processes by reviewing the Governance Handbook.

New Board Member Orientation

We will provide opportunities for new board members to attend training and meet with the Superintendent.

Visiting Schools

Visits are encouraged. As a professional courtesy, trustees will call the principal ahead of time to arrange the visit. Trustees will also be cautious about encroaching on the learning environment. To assist in this matter, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits a classroom.

Handling Concerns from the Public and Staff

When someone brings a concern to the Board, we will listen carefully, remembering we are only hearing one side of the story, and will then direct that individual to the employee in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of who to contact (i.e., teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). The Superintendent and principal(s) will be copied on correspondence. This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one Board member has no individual authority to fix a problem. As a representative of the public, it is important that the Board member invite the person with the complaint to ultimately get back to him if the issue is not resolved.

Individual Board Member Requests for Information

When an individual Board member requests information pertaining to an agenda item, it will be provided to all Board members.

An individual Board member will – insofar as possible – work to let the Superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.

Individual Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

Individual Board Member Requests for Action

The only authority to direct action rests with the full Board sitting at the Board table. A majority vote sets such direction.

Individuals may request an item for a future agenda by explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction.

When a majority of the Board, sitting in a formal meeting requests action, it should be done in the context of the intended results. It is the duty of OUHSD staff to determine the methods used to achieve those results.

Board Meeting Management

We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings.

We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations. However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally.

We will review our policies, bylaws and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

Email

We will use email carefully to insure that we do not violate the Brown Act, which prohibits Board members from exchanging facts to:

- Develop collective concurrence
- Advance or clarify an issue
- Facilitate agreement or compromise

- Advance ultimate resolution

We understand that:

- Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting.
- Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication.
- A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
- Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.

Role and Responsibilities of the Trustees, Board President and Clerk

Our Beliefs:

- We have an obligation to set an example of good government in action for our community.
- We will model dignified problem solving for our community and our children.
- The Board President works with the Superintendent to ensure Board meeting effectiveness.
- We intend that our Board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the Board in a respectful environment.
- Each Board member must have the opportunity to express his or her viewpoint during Board deliberation.
- Everyone in attendance at Board meetings will be treated with dignity and respect.
- The Board president has a facilitation role relative to Board meetings, and acts as a spokesperson for the Board. S/he has no more authority than any other Board member outside of Board meetings.

Our Agreement:

The role of the Board president is to:

- Attend CSBA Board President's Workshop or other appropriate trainings if serving as president for the first time
- Chair meetings
- Work with the Superintendent as necessary to help ensure Board members have the necessary information and materials to make wise decisions
- Make sure that pending agenda items are addressed appropriately
- Confer with the Superintendent before meetings to prepare, as necessary for the upcoming meeting
- Model the tone and behavior the Board wishes to convey to the community

As meeting chair, the Board president will:

- Open and preside over meetings
- Introduce agenda items, providing some background information as appropriate, different from background information that is provided by staff (e.g., "This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision.").
- Call on speakers
- Make sure all Board members have a chance to share in deliberation
- Work to facilitate effective deliberation
- Interpret and clarify for understanding to ensure that all Board members have an accurate understanding as the deliberation proceeds
- Wait until all other Board members who wish to speak on an issue have done so before adding his or her own comments
- Call for a vote restating the motion, clarify and authenticate all action, order and procedures of the Board
- Adjourn meetings
- Remind the governance team and audience members of any meeting guidelines and Professional Governance Standards the Board has adopted, as necessary.
- Work with the Superintendent to make sure there is appropriate follow-up and clarification of possible options for the Board following the Board meeting.
- Serve as the spokesperson for the Board – always bearing in mind the direction and commitment of the Board given during Board meetings.

The role of the Board Vice President is to:

- Assume the duties of the Board President in his/her absence.

The role of the Board Clerk is to:

- Lead the Pledge of Allegiance
- Make the motion on expulsion cases
- Sign documents on behalf of the district
- Sign the minutes of Board meetings following their approval
- Serve as presiding officer in the absence of the president and vice president

Designated Spokesperson(s)

Our Beliefs:

It is essential that important information be communicated to members of the Board, the staff and the community in as timely a fashion as possible. Board Members and the Superintendent have an obligation to speak with a common voice about district issues to the staff and community. We recognize that some situations have legal or other considerations that may place restrictions on

what may be told to the media or public. Confidential issues must remain confidential. It is important that we speak with one voice in order to maintain the trust of our community.

Our Agreement:

In most cases, everyone is comfortable having the press contact any Board member. However, occasionally an issue requires there be one chief spokesperson. The Board member who fills this role may vary from year to year and from issue to issue. The designated spokesperson will vary depending on the issue or situation:

Crisis: The Superintendent will be the primary spokesperson and may involve the Board president at his/her discretion.

Meeting Information (e.g., Board meetings, agenda items, study sessions): The Board President and the Superintendent will serve as primary spokespersons.

Core Beliefs / Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. When speaking on behalf of the district or the School Board, Board members have an obligation to adhere to agreed upon key messages. Examples of District Key Messages:

- Core Beliefs
- District Mission / Vision
- Progress Toward District Goals
- Student Learning Goals
- Budget Objectives / Financial Plan
- Parent Involvement
- Facilities

During the Annual Governance Workshop in January the governance team will discuss which team members are going to be networking with which community groups and organizations. If a Board member is invited to speak to a community group or organization, s/he will make sure other team members know about the invitation, will ask for agreed upon key messages and any updated district information from the Superintendent, and will communicate back to the governance team after the presentation.

OUHSD Governance Team Agreements to Facilitate Governance Leadership

A major difference between groups and teams is that teams have clear agreements (norms that identify expectations for behavior, and protocols that describe how the team will operate) set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.

Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed. - CSBA

OUHSD Governance Team Norms and Protocols

The Board of Education for the Oroville Union High School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.
To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors (or norms) and operating procedures (or protocols) support consistent behaviors and actions among team members. The purpose of the OUHSD governance team agreements is to ensure a positive and productive working relationship among Board members, the Superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Oroville Union High School District Board of Trustees, staff, students and the community. We shall renew this agreement at the Annual Governance Workshop of the OUHSD Board of Trustees held in January.

Las Plumas High School ASB Report
December 7, 2020

Our Recent Projects:

- Wrote Thankful for You notes to staff members prior to Thanksgiving
- Planning a Holiday Spirit Week - 12/14 - 12/17 - Monday & Tuesday - Holiday pajamas Wednesday
- & Thursday - Holiday Sweaters & Socks
- Merry Messages - Giving students an opportunity to write a message and send a treat (pre-packaged candy cane) to a friend or staff member in their advisory class
- Service Project - Writing Letters to residents of Prestige Assisted Living in Oroville for the Holidays

Future Projects

- Starting T-Bird of the Month up again in January - one student nominated from each grade level for safe, respectful and responsible
- Brainstorming more COVID safe activities

Reported By: Azhley Dequitto

OHS ASB School Board Report
12/9/20

This year has been very different and challenging for ASB.

- In November we held a welcome back drive-in movie event that was successful.
- Tiger of the month. Each month departments pick one student to recognize. Students receive a certificate, a Kleen Kanteen, and a tiger sling bag. Nominating teachers call home to inform parents that their student was recognized. Students are also recognized on the website and parent newsletter.
- Next week we will have a spirit week in hopes of bringing some fun to the last week of school before winter break.
- We are beginning to plan Bell Game and making a plan on how we can support our sports programs.

OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
November 18, 2020

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, November 18, 2020, via YouTube.

ROLL CALL

Board Members Present: Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Nannette Walker

Administrators Present: Dr. Corey Willenberg, Superintendent, Susan Watts, Assistant Superintendent/CBO, and Kevin Simas, Director of Education

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9** [Consideration of Government Claim of Katie Bynum]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]

The board convened to closed session at 5:31 p.mm.

RESULTS OF CLOSED SESSION

At 6:09 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

A moment of silence was held to honor Joe High, retired teacher and coach, who recently passed away.

APPROVAL OF AGENDA VARIANCE

#45-20/21: On a motion by Mrs. Walker, seconded by Mrs. Englund, the board accepted an amended Personnel Assignment Order by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

PUBLIC HEARING (None)

STUDENT REPRESENTATIVE REPORTS (None)

RECOGNITIONS AND PRESENTATIONS (None)

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS
Andree Earley submitted a statement to be read aloud on item #18.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Board Comments**
   Mr. Damon asked how students and staff feel about being back on campus. Dr. Willenberg responded that the feedback he has received has been positive. We have 320 students in the distance learning program. Mr. Simas has done a great job organizing the program but we are still short on teachers. There are a few 6/5ths on the amended PAO tonight, which will help fill a few gaps. Mary Masters has also been instrumental on taking care of student scheduling. There are 444 students enrolled at CIS. We typically only have 120 students in this program. 69% of students returned to the campuses on an A/B schedule. Mr. Damon asked how the CIS program works. Dr. Willenberg responded that students sign a contract and are required to do 50-60 hours of work per week on their own. They meet with their teacher for one hour per week. The CIS program is fully staffed with 15 teachers. Dr. Englund stated that she's heard that a lot of students didn't engage in distance learning during the first quarter. What are the schools doing to catch them up? Dr. Willenberg responded that some students thrived on distance learning but many did not. The schools are reviewing the number of D's and F's. Staff stepped up in the first quarter to do many home visits to check on students who were not engaging as well as helping them get technology and meals. There is no doubt that some students have fallen behind due to distance learning. The teachers are working hard to help students. Some of the state requirements, like attendance tracking, has been difficult. Mr. Sehorn asked how things have changed since Butte County was placed on the purple tier this Monday. Dr. Willenberg responded that more students have requested to be transferred to distance learning or CIS. Mr. Simas responded that there has been a huge uptick in requests for distance learning. He has received 100 requests since Monday. There is currently a waiting list due to the need to fill a few teacher positions. Dr. Willenberg stated that some students left the area after the fire but were able to do their work via distance learning from wherever they were. Many charter schools aren't enrolling additional students because they aren't receiving additional funding for them.

2. **Superintendent**
   Dr. Willenberg reported that our Instructional Leader Corps (ILC) teachers have done a great job training our teachers. Our teachers, along with Chico High teachers, are being highlighted in ILC's November 2020 newsletter. Our administrators have done a great job adjusting master schedules.

3. **Administration**
   Mr. Simas reported that most students have been scheduled into the distance learning program. The number of requests since the end of October increased from 170 to 325. Our parents have been patient and our students are eager to get into classes. It has been a complicated process and Mary Masters has been a valuable resource. Mr. Sehorn asked how many students are enrolled from each grade level. He wonders if freshmen are more likely to select distance learning. Mr. Simas responded that he will get those statistics. Dr. Willenberg feels that CIF's decision on whether to hold sports this year may increase the requests for distance learning or CIS. CIF is supposed to make an announcement on December 9th. Harrison Stadium has been reopened this week for those who like to walk the track but large events are not being scheduled yet. Mr. Damon asked what our plan is if students test positive for COVID. Dr. Willenberg responded that we will follow the protocol from Butte County Public Health. Our virtual nurse is also tracking cases. Mr. Damon asked what happens if a student refuses to wear a face mask. Dr. Willenberg responded that they will first receive a warning. They will be transferred to the distance learning program if they refuse to comply. He's heard that students have been complying with the face mask requirement. Mrs. Watts reported that the state's original budget called for districts to be funded using last year's ADA. They are now planning to fund growth. She projected having 60 more students this year and has turned in a form into the State. The state absentee rate will be applied, so we'd be funded on 55 additional students. She has seen several articles today about the State revenue coming in higher than projected. Organizations are recommending that the State eliminate the spring deferrals, which would help us tremendously by not going into the negative in the next few years.

4. **Department of Justice Update**
Dr. Willenberg stated that the Stipulated Agreement with the DOJ requires the district to do certain activities over the next five years. He has submitted several documents to the monitor but the DOJ can still ask for more changes. Mrs. King stated that she doesn't know how he has been able to keep up with the demand. Dr. Willenberg responded that it's important to the district. Mrs. King asked how the changes will benefit students. Dr. Willenberg responded that we will be experiencing a culture shift. There will no more automatic suspensions. Administration will be getting into more classrooms to provide leadership. Mr. Simas stated that the Assistant Principals are working on restorative practices as an alternative to suspensions. Mr. Sehorn stated that this shift in culture would be monumental. It puts accountability back on the student. Dr. Willenberg stated that we are building PBIS into our discipline plan and have updated some of our policies. The board will be voting on members of a new Supportive School Climate Advisory Committee tonight whose responsibility would be to provide input on our discipline plan, policies and procedures. We are starting to train teachers on PBIS and restorative practices.

5. **First Draft of the 21/22 School Year Calendar**
Dr. Willenberg reported that the calendar has been vetted with our feeder districts. We always try to have similar calendars as we share siblings. He hasn't received any feedback from staff.

OLD BUSINESS (None)

CONSENT CALENDAR

6. **Minutes from the October 21, 2020 and October 29, 2020 Board Meetings**
7. **Check Registers Dated 10/13, 10/15, 10/20, 10/27, 10/29, 11/3 and 115**
8. **Monthly Financial Report**
9. **Donations to the Hall of Fame**
10. **20/21 Municipal Advisory Services Agreement with Government Financial Strategies**
11. **20/21 MOU with Santa Clara County Office of Education for Use of DataZone**
12. **20/21 Contract with Therapy Travelers, LLC for Nursing Services**
13. **21/22 Super-Coop Membership**
14. **20/21 CTE Advisory Committee Members**
15. **Disposal of Obsolete Items**
16. **Graduation Requirement Waivers – LPHS #1-20/21 and #2-20/21**
17. **First Reading of Board Policies and Administrative Regulations**
    - BP/AR 1330 (Use of School Facilities)
    - BP 3280 (Sale or Lease of District-Owned Property)
    - BP/AR 3530 (Risk Management/Insurance)
    - BP/AR 3551 (Food Services Operations/Cafeteria Fund)
    - BP/E 3555 (Nutrition Program Compliance)
    - AR 5121 (Grades/Evaluation of Student Achievement)
    - BP/AR 6146.6 (Identification and Education Under Section 504)

#46-20/21: On a motion by Mrs. Walker, seconded by Mrs. King, the board waived the second reading of item #17 and approved the consent calendar and as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

NEW BUSINESS

18. Four Stage Plan for Instruction During the 20/21 School Year

Dr. Willenberg stated that Board members have been asking when we can fully reopen. Due to opening on Monday, we can stay open on the A/B schedule but can't add more students to cohorts. Going from the orange to purple tier this week took many people by surprise. He amended his recommendation to reflect that our schools will only be closed down in the purple tier if there is an outbreak or we are directed by the state or Butte County Public Health to do so. The Board can reevaluate the situation at the January 20th board meeting. Andree Earley submitted a statement, which was read aloud by Mr. Damon: *I am confused as to why we would shut down if we move to the purple tier if that is not mandated by the state. If you look at the blueprint for a safer California it clearly states: "Schools that have reopened for in-person instruction are not required to close if their county moves back to the Widespread (purple) tier." I urge the board members to go by the state guidelines and allow us to continue in a modified schedule until we are back in orange where we might be able to open fully. I do like the idea of having a tier based guidance to know where we stand except for the "all students are on distance learning" if in purple. I hope that we continue to stay within guidance with the state (now that we are finally open) rather than taking a more restrictive approach."*

#47-20/21: Mrs. Englund made a motion to only close school in the purple tier if there is an outbreak or we are directed by the State or Butte County Public Health to do so. Mrs. King seconded the motion. The board approved the Four Stage Plan by the following vote:

Ayes:	Damon, Englund, King, Sehorn
Noes:	Walker
Abstentions:	None
Absent:	None

19. Easement Deed Provided by PG&E

#48-20/21: On a motion by Mrs. Englund, seconded by Mr. Sehorn, the Easement Deed was approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

20. Agreement with Sounding Board Marketing

#49-20/21: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the agreement was approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

21. Supportive School Climate Advisory Committee Members

Dr. Willenberg stated that this group will meet in January, March and May. Mr. Sehorn asked if the meeting is open to the public. Dr. Willenberg responded that the meetings will be open to the public and will follow the Brown Act.

#50-20/21: On a motion by Mrs. Englund, seconded by Mrs. King, the Supportive School Climate Advisory Committee Members were approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

22. Statement of Work with Beacon Results for a Board Workshop

Mr. Sehorn stated that this is an outstanding offer. The Board would like to split the workshop into two three-hour sessions. Ms. Blaney will contact Mr. Walsh for his availability.

#51-20/21: On a motion by Walker, seconded by Mrs. Englund, the Statement of Work was approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

23. 20/21 Contract for Legal Consultant Services

#52-20/21: On a motion by Mrs. Englund, seconded by Mrs. King, the contract was approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

24. Change Athletic Eligibility Period

#53-20/21: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the athletic eligibility period was changed as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

25. Committee on Assignments Waiver Requests – Elective Classes

#54-20/21: On a motion by Mrs. King, seconded by Mrs. Englund, the Committee on Assignment Waiver Requests were approved as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

26. Change the Date of the December Board Meeting to December 15th

#55-20/21: On a motion by Mrs. Englund, seconded by Mr. Sehorn the date was changed to December 15th as presented by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

27. Set Date for the Annual Organizational Meeting

#56-20/21: On a motion by Mr. Sehorn, seconded by Mrs. Walker, December 15, 2020 was selected as the date for the Annual Organizational Meeting by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

28. Amended Personnel Assignment Order

#57-20/21: On a motion by Mr. Sehorn, seconded by Mrs. King, the amended Personnel Assignment Order was approved by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

(Irrespective of effective dates, new employees may not report to their school campus until Personnel Office has communicated completion of pre-employment requirements to site Principal.

Certificated

Teisha Hase
Teacher
FMLA/CFRA Leave
Effective 11/16/2020 – 12/18/2020

6th Period Options
Special Education - Kim Regnerus
Social Studies in Distance Learning- Walt Gess
Physical Science in Distance Learning-Emily Corona
Math 2 in Distance Learning–Jennifer Culver
Geography/Freshman Success in Distance Learning-Justin Younger
Agriculture Elective in Distance Learning-Laura LaFayette

2020/21 Substitute Teachers
Cody Pickering
Kristina Poole

Long term substitute @ $175 p/day-Courtney Barnett
Effective 11/9/2020-6/4/2021

Long Term Substitute @ $175 p/day-Mark Brown
Effective 11/16/2020 – 1/15/2021

Long term substitute @ $175 p/day–James Anderson
Effective 11/16/2020-6/4/2021

Classified

2020/21 Substitute Bus Driver
Adam McClaskey

Sandy VanGilder
Cook Manager
Retirement with cash in lieu of benefits until the age of 65 years
Effective 12/31/2020

Randi Branistareanu
ED Para Educator – OHS
6.0hrs p/day; SDO; Step/Column 12/C
$17.39 p/hr.
Effective 11/13/2020

Enedelia (Annie) Martinez
ED Para Educator – OHS
5.5hrs p/day; SDO; Step/Column 12/C
$17.39 p/hr.
Effective 11/12/2020

Kayla Garnet-Goforth
Food Service Worker
Request for FFCRA/EFMLA – Child Care Leave
Effective 11/18/2020

Fawntana Davis
Food Service Worker
Correction to start date
Effective 11/16/2020

Certificated (Cont.)

Long term substitute @ $175 per day-
Janette Allen
Effective 11/30/2020-6/4/2021

Long term substitute @ $175 per day-
Edward Wollam
Effective 11/30/2020-6/4/2021

2020/21 SDCOE Mentors
Bradley Bidlack - $1000
Scot Burket - $1000
Tom Lewis - $1000
Tom Frazier - $1000
Keely Frazier - $1000
Ramona Guzman -Saeturn - $1000
Bridget Hamman - $1000
Rebecca Howard - $1000
Tom Murphy - $1000
Julie Quarterman - $1000
Alisha Weliver - $1000

Extra Duty Stipends (Paid Dec/May)
LPHS
Academic Decathlon-Christian Bruce-$1998
Agriculture-Laura Lafayette-$4497
Agriculture-Brendan Close-$4497
Agriculture-Regina Stafford-$4497
Agriculture-James Knapp-$4497
Agriculture–Andree' Earley-$5000(grant funded)
Athletic Director-Tim Harles-$4996
FCCLA-Alan Von der Mehden-$999(split stipend)
FCCLA-Laura Bowers-$999(split stipend)
Link Crew-Keely Frazier-$999(split stipend)
Link Crew-Sherrie Kermen-$999(split stipend)
Music-Michael Walker-$4497
Reading-Annie Bacior-$1998
Skills USA-West Upton-$1998
Yearbook-Keely Frazier-$2998
OHS
Academic Decathlon-Samantha Muntifering-$1998
Athletic Director-Tom Frazier-$4996
Drama-Stephanie Greco-$2748
FCCLA-Sandy Smith-$1998
Link Crew-Diana Castillo-$999 (split stipend)
Link Crew-Tom Frazier-$999 (split stipend

Classified (Cont.)

Hollie Preston
Administrative Secretary
Request for a temporary reduction in hours from 8 hrs. p/day to 6 hrs. p/day on Monday, Wednesday, & Friday
Effective 11/16/2020 – 1/3/2021

Mike Baker
Custodian
Retirement w/continued District benefits until the age of 65
Effective 12/31/2020

Certificated (Cont.)

2020/21 Coaches (prorated pay if cancelled)

LPHS

Varsity Volleyball Head-Allie Bruce (PD)
Varsity Volleyball Asst.-Michelle Thao (NP)
JV Volleyball Head-Cindy Thao (PD)
JV Volleyball Asst.-Paul Thao (NP)
Freshman Head-James Knapp (PD)
Cross Country Boys Head-Ed Carey (PD)
Cross Country Girls Head-Kaylie Hull (PD)
Varsity Football Head-Tim Harles (PD)
Varsity Football Asst. - Don Frasier (PD)
Varsity Football Asst. - Todd Hayes (PD)
Varsity Football Asst. – Joe Hothan (NP
Varsity Football Asst. – Doug Hunt (NP)
Varsity Football Asst. – Chase Hayes (NP)
JV Football Head – Chris DeSylva (PD)
JV Football Asst. – Michael Walker (PD)
JV Football Asst. – Jeff Wiles (NP)
JV Football Asst. – Tom Gutierrez (NP)
Freshman Football Asst. – Sammy Burnett (PD)
Freshman Football Asst. – Brian Riley (NP)
Freshman Football Asst. – Garrett Mauldin (NP)
Freshman Football Asst. – Denis Enser (NP)
Varsity Boys Basketball Head–Tyler Brandt (PD)
JV Boys Basketball Head-Johnny Holmes (PD)
Freshman Boys Basketball Head-Trent Thomson (PD)
JV Girls Basketball Head-Brittni Jenkins
Flag Coordinator-Hana Kipnis (PD)

OHS

Varsity Football Head-Brandon Giles (PD)
Varsity Football Asst.-Kyle Dahlgren (PD)
Varsity Football Asst.-Manny Santillan (PD)
Varsity Football Asst.-Issac Morelli (NP)
JV Football Head-Manny Morales (PD)
JV Football Asst.-Garret Louis (PD-split stipend)
JV Football Asst.-John Martin (PD-split stipend)
JV Football Asst.-Andre Goodes (PD)
Varsity Volleyball Head-Shawna Stone (PD)
JV Volleyball Head-Julia Hardin (PD)
Cross Country Girls Head-Ramona Saeturn (PD)
Cross Country Boys Head-Cameron Scott (PD)

Classified (Cont.)

29. Items for Next Agenda

#58-20/21: Mr. Damon asked Dr. Willenberg to develop a plan for reopening district facilities. Mrs. Englund seconded the motion, which was approved by the following vote:

Ayes:	Damon, Englund, King, Sehorn, Walker
Noes:	None
Abstentions:	None
Absent:	None

ADJOURNMENT

On a motion by Mrs. Englund, seconded by Mr. Sehorn, the meeting adjourned at 7:18 p.m.

_____
(Signature of Board Official)

ATTEST:

_____
Secretary to the Board of Trustees

Checks Dated 11/12/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-188445	11/12/2020	Shaffer, Marta	01-4300	TO LIVE HERE MATERIALS		22.86
3005-188446	11/12/2020	Amazon.com Llc	01-4300	DELL TRIPLE DOCKING STATION	1,070.93	
				EARBUDS ROOM 106	32.46	
				MATH CLASSROOM SUPPLIES	125.95	
				MATH CLASSSROOM SUPPLIES	109.90	
				POSTAGE MACHINE SUPPLIES	49.73	1,388.97
3005-188447	11/12/2020	CALIFORNIA WATER SERVICE	11-5505	10/01/20-10/29/20 #8767360151		96.28
3005-188448	11/12/2020	CONTINENTAL ATHLETIC SUPPLY	01-4300	RECONDITIONED EQUIPTMENT FOOTBALL	3,495.34	
			01-5620	RECONDITIONED EQUIPTMENT FOOTBALL	5,437.10	8,932.44
3005-188449	11/12/2020	DISCOVERY SOFTWARE LTD	01-5850	LP LICENSE RENEWAL 20/21		754.20
3005-188450	11/12/2020	MESA ENERGY SYSTEM INC.	01-5640	INSTALLED MINI SPLIT AT THE DO	1,226.00	
				INSTALLED OF ROOF TOP UNIT FOR LP	9,506.00	10,732.00
3005-188451	11/12/2020	HOBBS PEST SOLUTIONS INC	01-5502	SEPT,OCT,NOV. SERVICE	870.00	
				SEPT,OCT,NOV. SERVICE	555.00	
			11-5502	SEPT,OCT,NOV. SERVICE	165.00	1,590.00
3005-188452	11/12/2020	INSIDE OUT DESIGNS	01-4300	ALUMINUM 48"X96" SIGN		719.14
3005-188453	11/12/2020	OFFICE DEPOT	01-4300	CHAIR FOR MUSIC CLASSROOM	168.91	
				HP TONER BLK AND COLOR	532.69	
				MANILA FOLDERS	13.63	
				TONER BLK	70.14	
				TONER BLK 2PK	120.15	
				TONER, DRUM UNIT	237.37	
			11-4300	MARKER, DRY ERASE, CHISEL	38.33	1,181.22
3005-188454	11/12/2020	OUHSD SCHOLARSHIP FUND	73-5800	REIMB CK 1591-1595		5,050.00
3005-188455	11/12/2020	PG&E	01-5501	09/30/20-10/29/20 #6255577568-3	479.82	
				09/30/20-10/29/20 #8353087371-6	564.10	1,043.92
3005-188456	11/12/2020	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	BILLING 020007641- OHS	784.68	
				BILLING 020088658 - DO	268.27	
				BILLING 020173831 - PHS	304.95	
				BILLING 021396977 - LP	1,605.35	
				EXTRA DUMP RUN	76.26	
			11-5506	BILLING 021126259 - OAE	197.70	3,237.21
3005-188457	11/12/2020	THERAPY TRAVELERS, LLC	01-5800	NOV2020 SERVICE	3,375.00	
				OCT2020 SERVICE	3,375.00	6,750.00
3005-188458	11/12/2020	TOTAL SCHOOL SOLUTIONS	01-5200	COMP 1&2 DULLY & MCCLURE		3,000.00
3005-188459	11/12/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0950- D.RAMOS/ AMZON	154.90	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 11/12/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-188459	11/12/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0950- D.RAMOS/ MOISTURE GUARD	493.61	
				0966- S.SMITH/ HOBBY LOBBY	45.84	
				5996- C.TELLECHEA/ COMERS	30.20	
				5996- C.TELLECHEA/ OFFICE DEPOT	151.38	
				5996- C.TELLECHEA/ STICKER MULE	202.43	
				9689- K.SIMAS/ WPS	1,438.43	
			01-5806	2510- C.WILLENBERG/ CSN	150.00	
			13-4300	7723- J.DEADMORE/ HAPPY CHEF	101.70	2,768.49
				Total Number of Checks	**15**	**47,266.73**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	13	41,617.72
11	AdultEducationFund	4	497.31
13	CafeteriaSpecialRevenueFund	1	101.70
73	FoundationPrivPurposeTrustFu	1	5,050.00
	Total Number of Checks	**15**	47,266.73
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**47,266.73**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 11/17/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-188777	11/17/2020	ALICIA CUEVAS	01-5800	TRANSLATION BILLING/ GS		55.00
3005-188778	11/17/2020	Amazon.com Llc	01-4300	12 PK PLASTIC ENVE WITH HOOKS	47.23	
				COMP PRIVACY SCREEN	150.23	
				LONGITECH WEBCAM	340.23	
			11-4300	LONGITECH WEBCAM	29.87	567.56
3005-188779	11/17/2020	BETTER DEAL EXCHANGE	01-4300	MAINT./ ADAM	81.18	
				MAINT./ JASON	7.57	
				MAINT./ JOHNNY	57.09	
				MAINT./ SANTOS	66.02	
				TRANS./ JASON	20.10	
				TRNS./ JASON	8.65	
			01-4363	MAINT./ GLEN	44.98	285.59
3005-188780	11/17/2020	BLICK ART MATERIALS	01-4300	LP CLASSROOM SUPPLIES		1,060.64
3005-188781	11/17/2020	BUSWEST	01-4363	KIT SEAL,HYDRAULIC,LATCH,LOCK	307.69	
				MISC PARTS	22.79	
				MOTOR HYDROLIC FAN	956.92	1,287.40
3005-188782	11/17/2020	BUTTE COLLEGE	01-4100	NOV2020 BOOKS		2,469.38
3005-188783	11/17/2020	DAN'S ELECTRICAL SUPPLY	01-4300	30 AMP AC/DC FUSE	77.38	
				FILLER PLATES,COVER	10.88	
				PVC ELBOW,BOX,20 AMP VOLT RECEPT.	43.18	131.44
3005-188784	11/17/2020	DANIELSEN CO	13-4700	NOV2020 FS/ LP	747.65	
				NOV2020 FS/ OHS	617.20	1,364.85
3005-188785	11/17/2020	GRAINGER INC	01-4300	FACILITY SIGN	276.89	
			01-4360	BINDER DIVIDER,RING BINDER	27.80	
				FIRST AIDE KITS, WARNING KIT	596.25	900.94
3005-188786	11/17/2020	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES	263.85	
				CUSTODIAL SUPPLIES	3,145.97	
				LABEL AND SPRAYER	71.45	
			01-5620	CUSTODIAL SUPPLIES	586.91	4,068.18
3005-188787	11/17/2020	HOME DEPOT	01-4300	MAINT./ BILLY	175.60	
				MAINT./ SANTOS	61.51	237.11
3005-188788	11/17/2020	OFFICE DEPOT	01-4300	CLASSROOM SUPPLIES/ OHS	68.01	
				HP INK BLK/ HUTTON	39.47	
				INK CARTRIDGE BLK/ OHS	82.66	
				INK CARTRIDGE BLK/ TRANS.	133.99	
				MAGNETIC BOARD/ RM610	179.09	
				OFFICE SUPPLIES/ PHS	118.62	621.84

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Checks Dated 11/17/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-188789	11/17/2020	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-4300	INK PADS SUPPLY/ LP		39.81
3005-188790	11/17/2020	PROPACIFIC FRESH	13-4700	NOV2020- FS		916.62
3005-188791	11/17/2020	RIVERSIDE TECHNOLOGIES INC.	01-4400	SLOT IN PROCESSOR		6,278.50
3005-188792	11/17/2020	SAN DIEGO COUNTY OFFICE OF ED	01-5800	20/21 TEACHER INDUCTION		9,000.00
3005-188793	11/17/2020	SYNECTIC TECHNOLOGIES	01-5620	ADDED BRIDGED ON PHONE		77.50
3005-188794	11/17/2020	T-MOBILE USA INC.	01-5800	MONTHLY HOT SPOT CREDIT	7,920.00-	
				MONTHLY HOT SPOT SERVICE	8,080.00	160.00
3005-188795	11/17/2020	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	01-5640	REPLACED 5 DOOR- LP		12,430.00
3005-188796	11/17/2020	THERMALITO WATER & SEWER DIST	01-5505	NOV2020- 617301	261.66	
				NOV2020- 620601	193.46	455.12
3005-188797	11/17/2020	US POSTAL SERVICE	01-5900	POSTCARD STAMPS		350.00
3005-188798	11/17/2020	VERNIER SOFTWARE & TECHNOLOGY	01-4300	LABQUEST STREAM SENSOR INTER.		2,228.51
				Total Number of Checks	**22**	**44,985.99**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	20	42,674.65
11	AdultEducationFund	1	29.87
13	CafeteriaSpecialRevenueFund	2	2,281.47
	Total Number of Checks	**22**	44,985.99
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**44,985.99**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 11/19/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-189106	11/19/2020	TIFFANY SHAW	01-5620	REIMBURSEMENT FOR RENTAL CAR		159.00
3005-189107	11/19/2020	A-1 APPLIANCE	01-4400	TOP FREEZER		1,011.73
3005-189108	11/19/2020	ALESSANDRO ELECTRIC INC	01-5640	LP FIBER PROJECT		4,475.00
3005-189109	11/19/2020	BUSWEST	01-4363	AIR SPRING		85.50
3005-189110	11/19/2020	BUTTE COUNTY SHERIFF	01-5804	NOV2020 FINGER PRINTING FOR PRE EMPLOYMENT		74.00
3005-189111	11/19/2020	CDW GOVERNMENT INC	01-4300	APC SMART/CISCO DIRECT	31.67	
				HPE ARUBA	1,826.56	
			01-4400	APC SMART/CISCO DIRECT	8,031.91	
				HPE ARUBA	12,694.59	
			01-5850	APC SMART/CISCO DIRECT	304.50	
				HPE ARUBA	1,570.84	24,460.07
3005-189112	11/19/2020	CENTURY LINK	01-5900	NOV2020 BILLING #87101630		.67
3005-189113	11/19/2020	CLASSIC GOLF CAR INC	01-5620	GOLF CART REPAIR		231.54
3005-189114	11/19/2020	COMCAST	11-5900	NOV2020- 933675892	1,753.16	
			11-8699	NOV2020 E-RATE #933675892	1,402.54-	350.62
3005-189115	11/19/2020	CA OCCUPATIONAL MEDICAL PROF	01-5804	PRE EMPLOYMNET SCREENING		227.50
3005-189116	11/19/2020	Condensed Curriculum International, Inc.	11-5800	PHARMACY TECH/EKG TECH/MEDICAL BILLING		4,337.20
3005-189117	11/19/2020	CONTINENTAL ATHLETIC SUPPLY	01-4300	CREDIT FOR MATERIALS	514.80-	
				RECONDITION HELMET AND SHOULDER PADS	2,724.15	
			01-5620	RECONDITION HELMET AND SHOULDER PADS	5,188.15	7,397.50
3005-189118	11/19/2020	Edgenuity Inc.	01-5850	K-12 CONPREHENSIVE		45,000.00
3005-189119	11/19/2020	ENLOE MEDICAL CENTER	01-5804	SEPT2020 PRE SCREENING		104.00
3005-189120	11/19/2020	INSIDE OUT DESIGNS	01-4363	LETTER AND SIGN FOR THE VANS AND SUBURBANS		649.50
3005-189121	11/19/2020	IT SAVVY LLC	01-5850	BARRACUDA ENERGIZE UPDATES		11,263.16
3005-189122	11/19/2020	KLEAN KANTEEN	01-4300	HT BULK CLSC LOOP		5,375.00
3005-189123	11/19/2020	PIONEER COLLISION CENTER, INC	01-5620	REPAIRS FOR DAMGE CREATED BY FOOD CART		1,035.52
3005-189124	11/19/2020	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	DEC2020 LEASING B&C		3,500.00
3005-189125	11/19/2020	STATE OF CALIF DEPT OF JUSTICE	01-5804	PRE EMPLOYMENT FINGERPRINT		64.00
3005-189126	11/19/2020	THERAPY TRAVELERS, LLC	01-5800	NOV2020 SERVICE		3,375.00
3005-189127	11/19/2020	US POSTAL SERVICE	11-5900	POSTAGE FOR SPRING CATALOG		6,669.70

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Checks Dated 11/19/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	**22**	**119,846.21**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	18	104,988.69
11	AdultEducationFund	4	14,857.52
	Total Number of Checks	22	119,846.21
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**119,846.21**

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Checks Dated 12/01/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-189653	12/01/2020	BUDDY OR JENECA HOBBS	25-8681	REFUND DEV FEE/PERMIT CANCELLED		9,429.71
3005-189654	12/01/2020	Castillo-Siplin, Diana	01-4300	CLASSROOM SUPPLIES		210.71
3005-189655	12/01/2020	BENNY BROWNS ORO DAM AUTO CNTR	01-4363	LATCH		90.81
3005-189656	12/01/2020	BLICK ART MATERIALS	01-4300	LP CLASSROOM SUPPLIES		35.61
3005-189657	12/01/2020	BSN SPORTS	01-4300	FACE GUARD OVER EARS		2,694.00
3005-189658	12/01/2020	CALIFORNIA FFA ASSOCIATION	01-4300	20/21 AGRICULTURAL MEMBERSHIP		3,440.00
3005-189660	12/01/2020	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	AG CLASS		5,647.86
3005-189661	12/01/2020	EDUCATIONAL TESTING SERVICE	11-5800	OAE TESTING/STATE FEE		801.00
3005-189662	12/01/2020	GOLD STAR FOODS	13-4700	FOOD SERVICE		5,172.72
3005-189663	12/01/2020	GRAINGER INC	01-4300	CAPACITOR	29.36	
				CAPACITOR/ PALLET JACK	484.35	
				DISPOSABLE GLOVES	57.16	
				FAN/UNIV. IGNITION CONTROL	264.81	
				FUSE LINK	21.52	
				PORTABLE CIRC. PUMP	879.56	
				UNIV IGN. MOD	137.13	
			01-4360	HANGING FILE FOLDER	19.37	1,893.26
3005-189664	12/01/2020	JACKSONS GLASS CO	01-5620	WINDSHIELD REPAIR	50.00	
			01-5640	LAMINATED SAFETY GLASS	574.38	624.38
3005-189665	12/01/2020	NORCAL FOOD EQUIPMENT	13-4400	BEV AIR REFRIGERATOR		9,995.04
3005-189666	12/01/2020	NORCAL KENWORTH	01-4363	CLEANBLUE		150.20
3005-189667	12/01/2020	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES		2,072.02
3005-189668	12/01/2020	OROVILLE ADULT ED REVOLVING	11-8671	OCT REIMB. CK# 1334-1336		265.50
3005-189669	12/01/2020	OROVILLE FORD	01-4363	BLADES	25.72	
				ELEMENT ASY	101.00	126.72
3005-189670	12/01/2020	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	Q2 BILLING LP	376.08	
				Q2 BILLING OHS	148.23	524.31
3005-189671	12/01/2020	S&L Meat Sales Company, Inc.	13-4300	FOOD SUPPLIES	922.99	
			13-4700	FOOD SUPPLIES	3,647.69	
				Unpaid Sales Tax	62.39-	4,508.29
3005-189672	12/01/2020	SPURR	01-5501	BILLING 9/23/20-10/22/20	1,900.82	
			11-5501	BILLING 9/23/20-10/22/20	38.85	1,939.67
3005-189673	12/01/2020	SYNECTIC TECHNOLOGIES	01-5620	TECH ADDED WIRING TO RM3- OAE		878.01
3005-189674	12/01/2020	TOTAL EDUCATION SOLUTIONS	01-5800	OCT2020 LAS & SLPA SERVICES		11,370.00
3813-189659	12/01/2020	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	DEC2020 RETIRE BILLING	52,845.28	
			76-9560	DEC2020 ACTIVE BILLING	368,818.17	421,663.45

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Checks Dated 12/01/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	**22**	**483,533.27**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	29,586.69
11	AdultEducationFund	3	1,105.35
13	CafeteriaSpecialRevenueFund	4	21,810.46
25	CapitalFacilitiesFund	1	9,429.71
76	Warrant/Pass-ThroughFund	1	421,663.45
	Total Number of Checks	22	483,595.66
	Less Unpaid Sales Tax Liability		62.39
	Net (Check Amount)		**483,533.27**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 12/03/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-189870	12/03/2020	Castillo-Siplin, Diana	01-5800	AP EXAM FEE- STEVEN LEE		94.00
3005-189871	12/03/2020	Tatom, Judy	01-4300	SNACK BOX ITEMS		196.46
3005-189872	12/03/2020	Leih, Bonnie	01-5850	SUBSCRIPTION FOR QUIZZIZ		60.00
3005-189873	12/03/2020	Eads, Nicole L	01-5200	MILLEAGE REIMB		27.49
3005-189874	12/03/2020	Amazon.com Llc	01-4300	CABLE MATTER ADOPTER	19.87	
				DRY ERASE BOARD	206.63	
				EXTERNAL CD DVD USB DRIVE	31.37	
				MINI VOICE AMP,HEADPHONES	705.90	
				MOTOROLLA BATERRY	174.62	
				PLASTIC POCKET FOLDERS, DOCUMENT HOLDER KIT	89.10	
				SURGE PROTECTOR POWER STRIP	259.60	
				SWISSGEAR TOOL BAG	214.32	
				TV,WALL MOUNT KIT,POWER CORD,CABLE MALE,CHROMEBOX	677.68	
				ZOWEETEK AMPLIFIER	118.98	
			01-4400	MICRO SCANNER2	2,520.42	
				MIMIOTECH AND PROJECTOR POINTING DEVICE	6,832.14	
			11-4200	SEARCH FOR AMERICA DREAM BOOKS	78.62	11,929.25
3005-189875	12/03/2020	Ann Cooper Petersen	01-5800	NOV2020 SERVICE- ERICA GARMAN	100.00	
				OCT2020 SERVICE- ERICA GARMAN	150.00	250.00
3005-189876	12/03/2020	AZ BUS SALES INC	01-4363	ARM ASSY		398.24
3005-189877	12/03/2020	BATTERY SYSTEMS INC.	01-4363	78DT-85		432.67
3005-189878	12/03/2020	BLICK ART MATERIALS	01-4300	OHS CLASSROOM SUPPLIES		102.19
3005-189879	12/03/2020	BUSWEST	01-4363	DECALS		99.15
3005-189880	12/03/2020	CALIFORNIA WATER SERVICE	01-5505	10/09/20-11/06/20 BILLING 0556577777		3,937.72
3005-189881	12/03/2020	CDW GOVERNMENT INC	01-4300	CISCO DIRECT C9300-48P	18.29	
				CISCO DIRECT SFP	722.92	
				EATON 5P	132.80	
				LOGI HD C615	809.41	
				MS SURFACE GO 2P	432.32	
				VISCO DIRECT C9300-48P	34.30	
			01-4400	CISCO DIRECT C9300-48P	4,188.35	
				CISCO DIRECT SFP	3,437.70	
				EATON 5P	631.52	
				VISCO DIRECT C9300-48P	7,606.85	
			01-5850	CISCO DIRECT C9300-48P	175.82	

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ESCAPE ONLINE

Checks Dated 12/03/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-189881	12/03/2020	CDW GOVERNMENT INC	01-5850	CISCO DIRECT SFP	2,272.40	
				EATON 5P	417.46	
				VISCO DIRECT C9300-48P	304.75	
			01-6400	CISCO DIRECT SFP	7,527.98	
				DELL CTO PE R740	6,224.38	
				EATON 5P	1,382.92	36,320.17
3005-189882	12/03/2020	CSU CHICO	01-5800	VIRTUAL JOB FAIR		200.00
3005-189883	12/03/2020	Dannis Woliver Kelley	01-5801	CERT NEG.	12,064.00	
				CLASS DISMISSAL	1,624.00	
				CLASS NEG.	725.00	14,413.00
3005-189884	12/03/2020	DAY WIRELESS SYSTEMS	01-5900	NOV2020 BILLING		762.00
3005-189885	12/03/2020	FARONICS TECHNOLOGIES USA INC	01-5850	DEEP FREEZE		1,728.60
3005-189886	12/03/2020	INSTRUCTURE, INC	01-5850	CANVAS AND STUDIO SUBSCRIPTION		8,250.00
3005-189887	12/03/2020	LG ENVIRONMENTAL	01-5800	NOV2020- MONTHLY INSPECTION		150.00
3005-189888	12/03/2020	MT SHASTA SPRING WATER CO INC	01-4300	NOV2020 7-5 GAL/ DO		56.90
3005-189889	12/03/2020	OFFICE DEPOT	01-4300	BATTERIES/ RM612	84.83	
				HP TONER/ K.WAKJ	69.64	
				OHS CARANTENUTO	766.41	
				TISSUE,HIGHLIGHTER,YELL & BLUE PAPER	26.92	
			11-4300	TISSUE,HIGHLIGHTER,YELL & BLUE PAPER	45.17	992.97
3005-189890	12/03/2020	OROVILLE POWER EQUIPMENT	01-4300	2 GAL MIX XP	16.31	
				HUSQVARNA, OIL	46.68	
				SHARPEN ONE CHAIN	75.00	
			01-4400	HUSQVARNA, OIL	681.96	819.95
3005-189891	12/03/2020	WALLWISHER, INC PADLET	01-5850	PADLET SUBSCRIPTION		6,000.00
3005-189892	12/03/2020	PG&E	01-5501	10/22/20-11/19/20 #0290829210-01		545.81
3005-189893	12/03/2020	RAY MORGAN COMPANY	01-5602	CONTRACT BASE & USAGE CHARGE- LP	2,281.08	
				CONTRACT BASE CHARGE- CDS	2,543.20	
				CONTRACT BASE CHARGE- LP	1,940.15	
				CONTRACT BASE CHARGE- OHS	4,892.62	
			01-5603	CONTRACT BASE & USAGE CHARGE- LP	91.92	
			11-5602	CONTRACT BASE & USAGE CHARGE- OAE	708.27	
			11-5603	CONTRACT BASE & USAGE CHARGE- OAE	417.75	12,874.99

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Checks Dated 12/03/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-189894	12/03/2020	RIVERSIDE TECHNOLOGIES INC.	01-4300	REDCAT ACCESS/MEDIA CONN/MULTI MIKE/MICROPHONE	755.41	
			01-4400	REDCAT ACCESS/MEDIA CONN/MULTI MIKE/MICROPHONE	5,609.94	6,365.35
3005-189895	12/03/2020	SANTA CLARA COUNTY OFFICE OF EDUCATION	01-5800	DATAZONE ANNUAL FEE FY20/21		10,530.00
3005-189896	12/03/2020	SFWP - ACCTS RECEIVABLE	01-5505	NOV2020 BILLING LP #007847-000	277.88	
				NOV2020 BILLING LP AG #007833-000	114.59	392.47
3005-189897	12/03/2020	THERAPY TRAVELERS, LLC	01-5800	11/09/20-11/13/20 SERVICE	3,375.00	
				11/16/20-11/20/20 SERVICE	3,375.00	6,750.00
3005-189898	12/03/2020	TRANE US INC	01-4300	MOTOR HP 380		343.41
				Total Number of Checks	**29**	**125,022.79**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	29	123,772.98
11	AdultEducationFund	3	1,249.81
	Total Number of Checks	**29**	125,022.79
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**125,022.79**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Fund 01 - GeneralFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	12,870,769.00	15,838,310.00	8,034,444.00	7,803,866.00	50.73
8012	EduProtectionAccountStAidCurYr	3,016,003.00	2,031,608.00	1,151,528.00	880,080.00	56.68
8019	LCFFRevenueLimitStateAidPriYrs			409,147.00	409,147.00-	NO BDGT
8021	Homeowners'Exemptions	111,339.00	111,339.00		111,339.00	
8022	TimberYieldTax	15,065.00	15,065.00		15,065.00	
8029	OthrSubventionsIn-LieuTaxes	2,871.00	2,871.00		2,871.00	
8041	SecuredRollTaxes	7,262,263.00	7,262,263.00		7,262,263.00	
8042	UnsecuredRollTaxes	449,834.00	449,834.00	391,293.09	58,540.91	86.99
8043	PriorYears'Taxes	14,665.00	14,665.00	5,898.87	8,766.13	40.22
8044	SupplementalTaxes	89,204.00	89,204.00	23,987.45	65,216.55	26.89
8045	EducatnRevenueAugmentationFund	1,570,896.00-	1,570,896.00-		1,570,896.00-	
8047	CommunityRedevelopmentFunds	962,335.00	962,335.00	1,703.47	960,631.53	0.18
8096	Trns2ChrtrSchlInLieuOfPropTaxs	293,536.00-	293,529.00-	90,215.00-	203,314.00-	30.73
	Total LCFF Revenue Sources	**22,929,916.00**	**24,913,069.00**	**9,927,786.88**	**14,985,282.12**	**39.85**
Federal Revenue						
8181	SpecialEducation-Entitlement	388,269.00	382,256.00	17,970.00	364,286.00	4.70
8290	AllOtherFederalRevenue	1,737,882.00	4,096,664.00	2,345,464.05	1,751,199.95	57.25
	Total Federal Revenue	**2,126,151.00**	**4,478,920.00**	**2,363,434.05**	**2,115,485.95**	**52.77**
Other State Revenues						
8311	OtherStateApportionmentsCurrYr	763,406.00				NO BDGT
8550	MandatedCostReimbursements	126,791.00	126,791.00	126,758.00	33.00	99.97
8560	StateLotteryRevenue	444,000.00	414,200.00	12,740.50-	426,940.50	-3.08
8590	AllOtherStateRevenue	2,361,599.00	2,371,634.00	291,794.00	2,079,840.00	12.30
	Total Other State Revenues	**3,695,796.00**	**2,912,625.00**	**405,811.50**	**2,506,813.50**	**13.93**
Other Local Revenue						
8660	Interest	75,000.00	75,000.00	22,323.21	52,676.79	29.76
8677	InteragencySrvcsBetweenLEAs	734,000.00	790,334.00	287,269.30	503,064.70	36.35
8699	AllOtherLocalRevenue	170,511.00	170,511.00	84,041.76	86,469.24	49.29
8792	TrnsfrAportionmentFrmCntyOffcs	487,652.00	1,009,121.00	200,386.00	808,735.00	19.86
	Total Other Local Revenue	**1,467,163.00**	**2,044,966.00**	**594,020.27**	**1,450,945.73**	**29.05**
	Total Year To Date Revenues	**30,219,026.00**	**34,349,580.00**	**13,291,052.70**	**21,058,527.30**	**38.69**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used

Selection: Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2021, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE ONLINE

Fund 01 - GeneralFund — **Fiscal Year 2020/21 Through December 2020**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	8,527,348.00	8,873,723.00	5,481,126.83	3,042,371.29	350,224.88	34.29
1101	TeacherSubPay	242,615.00	227,615.00		66,389.71	161,225.29	29.17
1102	TeacherExtraPay	172,213.00	356,115.00		108,223.33	247,891.67	30.39
1200	CertifictdPupilSupportSalaries	914,014.00	914,014.00	573,274.31	340,740.48	.79-	37.28
1202	PupilSupportExtraPay	12,500.00	28,500.00		32,364.35	3,864.35-	113.56
1300	CrtifictdSuprvisrAdmnstrtrSlry	1,174,000.00	1,204,207.00	692,633.34	484,471.56	27,102.10	40.23
1302	CertAdminExtraPay	46,455.00	46,455.00		24,728.50	21,726.50	53.23
1900	OtherCertificatedSalaries	70,113.00	60,121.00	38,258.99	21,862.28	.27-	36.36
1902	OtherCertificatedExtraPay	271,290.00	271,290.00		5,161.52	266,128.48	1.90
	Total Certificated Salaries	**11,430,548.00**	**11,982,040.00**	**6,785,293.47**	**4,126,313.02**	**1,070,433.51**	**34.44**
Classified Salaries							
2100	ClassifiedInstructionalSalary	1,095,561.00	984,571.00	578,770.43	352,600.27	53,200.30	35.81
2101	ParaEdSubPay	31,302.00	31,302.00			31,302.00	
2102	ParaEdExtraPay	7,000.00	7,000.00		2,960.82	4,039.18	42.30
2200	ClassifiedSupportSalaries	1,789,922.00	1,698,937.00	960,436.99	654,815.22	83,684.79	38.54
2201	ClassSupportSubPay	119,000.00	119,000.00		6,400.48	112,599.52	5.38
2202	ClassSupportExtraPay	80,962.00	80,954.00		3,749.77	77,204.23	4.63
2300	ClssSuprvisrAdministratorsSlry	315,844.00	267,437.00	151,258.38	119,204.98	3,026.36-	44.57
2400	ClericlTechniclOfficStaffSlrys	1,315,818.00	1,268,734.00	733,689.72	488,294.13	46,750.15	38.49
2401	ClericalSubPay	6,000.00	6,000.00		11,404.14	5,404.14-	190.07
2402	ClericalExtraPay	14,000.00	14,000.00	194.99	11,185.46	2,619.55	79.90
2900	OtherClassifiedSalaries	43,034.00	45,234.00	27,274.17	24,750.08	6,790.25-	54.72
2902	OtherClassifiedExtraPay	4,000.00			4,939.74	4,939.74-	NO BDGT
	Total Classified Salaries	**4,822,443.00**	**4,523,169.00**	**2,451,624.68**	**1,680,305.09**	**391,239.23**	**37.15**
Employee Benefits							
3101	STRSCertificatedPositions	2,854,466.00	2,806,944.00	1,076,255.84	647,972.73	1,082,715.43	23.08
3102	STRSClassifiedPostitions	10,837.00	10,837.00	4,206.93	3,550.24	3,079.83	32.76
3201	PERSCertificatedPositions	16,211.00	30,690.00	16,897.44	9,739.18	4,053.38	31.73
3202	PERSClassifiedPositions	894,769.00	841,543.00	487,367.50	305,269.66	48,905.84	36.27
3301	OASDIMedcrAltrntvCertfcPositns	5,210.00	9,475.00	5,006.75	5,039.33	571.08-	53.19
3302	OASDIMedicrAltrntvClasPosition	285,165.00	268,867.00	143,086.17	97,916.24	27,864.59	36.42
3311	MedicareCertificated	162,088.00	168,931.00	96,823.37	58,937.63	13,170.00	34.89
3312	MedicareClassified	67,929.00	64,234.00	34,013.43	23,458.86	6,761.71	36.52
3401	HlthWlfrBenefitsCertificPositn	2,813,900.00	2,916,668.00	1,827,258.42	1,006,055.23	83,354.35	34.49
3402	HlthWlfarBenefitClasifidPositn	1,352,647.00	1,282,629.00	721,917.55	465,562.26	95,149.19	36.30

Fund 01 - GeneralFund — **Fiscal Year 2020/21 Through December 2020**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3501	StUnemplymntInsurncCertPositns	10,666.00	10,851.00	3,353.80	2,850.18	4,647.02	26.27
3502	StUnemplymntInsurncClssifidPos	2,346.00	2,217.00	1,174.36	810.30	232.34	36.55
3601	WCInsuranceCertificatdPositns	274,081.00	308,762.00	177,224.47	107,774.92	23,762.61	34.91
3602	WCCompenstnInsurnceClassPositn	115,646.00	119,890.00	64,006.31	43,807.67	12,076.02	36.54
3701	OPEBAllocatedCertificatdPositn	409,761.00	512,934.00	244,949.68	149,852.74	118,131.58	29.21
3702	OPEBAllocatedClassifiedPositin	176,292.00	166,517.00	88,503.54	63,472.00	14,541.46	38.12
	Total Employee Benefits	**9,452,014.00**	**9,521,989.00**	**4,992,045.56**	**2,992,069.17**	**1,537,874.27**	**31.42**
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	121,000.00	110,000.00		9,298.79	100,701.21	8.45
4200	BooksandOtherReferenceMaterial	2,500.00	2,500.00	3,350.67	14,994.49	15,845.16-	599.78
4300	MaterialsandSupplies	1,537,869.00	2,588,283.00	382,416.42	190,691.75	2,015,174.83	7.37
4360	TransportationGenSupplies	20,000.00	20,000.00		3,579.69	16,420.31	17.90
4361	TransportationFuel	110,000.00	110,000.00		37.62	109,962.38	0.03
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00		11,221.01	42,778.99	20.78
4364	TransportationTires	15,000.00	15,000.00		1,036.50	13,963.50	6.91
4400	NoncapitalizedEquipment	7,590.00	226,337.00	348,413.57	448,422.29	570,498.86-	198.12
	Total Books and Supplies	**1,873,959.00**	**3,132,120.00**	**734,180.66**	**679,282.14**	**1,718,657.20**	**21.69**
Services and Other Operating Expenditures							
5200	TravelandConferences	300,786.00	273,337.00	28,408.11	34,763.67	210,165.22	12.72
5300	DuesandMemberships	26,200.00	26,200.00	83.80	26,654.58	538.38-	101.74
5450	OtherInsurance	438,000.00	500,123.00		500,123.00		100.00
5501	GasElectricity	439,909.00	439,909.00		96,477.92	343,431.08	21.93
5502	PestControl	6,400.00	6,400.00	1,495.00	2,375.00	2,530.00	37.11
5503	SewerFees	63,000.00	63,000.00		46,961.66	16,038.34	74.54
5505	Water	67,000.00	67,000.00	31,622.23	37,597.54	2,219.77-	56.12
5506	WasteDisposal	57,200.00	57,200.00	48,127.14	8,572.86	500.00	14.99
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	47,800.00	47,800.00	36,727.31	30,049.82	18,977.13-	62.87
5603	CopierMaintenance	32,305.00	32,305.00	14,105.46	1,538.21	16,661.33	4.76
5620	EquipmentRentalsAndRepairs	124,000.00	124,000.00	40,075.55	66,825.41	17,099.04	53.89
5630	ComputerMaintenanceRepairs	21,000.00	19,100.00			19,100.00	
5640	BuildingAndSiteRepairs	230,000.00	230,000.00		108,437.49	121,562.51	47.15
5750	TransfersDirectCostsInterfund	20,000.00-	20,000.00-		945.00-	19,055.00-	4.73
5800	ProfConsultngSrvcsandOperExpnd	720,393.00	970,246.00	690,357.00	208,091.54	71,797.46	21.45

Fund 01 - GeneralFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5801	LegalFees	100,000.00	100,000.00		33,378.00	66,622.00	33.38
5802	ElectionFees	31,000.00	31,000.00			31,000.00	
5804	PreEmploymentTesting	11,000.00	11,000.00		3,843.50	7,156.50	34.94
5806	Advertising	1,000.00	1,000.00		150.00	850.00	15.00
5850	SoftwareMaintenanceAndLicences	193,800.00	304,898.00	25,650.85	375,607.26	96,360.11-	123.19
5900	Communications	33,250.00	33,250.00	5,346.97	16,046.62	11,856.41	48.26
	Total Services and Other Operating Expenditures	**2,930,043.00**	**3,323,768.00**	**921,999.42**	**1,596,549.08**	**805,219.50**	**48.03**
Capital Outlay							
6400	Equipment	130,326.00	929,220.00	497,518.64	814,028.92	382,327.56-	87.60
	Total Capital Outlay	**130,326.00**	**929,220.00**	**497,518.64**	**814,028.92**	**382,327.56-**	**87.60**
Tuition							
7142	OthuuitnExcsCstsDfctPy2CntyOff	733,284.00	736,522.00		79,516.00	657,006.00	10.80
	Total Tuition	**733,284.00**	**736,522.00**	**.00**	**79,516.00**	**657,006.00**	**10.80**
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	77,639.00-	68,960.00-			68,960.00-	
	Total Transfers of Indirect/direct support costs	**77,639.00-**	**68,960.00-**	**.00**	**.00**	**68,960.00-**	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00			294,737.00	
	Total Debt Service	**294,737.00**	**294,737.00**	**.00**	**.00**	**294,737.00**	
	Total Year To Date Expenditures	**31,589,715.00**	**34,374,605.00**	**16,382,662.43**	**11,968,063.42**	**6,023,879.15**	**34.82**

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8919	OthrAuthorizdIntrFundTrnsfrsIn	16,000.00	16,000.00	2,774.60	13,225.40	17.34
	Total Other Financing Sources	**16,000.00**	**16,000.00**	**2,774.60**	**13,225.40**	**17.34**
	Total Year To Date Other Financing Sources	**16,000.00**	**16,000.00**	**2,774.60**	**13,225.40**	**17.34**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	224,078.00	413,244.00			413,244.00	

Fund 01 - GeneralFund — **Fiscal Year 2020/21 Through December 2020**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses (continued)							
	Total Interfund Transfers Out	224,078.00	413,244.00	.00	.00	413,244.00	
	Total Year To Date Other Financing Uses	224,078.00	413,244.00	.00	.00	413,244.00	

Fund 01 - GeneralFund — **Fiscal Year 2020/21 Through December 2020**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	30,219,026.00	34,349,580.00		13,291,052.70	21,058,527.30	38.69
B. Expenditures	31,589,715.00	34,374,605.00	16,382,662.43	11,968,063.42	6,023,879.15	34.82
C. Subtotal (Revenue LESS Expense)	1,370,689.00-	25,025.00-		1,322,989.28	15,034,648.15	
D. Other Financing Sources and Uses						
Sources	16,000.00	16,000.00		2,774.60	13,225.40	17.34
LESS Uses	224,078.00	413,244.00			413,244.00	
E. Net Change in Fund Balance	1,578,767.00-	422,269.00-		1,325,763.88	14,634,629.55	
F. Fund Balance:						
Beginning Balance (9791)	5,190,001.00	6,098,818.00		6,090,091.60		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	5,190,001.00	6,098,818.00		6,090,091.60		
G. Calculated Ending Balance	3,611,234.00	5,676,549.00		7,415,855.48		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	3,611,234.00	5,676,549.00				
Other				16,382,662.43		

Fund 11 - AdultEducationFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	AllOtherFederalRevenue	138,550.00	135,200.00		135,200.00	
	Total Federal Revenue	**138,550.00**	**135,200.00**	**.00**	**135,200.00**	
Other State Revenues						
8590	AllOtherStateRevenue		39,131.00	39,131.00		100.00
	Total Other State Revenues	**.00**	**39,131.00**	**39,131.00**	**.00**	**100.00**
Other Local Revenue						
8660	Interest	15,341.00	15,341.00	1,919.33	13,421.67	12.51
8671	AdultEducationFees	218,506.00	100,000.00	40,851.50	59,148.50	40.85
8677	InteragencySrvcsBetweenLEAs	1,044,387.00	1,161,598.00		1,161,598.00	
8699	AllOtherLocalRevenue	42,934.00	42,934.00	7,069.01	35,864.99	16.46
	Total Other Local Revenue	**1,321,168.00**	**1,319,873.00**	**49,839.84**	**1,270,033.16**	**3.78**
	Total Year To Date Revenues	**1,459,718.00**	**1,494,204.00**	**88,970.84**	**1,405,233.16**	**5.95**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	358,188.00	344,379.00	1,909.25	145,127.28	197,342.47	42.14
1101	TeacherSubPay	2,250.00	2,250.00			2,250.00	
1300	CrtifictdSuprvisrAdmnstrtrSlry	64,816.00	64,816.00	37,738.47	26,986.41	91.12	41.64
	Total Certificated Salaries	**425,254.00**	**411,445.00**	**39,647.72**	**172,113.69**	**199,683.59**	**41.83**
Classified Salaries							
2100	ClassifiedInstructionalSalary	46,435.00	46,435.00	29,332.31	16,823.34	279.35	36.23
2102	ParaEdExtraPay	150.00	150.00			150.00	
2200	ClassifiedSupportSalaries	32,262.00	32,262.00	18,786.25	11,064.74	2,411.01	34.30
2201	ClassSupportSubPay	3,100.00	3,100.00			3,100.00	
2400	ClericlTechniclOfficStaffSlrys	177,312.00	177,312.00	105,841.05	71,471.00	.05-	40.31
2900	OtherClassifiedSalaries	9,856.00	9,856.00			9,856.00	
	Total Classified Salaries	**269,115.00**	**269,115.00**	**153,959.61**	**99,359.08**	**15,796.31**	**36.92**
Employee Benefits							
3101	STRSCertificatedPositions	68,269.00	66,039.00	6,363.84	27,763.40	31,911.76	42.04
3102	STRSClassifiedPostitions	1,592.00	1,592.00			1,592.00	
3202	PERSClassifiedPositions	53,199.00	53,199.00	31,626.98	20,159.61	1,412.41	37.89
3301	OASDIMedcrAltrntvCertfcPositns	140.00	140.00			140.00	

Fund 11 - AdultEducationFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3302	OASDIMedicrAltrntvClasPosition	16,276.00	16,276.00	9,208.01	5,895.51	1,172.48	36.22
3311	MedicareCertificated	6,166.00	5,966.00	574.84	2,476.47	2,914.69	41.51
3312	MedicareClassified	3,806.00	3,806.00	2,153.34	1,378.74	273.92	36.23
3401	HlthWlfrBenefitsCertificPositn	149,702.00	135,134.00	76,450.43	52,054.98	6,628.59	38.52
3402	HlthWlfarBenefitClasifidPositn	82,065.00	82,065.00	49,943.12	32,419.62	297.74-	39.50
3501	StUnemplymntInsurncCertPositns	212.00	205.00	19.95	85.66	99.39	41.79
3502	StUnemplymntInsurncClssifidPos	131.00	131.00	74.34	47.53	9.13	36.28
3601	WCInsuranceCertificatdPositns	10,198.00	9,866.00	1,035.37	4,511.08	4,319.55	45.72
3602	WCCompenstnInsurnceClassPositn	6,454.00	6,454.00	4,021.29	2,563.70	130.99-	39.72
3701	OPEBAllocatedCertificatdPositn	15,352.00	14,854.00	1,431.29	6,284.10	7,138.61	42.31
3702	OPEBAllocatedClassifiedPositin	9,716.00	9,716.00	5,557.93	3,796.82	361.25	39.08
	Total Employee Benefits	**423,278.00**	**405,443.00**	**188,460.73**	**159,437.22**	**57,545.05**	**39.32**
Books and Supplies							
4200	BooksandOtherReferenceMaterial				78.62	78.62-	NO BDGT
4300	MaterialsandSupplies	8,000.00	9,124.00	960.74	3,049.74	5,113.52	33.43
	Total Books and Supplies	**8,000.00**	**9,124.00**	**960.74**	**3,128.36**	**5,034.90**	**34.29**
Services and Other Operating Expenditures							
5300	DuesandMemberships	2,260.00	2,260.00		1,648.50	611.50	72.94
5501	GasElectricity	23,935.00	23,935.00		4,146.50	19,788.50	17.32
5502	PestControl	700.00	700.00	385.00	275.00	40.00	39.29
5503	SewerFees	1,400.00	1,400.00		1,418.76	18.76-	101.34
5505	Water	6,000.00	6,000.00	2,428.42	1,071.58	2,500.00	17.86
5506	WasteDisposal	3,000.00	3,000.00	1,709.20	790.80	500.00	26.36
5601	FacilitiesRent	42,000.00	42,000.00		21,000.00	21,000.00	50.00
5602	CopierPostageMeterRents	1,000.00	1,000.00	1,284.81	3,710.10	3,994.91-	371.01
5603	CopierMaintenance	9,500.00	9,500.00	4,219.24	746.11	4,534.65	7.85
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5640	BuildingAndSiteRepairs		18,842.00		8,684.00	10,158.00	46.09
5750	TransfersDirectCostsInterfund	19,000.00	19,000.00		465.00	18,535.00	2.45
5800	ProfConsultngSrvcsandOperExpnd	105,000.00	105,000.00	53,484.00	62,129.48	10,613.48-	59.17
5804	PreEmploymentTesting	9,500.00			94.00	94.00-	NO BDGT
5806	Advertising	30,000.00	28,500.00	5,198.00		23,302.00	
5850	SoftwareMaintenanceAndLicences	16,000.00	18,484.00		15,360.37	3,123.63	83.10
5900	Communications	36,000.00	36,000.00	5,153.84	13,473.30	17,372.86	37.43
	Total Services and Other Operating Expenditures	**306,245.00**	**316,571.00**	**73,862.51**	**135,013.50**	**107,694.99**	**42.65**

Fund 11 - AdultEducationFund — **Fiscal Year 2020/21 Through December 2020**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	40,367.00	44,187.00			44,187.00	
	Total Transfers of Indirect/direct support costs	**40,367.00**	**44,187.00**	**.00**	**.00**	**44,187.00**	
	Total Year To Date Expenditures	**1,472,259.00**	**1,455,885.00**	**456,891.31**	**569,051.85**	**429,941.84**	**39.09**

Fund 11 - AdultEducationFund — Fiscal Year 2020/21 Through December 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,459,718.00	1,494,204.00		88,970.84	1,405,233.16	5.95
B. Expenditures	1,472,259.00	1,455,885.00	456,891.31	569,051.85	429,941.84	39.09
C. Subtotal (Revenue LESS Expense)	12,541.00-	38,319.00		480,081.01-	975,291.32	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	12,541.00-	38,319.00		480,081.01-	975,291.32	
F. Fund Balance:						
Beginning Balance (9791)	624,723.00	637,891.00		637,891.20		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	624,723.00	637,891.00		637,891.20		
G. Calculated Ending Balance	612,182.00	676,210.00		157,810.19		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	612,182.00	676,210.00				
Other				456,891.31		

Fund 13 - CafeteriaSpecialRevenueFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	365,000.00	3,759.58	361,240.42	1.03
	Total Federal Revenue	**955,000.00**	**365,000.00**	**3,759.58**	**361,240.42**	**1.03**
Other State Revenues						
8520	ChildNutrition	85,000.00	30,000.00	305.63	29,694.37	1.02
	Total Other State Revenues	**85,000.00**	**30,000.00**	**305.63**	**29,694.37**	**1.02**
Other Local Revenue						
8634	FoodServiceSales	26,000.00	9,000.00	261.00	8,739.00	2.90
8660	Interest	1,000.00-	1,000.00-	707.39	1,707.39-	-70.74
	Total Other Local Revenue	**25,000.00**	**8,000.00**	**968.39**	**7,031.61**	**12.10**
	Total Year To Date Revenues	**1,065,000.00**	**403,000.00**	**5,033.60**	**397,966.40**	**1.25**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	280,038.00	258,631.00	177,655.97	91,034.76	10,059.73-	35.20
2201	ClassSupportSubPay	27,400.00	19,000.00		381.94	18,618.06	2.01
2202	ClassSupportExtraPay	8,600.00	6,000.00		879.70	5,120.30	14.66
2300	ClssSuprvisrAdministratorsSlry	62,597.00	62,597.00	39,834.34	22,762.48	.18	36.36
2400	ClericlTechniclOfficStaffSlrys	17,728.00	11,614.00		498.77	11,115.23	4.29
	Total Classified Salaries	**396,363.00**	**357,842.00**	**217,490.31**	**115,557.65**	**24,794.04**	**32.29**
Employee Benefits							
3202	PERSClassifiedPositions	65,375.00	60,327.00	39,269.14	21,385.08	327.22-	35.45
3302	OASDIMedicrAltrntvClasPosition	23,989.00	21,431.00	12,979.99	6,911.48	1,539.53	32.25
3312	MedicareClassified	5,611.00	5,012.00	3,035.62	1,616.98	359.40	32.26
3402	HlthWlfarBenefitClasifidPositn	98,750.00	98,989.00	63,238.88	36,022.84	272.72-	36.39
3502	StUnemplymntInsurncClssifidPos	192.00	172.00	104.58	55.71	11.71	32.39
3602	WCCompenstnInsurnceClassPositn	9,504.00	8,581.00	5,680.56	3,018.20	117.76-	35.17
3702	OPEBAllocatedClassifiedPositin	14,309.00	12,917.00	7,851.42	4,176.16	889.42	32.33
	Total Employee Benefits	**217,730.00**	**207,429.00**	**132,160.19**	**73,186.45**	**2,082.36**	**35.28**
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	22,000.00	16,749.35	4,028.75	1,221.90	18.31
4400	NoncapitalizedEquipment				9,995.04	9,995.04-	NO BDGT
4700	Food	564,000.00	192,000.00	304,423.18	68,308.24	180,731.42-	35.58

Fund 13 - CafeteriaSpecialRevenueFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Books and Supplies	**614,000.00**	**214,000.00**	**321,172.53**	**82,332.03**	**189,504.56-**	**38.47**
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	1,500.00	4,500.00	454.00	3,454.00-	30.27
5300	DuesandMemberships	500.00	500.00		206.27	293.73	41.25
5620	EquipmentRentalsAndRepairs		1,000.00		595.00	405.00	59.50
5640	BuildingAndSiteRepairs		1,000.00		750.00	250.00	75.00
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00		480.00	520.00	48.00
5800	ProfConsultngSrvcsandOperExpnd	3,000.00	3,500.00		2,633.00	867.00	75.23
5804	PreEmploymentTesting	1,700.00	700.00			700.00	
5850	SoftwareMaintenanceAndLicences	5,900.00	2,500.00		2,617.00	117.00-	104.68
5900	Communications	500.00	500.00		69.31	430.69	13.86
	Total Services and Other Operating Expenditures	**13,100.00**	**12,200.00**	**4,500.00**	**7,804.58**	**104.58-**	**63.97**
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	37,272.00	24,773.00			24,773.00	
	Total Transfers of Indirect/direct support costs	**37,272.00**	**24,773.00**	**.00**	**.00**	**24,773.00**	
	Total Year To Date Expenditures	**1,278,465.00**	**816,244.00**	**675,323.03**	**278,880.71**	**137,959.74-**	**34.17**

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	ToCafeFundFromGenFund	224,078.00	413,244.00		413,244.00	
	Total Other Financing Sources	**224,078.00**	**413,244.00**	**.00**	**413,244.00**	
	Total Year To Date Other Financing Sources	**224,078.00**	**413,244.00**	**.00**	**413,244.00**	

Fund 13 - CafeteriaSpecialRevenueFund — Fiscal Year 2020/21 Through December 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,065,000.00	403,000.00		5,033.60	397,966.40	1.25
B. Expenditures	1,278,465.00	816,244.00	675,323.03	278,880.71	137,959.74-	34.17
C. Subtotal (Revenue LESS Expense)	213,465.00-	413,244.00-		273,847.11-	535,926.14	
D. Other Financing Sources and Uses						
Sources	224,078.00	413,244.00			413,244.00	
LESS Uses						
E. Net Change in Fund Balance	10,613.00	.00		273,847.11-	949,170.14	
F. Fund Balance:						
Beginning Balance (9791)	31,845.00	31,455.00		31,454.96		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	31,845.00	31,455.00		31,454.96		
G. Calculated Ending Balance	42,458.00	31,455.00		242,392.15-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	42,458.00	31,455.00				
Other				675,323.03		

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	7,000.00	7,000.00	2,196.61	4,803.39	31.38
8681	Mitigation/DeveloperFees	200,000.00	200,000.00	72,535.32	127,464.68	36.27
	Total Other Local Revenue	**207,000.00**	**207,000.00**	**74,731.93**	**132,268.07**	**36.10**
	Total Year To Date Revenues	**207,000.00**	**207,000.00**	**74,731.93**	**132,268.07**	**36.10**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	OthrAuthrizdInterFndTrnsfrsOut	16,000.00	16,000.00		2,774.60	13,225.40	17.34
	Total Interfund Transfers Out	**16,000.00**	**16,000.00**	**.00**	**2,774.60**	**13,225.40**	**17.34**
	Total Year To Date Other Financing Uses	**16,000.00**	**16,000.00**	**.00**	**2,774.60**	**13,225.40**	**17.34**

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2020/21 Through December 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	207,000.00	207,000.00		74,731.93	132,268.07	36.10
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	207,000.00	207,000.00		74,731.93	132,268.07	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	16,000.00	16,000.00		2,774.60	13,225.40	17.34
E. Net Change in Fund Balance	191,000.00	191,000.00		71,957.33	119,042.67	
F. Fund Balance:						
Beginning Balance (9791)	664,029.00	655,936.00		655,936.14		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	664,029.00	655,936.00		655,936.14		
G. Calculated Ending Balance	855,029.00	846,936.00		727,893.47		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	855,029.00	846,936.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	117,000.00	117,000.00	2,230.63	114,769.37	1.91
8660	Interest	7,000.00	7,000.00	2,293.86	4,706.14	32.77
	Total Other Local Revenue	**124,000.00**	**124,000.00**	**4,524.49**	**119,475.51**	**3.65**
	Total Year To Date Revenues	**124,000.00**	**124,000.00**	**4,524.49**	**119,475.51**	**3.65**

Fund 26 - RDAFeesFund

Fiscal Year 2020/21 Through December 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	124,000.00	124,000.00		4,524.49	119,475.51	3.65
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	124,000.00	124,000.00		4,524.49	119,475.51	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	124,000.00	124,000.00		4,524.49	119,475.51	
F. Fund Balance:						
Beginning Balance (9791)	642,849.00	700,634.00		700,634.19		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	642,849.00	700,634.00		700,634.19		
G. Calculated Ending Balance	766,849.00	824,634.00		705,158.68		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	766,849.00	824,634.00				
Other						

Fund 51 - BndIntRdmptFndA — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	4,000.00	4,000.00		4,000.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	2,000.00	2,000.00		2,000.00	
	Total Other State Revenues	**6,000.00**	**6,000.00**	**.00**	**6,000.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	387,000.00	387,000.00		387,000.00	
8612	VotdIndebtednesLevieUnscurdRol	26,000.00	26,000.00	19,246.28	6,753.72	74.02
8613	VotdIndebtednesLeviePriYrTaxes	1,000.00	1,000.00	412.73	587.27	41.27
8614	VotdIndbtdnssLevieSuplmntlTaxe	6,000.00	6,000.00	1,955.79	4,044.21	32.60
8660	Interest	7,000.00	7,000.00	1,865.12	5,134.88	26.64
	Total Other Local Revenue	**427,000.00**	**427,000.00**	**23,479.92**	**403,520.08**	**5.50**
	Total Year To Date Revenues	**433,000.00**	**433,000.00**	**23,479.92**	**409,520.08**	**5.42**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	205,865.00	205,865.00		205,865.00		100.00
7434	BondInterestOtherServiceCharge	294,135.00	294,135.00		294,135.00		100.00
	Total Debt Service	**500,000.00**	**500,000.00**	**.00**	**500,000.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**500,000.00**	**500,000.00**	**.00**	**500,000.00**	**.00**	**100.00**

Fund 51 - BndIntRdmptFndA — **Fiscal Year 2020/21 Through December 2020**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	433,000.00	433,000.00		23,479.92	409,520.08	5.42
B. Expenditures	500,000.00	500,000.00		500,000.00		100.00
C. Subtotal (Revenue LESS Expense)	67,000.00-	67,000.00-		476,520.08-	409,520.08	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	67,000.00-	67,000.00-		476,520.08-	409,520.08	
F. Fund Balance:						
Beginning Balance (9791)	829,290.00	852,691.00		852,690.75		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	829,290.00	852,691.00		852,690.75		
G. Calculated Ending Balance	762,290.00	785,691.00		376,170.67		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	762,290.00	785,691.00				
Other						

Fund 52 - BndIntRdmptFndB

Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	3,000.00	3,000.00		3,000.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	**4,000.00**	**4,000.00**	**.00**	**4,000.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	282,000.00	282,000.00		282,000.00	
8612	VotdIndebtednesLevieUnscurdRol	19,000.00	19,000.00	14,761.41	4,238.59	77.69
8613	VotdIndebtednesLeviePriYrTaxes	1,000.00	1,000.00	306.10	693.90	30.61
8614	VotdIndbtdnssLevieSuplmntlTaxe	4,000.00	4,000.00	1,489.70	2,510.30	37.24
8660	Interest	5,000.00	5,000.00	1,357.03	3,642.97	27.14
	Total Other Local Revenue	**311,000.00**	**311,000.00**	**17,914.24**	**293,085.76**	**5.76**
	Total Year To Date Revenues	**315,000.00**	**315,000.00**	**17,914.24**	**297,085.76**	**5.69**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	143,142.00	143,142.00		143,141.90	.10	100.00
7434	BondInterestOtherServiceCharge	226,858.00	226,858.00		226,858.10	.10-	100.00
	Total Debt Service	**370,000.00**	**370,000.00**	**.00**	**370,000.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**370,000.00**	**370,000.00**	**.00**	**370,000.00**	**.00**	**100.00**

Fund 52 - BndIntRdmptFndB **Fiscal Year 2020/21 Through December 2020**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	315,000.00	315,000.00		17,914.24	297,085.76	5.69
B. Expenditures	370,000.00	370,000.00		370,000.00		100.00
C. Subtotal (Revenue LESS Expense)	55,000.00-	55,000.00-		352,085.76-	297,085.76	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	55,000.00-	55,000.00-		352,085.76-	297,085.76	
F. Fund Balance:						
Beginning Balance (9791)	601,425.00	623,917.00		623,917.17		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	601,425.00	623,917.00		623,917.17		
G. Calculated Ending Balance	546,425.00	568,917.00		271,831.41		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	546,425.00	568,917.00				
Other						

Fund 53 - BndIntRdmptFndHarrison — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	10,000.00	10,000.00		10,000.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	**13,000.00**	**13,000.00**	**.00**	**13,000.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	770,000.00	770,000.00		770,000.00	
8612	VotdIndebtednesLevieUnscurdRol	52,000.00	52,000.00	42,041.70	9,958.30	80.85
8613	VotdIndebtednesLeviePriYrTaxes	2,000.00	2,000.00	857.15	1,142.85	42.86
8614	VotdIndbtdnssLevieSuplmntlTaxe	11,000.00	11,000.00	4,272.04	6,727.96	38.84
8660	Interest	12,000.00	12,000.00	3,580.86	8,419.14	29.84
	Total Other Local Revenue	**847,000.00**	**847,000.00**	**50,751.75**	**796,248.25**	**5.99**
	Total Year To Date Revenues	**860,000.00**	**860,000.00**	**50,751.75**	**809,248.25**	**5.90**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	801,474.00	801,474.00		801,474.00		100.00
7434	BondInterestOtherServiceCharge	140,137.00	140,137.00		74,376.39	65,760.61	53.07
	Total Debt Service	**941,611.00**	**941,611.00**	**.00**	**875,850.39**	**65,760.61**	**93.02**
	Total Year To Date Expenditures	**941,611.00**	**941,611.00**	**.00**	**875,850.39**	**65,760.61**	**93.02**

Fund 53 - BndIntRdmptFndHarrison — **Fiscal Year 2020/21 Through December 2020**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	860,000.00	860,000.00		50,751.75	809,248.25	5.90
B. Expenditures	941,611.00	941,611.00		875,850.39	65,760.61	93.02
C. Subtotal (Revenue LESS Expense)	81,611.00-	81,611.00-		825,098.64-	743,487.64	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	81,611.00-	81,611.00-		825,098.64-	743,487.64	
F. Fund Balance:						
Beginning Balance (9791)	1,529,353.00	1,589,477.00		1,589,477.43		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,529,353.00	1,589,477.00		1,589,477.43		
G. Calculated Ending Balance	1,447,742.00	1,507,866.00		764,378.79		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,447,742.00	1,507,866.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund — Fiscal Year 2020/21 Through December 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	21,000.00	21,000.00	5,027.38	15,972.62	23.94
8699	AllOtherLocalRevenue	34,000.00	34,000.00	989.80	33,010.20	2.91
	Total Other Local Revenue	**55,000.00**	**55,000.00**	**6,017.18**	**48,982.82**	**10.94**
	Total Year To Date Revenues	**55,000.00**	**55,000.00**	**6,017.18**	**48,982.82**	**10.94**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultngSrvcsandOperExpnd	55,000.00	55,000.00		20,975.00	34,025.00	38.14
	Total Services and Other Operating Expenditures	**55,000.00**	**55,000.00**	**.00**	**20,975.00**	**34,025.00**	**38.14**
	Total Year To Date Expenditures	**55,000.00**	**55,000.00**	**.00**	**20,975.00**	**34,025.00**	**38.14**

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2020/21 Through December 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	55,000.00	55,000.00		6,017.18	48,982.82	10.94
B. Expenditures	55,000.00	55,000.00		20,975.00	34,025.00	38.14
C. Subtotal (Revenue LESS Expense)	.00	.00		14,957.82-	14,957.82	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		14,957.82-	14,957.82	
F. Fund Balance:						
Beginning Balance (9791)	1,488,965.00	1,518,153.00		1,518,153.33		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,488,965.00	1,518,153.00		1,518,153.33		
G. Calculated Ending Balance	1,488,965.00	1,518,153.00		1,503,195.51		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,488,965.00	1,518,153.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund — **Fiscal Year 2020/21 Through December 2020**

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance						
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Las Plumas High School
Memorandum

DATE: **November 20, 2020**

TO: **Dr. Corey Willenberg and Members of the Board of Trustees**

FROM: **Daniel Ramos, Jr., Principal**

SUBJECT: **Donations to various programs during the COVID-19 closure**

Dan and Susan Ramos, Hard Luck Mining has generously given a donation of 25 LPHS staff shirts valued at $836.78. I request the board approve this donation.

CONTRACT FOR SERVICES

THIS CONTRACT is made on November 12, 20 20, by and between the Oroville Union High School ("District"), and Ann Petersen ("Consultant").

WITNESSETH:

WHEREAS, the District desires to contract with Ann Petersen, LCSW for supervision of clinical hours of employee Erica Garman, in the pursuit of her license;

WHEREAS, the Consultant has presented a proposal for such services to the District, dated November 12, 20 20, (attached hereto and incorporated herein as **Exhibit "A"**) and is duly licensed, qualified and experienced to perform those services;

NOW, THEREFORE, the parties hereto mutually agree as follows:

1. SCOPE OF SERVICES:

A. Consultant shall do all work, attend all meetings, produce all reports and carry out all activities necessary to completion of the services described in (check one) ☒ **Exhibit "A" OR** ☐ the Work Program, attached hereto and incorporated herein by this reference as **Exhibit "___"**. This Contract and its exhibits shall be known as the "Contract Documents." Terms set forth in any Contract Document shall be deemed to be incorporated in all Contract Documents as if set forth in full therein. In the event of conflict between terms contained in these Contract Documents, the more specific term shall control. If any portion of the Contract Documents shall be in conflict with any other portion, provisions contained in the Contract shall govern over conflicting provisions contained in the exhibits to the Contract.

B. Consultant enters into this Contract as an independent contractor and not as an employee of the District. The Consultant shall have no power or authority by this Contract to bind the District in any respect. Nothing in this Contract shall be construed to be inconsistent with this relationship or status. All employees, agents, contractors or subcontractors hired or retained by the Consultant are employees, agents, contractors or subcontractors of the Consultant and not of the District. The District shall not be obligated in any way to pay any wage claims or

other claims made against Consultant by any such employees, agents, contractors or subcontractors, or any other person resulting from performance of this Contract.

C. The Consultant agrees it has satisfied itself by its own investigation and research regarding the conditions affecting the work to be done and labor and materials needed, and that its decision to execute this Contract is based on such independent investigation and research.

2. TERM OF CONTRACT:

A. The services of Consultant are to commence upon execution of this Contract by the District, and shall be undertaken and completed in accordance with the Schedule of Performance attached hereto and incorporated herein by this reference as **Exhibit "** A **."**

B. Consultant's failure to complete work in accordance with the Schedule of Performance may result in delayed compensation as described in Section 3.

C. The Assistant Superintendent of Business or his or her designee may, by written instrument signed by the Parties, extend the duration of this Contract in the manner provided in Section 5, provided that the extension does not require the payment of compensation in excess of the maximum compensation set forth in Section 3, Compensation.

3. COMPENSATION:

A. The Consultant shall be paid at the completion of services for the actual fees, costs and expenses for all time and materials required and expended, but in no event shall total compensation exceed 1 hour weekly ($ 50.00), without District's prior written approval.

B. Said amount shall be paid upon submittal of a final billing. Consultant shall furnish District with invoices for all expenses as well as for all materials authorized by this Contract. The invoices shall be submitted with the final billings. If Consultant's performance is not in conformity with the Schedule of Performance, payments may be delayed or denied, unless the Consultant's failure to perform in conformity with the Schedule of Performance is a documented result of the District's failure to conform with the Schedule of Performance, or if the Schedule of Performance is extended pursuant to Section 5.

C. If the work is halted at the request of the District, compensation shall be based upon the proportion that the work performed bears to the total work required by this Contract, subject to Section 4.

4. TERMINATION:

A. This Contract may be terminated by either party, provided that the other party is given not less than 30 calendar days' written notice (delivered by certified mail, return receipt requested) of intent to terminate.

3. Provision or endorsement stating that any failure to comply with reporting or other provisions of the policies including breaches of representations shall not affect coverage provided to the District, its officers, officials, employees, or volunteers.

4. Provision or endorsement stating that the Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

5. Provision or endorsement stating that such insurance, subject to all of its other terms and conditions, applies to the liability assumed by the Consultant under the Contract, including, without limitation, that set forth in Section 15, Indemnity and Litigation Costs.

L. Professional Liability.

The Consultant and its contractors and subcontractors shall secure and maintain in full force, during the term of this Contract, professional liability insurance policies appropriate to the respective professions and the work to be performed as specified in this Contract. The limits of such professional liability insurance coverage shall not be less than **[$1,000,000]** per claim.

17. STUDENT SAFETY:

The consultant must certify that none of the employees who may come in contact with students has been convicted of a violent or serious felony. All employees of a business with which the District contracts who may have contact with pupils must submit fingerprints to the Department of Justice. This requirement does not apply when the District determines that the contracted employee will have limited contact with pupils. Contact with pupils is considered to be "limited" if any or all of the following criteria are met:

1. The consultant/employee will be on the school grounds for brief periods of time.
2. Students will not be in close proximity to the area in which the consultant/employee is working.
3. The consultant/employee will not be on the school grounds.

If pupil contact is considered to be limited, the consultant must check one of the blanks below:

☒ I certify that I nor any of my employees are subject to California Department of Justice clearance because they will either not come in contact or come in limited contact with pupils.

☐ I certify that I nor any of my employees who may have contact with pupils have been convicted of a felony, i.e. certain serious or violent crimes, sex, or drug offenses. A list of the names of my employees who may come in contact with pupils is attached.

If pupil contact is **not** limited in nature, the consultant must complete the Declaration Regarding Employee and Criminal Background check **(Exhibit C)**.

18. MISCELLANEOUS PROVISIONS:

A. Consultant shall keep itself fully informed of, shall observe and comply with, and shall cause any and all persons, firms or corporations employed by it or under its control to observe and comply with, applicable federal, state, county and municipal laws, ordinances, regulations, orders and decrees which in any manner affect those engaged or employed on the work described by this Contract or the materials used or which in any way affect the conduct of the work.

B. Consultant shall not engage in unlawful employment discrimination. Such unlawful employment discrimination includes, but is not limited to, employment discrimination based upon a person's race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, gender, citizenship, or sexual orientation.

C. Consultant shall maintain and make available for inspection by the District and its auditors accurate records of all of its costs, disbursements and receipts with respect to any work under this Contract. Such inspections may be made during regular office hours at any time until six (6) months after the final payments under this Contract are made to the Consultant.

D. This Contract constitutes the entire agreement between the parties relative to the services specified herein and no modification hereof shall be effective unless and until such modification is evidenced by a writing signed by both parties to this Contract. There are no understandings, agreements, conditions, representations, warranties or promises, with respect to this Contract, except those contained in or referred to in writing.

E. All notices that are required to be given by one party to the other under this Contract shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope and deposited in a United States Post Office for delivery by registered or certified mail addressed to the parties at the following addresses:

Oroville Union High School District
2211 Washington Ave
Oroville, CA 95966
Attn: Susan Watts, Assistant Superintendent of Business

Consultant:

Ann Petersen, LCSW
7 Wildflower Ct
Chico, Ca 95928

F. This Contract shall be interpreted and governed by the laws of the State of California.

G. Any action arising out of this Contract shall be brought in Butte County, California, regardless of where else venue may lie.

H. In any action brought by either party to enforce the terms of this Contract, each party shall be bear responsibility for its attorneys' fees and all costs regardless of whether one party is determined to be the prevailing party.

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____

Title: _____

CONSULTANT

By: Anna Peterson

Title: LCSW

EXHIBIT A

Scope of Work

Ann Petersen agrees to provide weekly clinical supervision to Erica Garman to enable her to complete the required 3000 hours needed to become fully licensed as a clinical social worker. During these supervision sessions I agree to provide consultation on specific cases, review with Erica areas of potential bias that might influence practice, review ethical challenges, and resolution, and include review of written documentation.

Further, Ann Petersen agrees to take clinical supervisory responsibility for the services provided by Erica Garman. Ann Petersen shall ensure that the extent, kind and quality of services are performed appropriately.

Oroville Union High School District is aware of the licensing requirements that must be met by Erica Garman and agrees not to interfere with Ann Petersen's legal and ethical obligations to ensure compliance with those requirements, and agrees to provide Ann Petersen with access to clinical records of the clients counseled by Erica Garman.

Ann Petersen will meet one hour weekly with Erica Garman and bill $50.00 per hour, for academic school year 2020-2021.

To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 12/7/20
Subject: Acellus licenses for Distance Learning Advanced Placement classes

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Background Information: Acellus is an online curriculum provider that offers Advanced Placement classes that can be individualized to provide partial credit for students who transferred to the new Distance Learning Program. This allows students to complete the final unit of work for the first semester in their Advanced Placement courses. AP Government and AP Spanish Language were not available through Acellus and will be taught by OUHSD AP teachers. Acellus does not issue a contract but has provided an order confirmation, which is included here.

Financial Impact: $3800 for student licenses in the appropriate AP courses in Acellus.

Recommendation: Approval

International Academy of Science
26900 E. Pink Hill Rd., Independence, MO 64057 USA
Phone: 816-229-3800

Acellus Quote

Order Confirmation

Additional information can be found here: https://www.acellus.com/schools/

Quote Number: 914361
Approved By: Kevin, Simas
Approval Date: 11/19/2020
Notice Email(s): ksimas@ouhsd.net,

Shipment Authorization: Shipment authorized upon activation of this Quote.

Upon activation of this quote, an invoice will be sent to the billing address above and any equipment will be scheduled for delivery to the school. Items may be returned within 30 days of receipt at school's expense, and are subject to a 10% restocking fee.

Senior Acellus Coordinator: Dr. Marti Asay (marti_asay@science.edu)

PREPARED FOR:

Requested By: Kevin Simas - Director of Education Services
School: Oroville Union High School District
District: Oroville Union High School District
Contact: Mr. Kevin Simas - Director of Education Services **Phone**: (530) 538-2300 x1104 **Email**: ksimas@ouhsd.org

BILLING ADDRESS:

Kevin Simas - Director of Education Services
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
USA

Phone: (530) 538-2300 x1104
Email: ksimas@ouhsd.org

SHIPPING ADDRESS:

Kevin Simas
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
USA

Phone: (530) 538-2300 x1104

QTY	DESCRIPTION	PRICE	EXTENDED PRICE
35	**Acellus Student Master License $100/student:** • Each Master License allows one student to enroll in up to 6 courses. • Licenses valid until June 30, 2022	$ 100.00	$ 3,500.00
3	**Acellus Teacher Quick-start Training $100** • Quick-start Training for teachers of Acellus classes via video conference webinar	$ 100.00	$ 300.00
	Amount to be Paid by District:		**$ 3,800.00**

International Academy of Science is the Sole Source for these items. Terms & Conditions

Oroville Union High School District
Course Description

Course Title:	Life Management
Aeries Course #:	815A
CBEDS #:	8000
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	9-12
Primary Textbook(s):	Succeeding in Life and Career, Francis Baynor Parnell, Goodheart-Willcox, 2022 ISBN: 978-1-64564-806-2
Supplemental Materials:	Succeeding in Life and Career: Workbook, Francis Baynor Parnell, Goodheart-Wilcox ISBN: 978-1-64564-816-1 *The 7 Habits of Highly Effective Teens*, Franklin Covey, 2014 ISBN: 978-1-5011-3364-0
Digital Resources:	icevonline.com g-w.com YouTube.com Foodnetwork.com Netflix.com Amazon.com

Course Overview

This class is an exploratory course that examines the Family & Consumer Science umbrella. During the first semester, students will study the nutritional value of foods and develop an understanding of the significance of food, including discussions on digestion, basic nutrients, weight management, sports and fitness, life-span nutrition, and food trends in order to evaluate sources of nutrition and make informed decisions. Students will also learn about food preparation, meal planning, service, sanitation, and career opportunities. During the second semester, students will develop an understanding of personal, interpersonal, and family relationships, parenting, and child development and education. Students will also be exposed to interior design and housing, elements and principles of design, and the consumer aspects of selecting housing. Through Consumer Education, students will demonstrate an understanding of personal and family resources, consumer rights and responsibilities, economic systems, and personal finances.

Please attach a copy of all standards that apply to this course.

Board Approval Date: _____

Consumer and Family Studies Standards
Grades 9-12

The Consumer and Family Studies (CFS) program prepares students with the aptitudes for assuming personal, family, and community roles; strengthening employability skills; and transitioning to postsecondary training and education as well as entering and advancing in related career fields. CFS serves as the foundation instruction for nine career pathways through the following content areas: child development and guidance; consumer education; family and human services; fashion, textiles, and apparel; food and nutrition; housing and furnishings; and individual and family health. CFS provides a basis for sequenced and articulated instruction that culminates in capstone courses in one of the related career pathways. In CFS emphasis is also given to equipping students with the knowledge and skills to balance and manage personal, family and work responsibilities so that they will be more productive in the workplace as well as achieve a satisfying quality of life.

Child Development and Guidance

ECDFS – A10.5 Standard 1: Responsibilities of Parents

Summarize the decisions and responsibilities involved in parenting in various cultures.

1.1 Analyze factors to consider when determining readiness for parenting and identify parenting responsibilities. (ECDFS – A10.5.1)
1.2 Describe parenting skills that contribute to the optimum development of children through meeting their physical, emotional, social, and intellectual needs. (ECDFS – A10.5.2)
1.3 Analyze the major decisions, changes, and adjustments required of parents. (ECDFS – A10.5.3)
1.4 Describe and evaluate the responsibilities, styles, and strategies of parenting. (ECDFS – A10.5.4)
1.5 Describe cultural influences on parenting. (ECDFS – A10.5.5)
1.6 Evaluate care giving options. (ECDFS – A10.5.6)

ECDFS – A10.6 Standard 2: Prenatal Development

Describe and identify the stages of pregnancy, from conception through birth, and the implications of environment and heredity on the health and well-being of a child.

2.1 Summarize the stages of prenatal development and childbirth. (ECDFS – A10.6.1)
2.2 Analyze the effects of prospective parents' nutrition, health, medical care, heredity, environment, and lifestyle on prenatal development. (ECDFS – A10.6.2)
2.3 Discuss physical and emotional changes that occur during normal and at-risk pregnancies. (ECDFS – A10.6.3)
2.4 Analyze how individuals are genetically unique. (ECDFS – A10.6.4)
2.5 Examine the methods, costs, ethics, and risks of reproductive procedures. (ECDFS – A10.6.5)
2.6 Identify and evaluate community resources that provide information and assistance related to pregnancy. (ECDFS – A10.6.6)

ECDFS – A10.7 Standard 3: Studying and Understanding Children

Explain the importance of studying child growth and development from infancy through adolescence.

3.1 Explain the benefits of studying child development. (ECDFS – A10.7.1)
3.2 Identify the developmental areas, stages, and principles of child growth. (ECDFS – A10.7.2)
3.3 Analyze the effects of heredity and environment on the physical, social, emotional, and intellectual development of children. (ECDFS – A10.7.3)
3.4 List factors that contribute to the optimal development of children. (ECDFS – A10.7.4)
3.5 Identify and compare various theories regarding human growth and development. (ECDFS –A10.7.5)
3.6 Observe and study children's behavior and interpret findings. (ECDFS – A10.7.6)

ECDFS – A10.8 Standard 4: Guidance and Discipline
Explain positive guidance and discipline techniques that promote feelings of self-worth as they apply to the developmental stages of children.

4.1 Describe and compare various approaches to child guidance and their effect on self-worth. (ECDFS – A10.8.1)
4.2 Analyze techniques used to provide positive reinforcement with children in given situations and at various stages of development. (ECDFS – A10.8.2)
4.3 Describe the relationship of a child's behavior to the commonly accepted principles of growth and development. (ECDFS – A10.8.3)
4.4 Analyze the relationship of guidance and communication techniques to the development of self-worth and discipline. (ECDFS – A10.8.4)
4.5 Describe factors and possible causes that contribute to child abuse and identify the characteristics of the abused and the abuser. (ECDFS – A10.8.5)
4.6 Identify agencies and resources that help in reducing child abuse. (ECDFS – A10.8.6)

ECDFS – A10.9 Standard 5: Play and Learning
Demonstrate an understanding of the value and methods of providing infants, children, and adolescents with play and developmentally appropriate learning activities.

5.1 Identify and describe the purposes of play and learning activities to the physical, social, emotional, and intellectual development of children and adolescents. (ECDFS – A10.9.1)
5.2 Identify factors to consider when selecting, purchasing, or creating play and learning materials that are developmentally appropriate for children. (ECDFS – A10.9.2)
5.3 Evaluate facilities, equipment, and materials for their contribution to a child's development. (ECDFS – A10.9.3)
5.4 Analyze how the attainment of self-help skills such as hygiene, dressing, food preparation, and household chores contribute to a child's learning and self-concept. (ECDFS – A10.9.4)
5.5 Describe and analyze strategies, equipment, and techniques for helping children with special needs. (ECDFS – A10.9.5)
5.6 Describe and demonstrate the caregiver's role in planning, conducting, and evaluating play and learning activities that enhance the development of children and adolescents. (ECDFS – A10.9.6)

ECDFS – A10.15 Standard 6: Changes That Affect Children
Describe the adjustments needed to adapt to major life changes throughout the human life cycle.*

***Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.**

6.1 Identify factors contributing to change in the lives of infants, children, and adolescents and ways in which they might respond to change. (ECDFS – A10.15.1)
6.2 Analyze how changes and crises affect infants, children, and adolescents and recommend strategies that help them adapt. (ECDFS – A10.15.2)
6.3 Explain how role models influence infants', children's, and adolescents' ability to cope. (ECDFS – A10.15.3)
6.4 Explain how changes in technology impact children and adolescents and describe methods for managing its appropriate use. (ECDFS – A10.15.4)

ECDFS – A10.17 Standard 7: Health and Safety
Summarize the importance of wellness and safety to individual and family health and well-being.*

***Child Development and Guidance and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Child Development and Guidance.**

7.1 Describe methods for maintaining the health and ensuring the safety of children. (ECDFS – A10.17.1)

7.2 Analyze and apply safety and sanitation practices that can be used to prevent and treat childhood illnesses and accidents. (ECDFS – A10.17.2)
7.3 Describe, plan, and evaluate a nutritionally balanced diet which promotes a child's optimum health. (ECDFS – A10.17.3)
7.4 Research and report on public laws that deal with the health and safety of children and the importance of mandated reporting. (ECDFS – A10.17.4)
7.5 Evaluate a child's environment for health and safety and recommend improvements. (ECDFS – A10.17.5)
7.6 Investigate and select community agencies and resources that provide child health care services and information. (ECDFS – A10.17.6)

Consumer Education

ECDFS – A10.10 Standard 8: Consumer Decisions and Purchases

Describe the process of making consumer decisions, including the comparison of goods and services.

A. Consumer Decisions

8.1 Define values, goals, needs, and wants. (ECDFS – A10.10.1)
8.2 Define and apply personal values, short- and long-term goals, needs, and wants as they relate to consumer decisions. (ECDFS – A10.10.2)
8.3 Identify the key steps in decision-making models and apply the process to a variety of consumer situations. (ECDFS – A10.10.3)
8.4 Describe factors that influence personal values, goals, and consumer choices (e.g. self-concept, family members, and peers; mass media; society; and cultural and economic backgrounds). (ECDFS – A10.10.4)
8.5 Identify ways to use individual, family, and community resources to extend opportunities for achieving goals. (ECDFS – A10.10.5)
8.6 Examine the interrelationship and effect of individual and family consumer decisions to business, consumers, the environment, and the economy. (ECDFS – A10.10.6)

B. Consumer Purchases

8.7 Evaluate sources of information about goods and services to determine their reliability. (ECDFS – A10.10.7)
8.8 Identify, compare, and evaluate retail and wholesale sources for consumer goods and services. (ECDFS – A10.10.8)
8.9 Evaluate warranties, guarantees, and labels for consumer purchases. (ECDFS – A10.10.9)
8.10 Differentiate between reliable and deceptive advertising terminology and sales techniques. (ECDFS – A10.10.10)
8.11 Identify factors that affect the availability, quality, and cost of products. (ECDFS – A10.10.11)

ECDFS – A10.11 Standard 9: Financial Management and Services

Practice how to manage financial resources to achieve personal and family goals.

A. Financial Management

9.1 Define basic financial management terms. (ECDFS – A10.11.1)
9.2 Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyle. (ECDFS – A10.11.2)
9.3 Compare factors that influence the use of credit. (ECDFS – A10.11.3)
9.4 Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements. (ECDFS – A10.11.4)
9.5 Interpret a wage statement and apply the information to develop a budget. (ECDFS – A10.11.5)
9.6 Examine changing patterns of earning, spending, saving, and investing during the life cycle. (ECDFS – A10.11.6)

9.7 Identify and evaluate different types of systems for keeping financial records. (ECDFS – A10.11.7)
9.8 Identify various types of income tax return forms and define tax related terminology. (ECDFS – A10.11.8)
9.9 Analyze the impact of technology on financial management. (ECDFS – A10.11.9)

B. Financial Services
9.10 Evaluate information about available financial services. (ECDFS – A10.11.10)
9.11 Compute the cost of credit and compare various sources of credit. (ECDFS – A10.11.11)
9.12 Relate the effective use of loans to the ability to achieve short- and long-term goals. (ECDFS – A10.11.12)
9.13 Determine a plan to achieve financial goals using financial services as appropriate. (ECDFS – A10.11.13)
9.14 Examine savings and investment plans to meet goals at various stages of the life cycle. (ECDFS – A10.11.14)
9.15 Identify and evaluate insurance needs at various stages of the life cycle. (ECDFS – A10.11.15)

ECDFS – A10.12 Standard 10: Consumer Rights and Responsibilities
Compare consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

A. Consumer Rights and Responsibilities
10.1 Explain consumer rights and responsibilities. (ECDFS – A10.12.1)
10.2 Analyze acceptable and ethical consumer practices and behaviors. (ECDFS – A10.12.2)
10.3 Identify and analyze consumer protection laws, agencies, services, and procedures for solving consumer problems. (ECDFS – A10.12.3)
10.4 Assess legal responsibilities and obligations when a credit contract has been signed. (ECDFS – A10.12.4)
10.5 Examine ways consumer advocates and volunteer groups affect consumer choices and laws. (ECDFS – A10.12.5)
10.6 Explain consumer laws that regulate individual, corporate, and business practices and behavior. (ECDFS – A10.12.6)

B. Role of Government
10.7 Identify the purposes for which taxes are collected at the local, state, and federal levels. (ECDFS – A10.12.7)
10.8 Analyze the consequences of consumer legislation on consumers, business, and the economy. (ECDFS – A10.12.8)
10.9 Describe the impact of fiscal and monetary policy on individuals, families, and the community. (ECDFS – A10.12.9)
10.10 Assess key indicators of economic performance through the use of charts, graphs, and other tools of analysis. (ECDFS – A10.12.10)
10.11 Analyze government regulations and ways in which these affect local, state, and national economies. (ECDFS – A10.12.11)
10.12 Examine the impact of laws that regulate advertising. (ECDFS – A10.12.12)

C. Marketplace Functions
10.13 Identify factors that determine supply and demand. (ECDFS – A10.12.13)
10.14 Analyze the effects of increases and decreases in supply and demand on price and quantity. (ECDFS – A10.12.14)
10.15 Describe ways in which competition affects the quantities and prices of goods and services available to consumers. (ECDFS – A10.12.15)
10.16 Analyze economic relationships that exist between households and businesses in a market economy. (ECDFS – A10.12.16)
10.17 Recognize the characteristics of competitive and noncompetitive market structures and assess their impact on consumer choices. (ECDFS – A10.12.17)

10.18 Compare the effects of inflation, recession, and unemployment on businesses, individuals, families, and communities. (ECDFS – A10.12.18)

D. Economic Concepts

10.19 Define the basic concepts and components of the U.S. economic system and the consumer's role in the market economy. (ECDFS – A10.12.19)
10.20 Define economic terms and explain the relationships of scarcity, choice, opportunity cost, and resource allocation. (ECDFS – A10.12.20)
10.21 Compare market, command, mixed, and traditional economies. (ECDFS – A10.12.21)
10.22 Recognize the characteristics of different economic systems and assess their impact on consumer choices. (ECDFS – A10.12.22)
10.23 Determine the advantages and disadvantages of bartering and negotiating to achieve goals. (ECDFS – A10.12.23)
10.24 Analyze the role of the Federal Reserve System and its effect on the consumer. (ECDFS – A10.12.24)

E. Global Economy

10.25 Define the economic concepts of absolute and comparative advantage. (ECDFS – A10.12.25)
10.26 Compare work patterns in the U.S. with those in other countries. (ECDFS – A10.12.26)
10.27 Analyze the relationship between the specialization of labor and economic interdependency. (ECDFS – A10.12.27)
10.28 Debate the impact of free trade and protectionism and its effect on the consumer. (ECDFS – A10.12.28)
10.29 Identify how international trade and immigration affect the U.S. economy and the cost of various goods and services. (ECDFS – A10.12.29)
10.30 Determine the value of the dollar based on foreign exchange rates. (ECDFS – A10.12.30)
10.31 Explain how current technological changes affect the global economy. (ECDFS – A10.12.31)

Family and Human Development

ECDFS – A10.13 Standard 11: Contributions of the Family

Recognize the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.

11.1 Explain the function of the family in providing a nurturing environment for its members and its influence on self-esteem, values, and relationships. (ECDFS – A10.13.1)
11.2 Describe socioeconomic and cultural influences on the family. (ECDFS – A10.13.2)
11.3 Analyze the differences in family structures and their effect on society. (ECDFS – A10.13.3)
11.4 Describe roles and responsibilities assumed by family members and explain the consequences when individuals neglect these responsibilities. (ECDFS – A10.13.4)
11.5 Analyze traditional and nontraditional roles and responsibilities of family members by comparing the families of past generations with contemporary families. (ECDFS – A10.13.5)
11.6 Describe the importance of personal and family involvement in the community and ways for individuals to contribute to their community. (ECDFS – A10.13.6)

ECDFS – A10.14 Standard 12: Personal Development and Positive Relationships

Analyze the factors that affect the development of individuals and how to build positive relationships.

A. Personal Development

12.1 Describe the factors that contribute to the development of character, personality, and self-worth. (ECDFS – A10.14.1)
12.2 Identify personal values and goals and their effect on decisions. (ECDFS – A10.14.2)

12.3 Analyze the characteristics and behaviors that contribute to the development of positive relationships. (ECDFS – A10.14.3)
12.4 Describe how common values and goals promote positive lasting relationships. (ECDFS – A10.14.4)
12.5 Demonstrate how effective verbal and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others. (ECDFS – A10.14.5)
12.6 Describe communication strategies and resources that help individuals manage conflicts and crises in order to build successful relationships. (ECDFS – A10.14.6)

B. Responsible Relationships
12.7 Identify the purposes and qualities of friendships. (ECDFS – A10.14.7)
12.8 Examine family, societal, and cultural factors that influence the development of relationships. (ECDFS – A10.14.8)
12.9 Describe the stages in the development of personal relationships. (ECDFS – A10.14.9)
12.10 Describe responsible and irresponsible behaviors and their effect on relationships. (ECDFS – A10.14.10)
12.11 Analyze the influence of the media in shaping attitudes and behaviors. (ECDFS – A10.14.11)

C. Relationships in Marriage
12.12 Assess personal qualities and expectations that lead to the selection of a marriage partner. (ECDFS – A10.14.12)
12.13 Examine family, legal, societal, financial, and cultural factors that affect marriage. (ECDFS – A10.14.13)
12.14 Analyze the meaning and responsibilities of commitment to one person in marriage. (ECDFS – A10.14.14)
12.15 Explain the areas of adjustment for a successful marriage. (ECDFS – A10.14.15)
12.16 Analyze the impact of parenthood on relationships. (ECDFS – A10.14.16)

ECDFS – A10.15 Standard 13: Major Life Changes
Describe the adjustments needed to adapt to major life changes throughout the human life cycle.*

***Child Development and Guidance and Family and Human Development were combined in some standards to avoid repetition. The standards detail in this standard applies only to Family and Human Development.**

13.1 Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle. (ECDFS – A10.15.1)
13.2 Summarize adjustments required as family structures change and analyze factors that facilitate the adjustments. (ECDFS – A10.15.2)
13.3 Describe the changes that occur in the aging process, the special needs of the aged, and the ways those needs may be met by family members and community agencies. (ECDFS – A10.15.3)

ECDFS – A10.16 Standard 14: Conflicts and Crises
Apply strategies and resources for managing conflicts and crises.
14.1 Assess personal attributes and available resources for coping with conflicts and crises. (ECDFS – A10.16.1)
14.2 Apply strategies for coping with personal, social, and work-related conflicts and crises. (ECDFS – A10.16.2)
14.3 Explain the effects of positive and negative stress factors on psychological and physiological well-being. (ECDFS – A10.16.3)
14.4 Explain current laws relating to marriage, parenthood, death, and dissolution of marriage. (ECDFS – A10.16.4)

Fashion, Textiles, and Apparel

FID – A10.5 Standard 15: Apparel and Appearance

Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

15.1 Explain how fashion, textiles, and apparel selection meet social, physical, and psychological needs. (FID – A10.5.1)
15.2 Differentiate between appropriate and inappropriate dress for a variety of social, casual, and workplace situations. (FID – A10.5.2)
15.3 Analyze how fads and fashion influence apparel and textile choices. (FID – A10.5.3)
15.4 Explain how cultural values and ideals are expressed through fashion, textiles, and apparel. (FID – A10.5.4)

FID – A10.6 Standard 16: Elements and Principles of Color and Design

Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

16.1 Explain the elements and principles of color and design and apply the fundamental concepts to fashion, textiles, and apparel. (FID – A10.6.1)
16.2 Apply the elements and principles of design and theories of color to enhance various body types. (FID – A10.6.2)
16.3 Identify color terminology and use of color schemes. (FID – A10.6.3)
16.4 Explain how the selection and placement of accessories influences appearance. (FID – A10.6.4)
16.5 Explain how the elements and principles of design and theories of color are used to select accessories. (FID – A10.6.5)
16.6 Combine complementary apparel and accessory items to achieve a desired image. (FID – A10.6.6)
16.7 Relate the elements and principles of design and theories of color to costume and textile design. (FID – A10.6.7)

FID – A10.7 Standard 17: History of Fashion

Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

17.1 Investigate the influence of historical clothing on current fashions and fads. (FID – A10.7.1)
17.2 Analyze the cultural and historical development of fashions, textiles, and apparel. (FID – A10.7.2)
17.3 Research the contributions of specific cultures to fashions, designs, textiles, and apparel. (FID – A10.7.3)

FID – A10.8 Standard 18: Textiles

Explore and experiment with different textile fibers, fabrics, and finishes used for apparel and furnishings.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

18.1 Distinguish between natural and manufactured fibers. (FID – A10.8.1)
18.2 Examine the chemical and physical properties of fibers and fabrics. (FID – A10.8.2)

18.3 Describe the characteristics of woven, nonwoven, and knitted processes. (FID – A10.8.3)
18.4 Describe the influence of fabric care on textile selection. (FID – A10.8.4)
18.5 Select appropriate products and techniques for clothing and textile care. (FID – A10.8.5)
18.6 Apply knowledge of textiles, fabrics, and finishes to the purchase or construction of apparel and accessories. (FID – A10.8.6)

FID – A10.9 Standard 19: Custom Apparel and Accessories
Demonstrate how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

A. Custom Apparel and Accessories
19.1 Demonstrate the ability to take accurate body measurements. (FID – A10.9.1)
19.2 Select appropriate fabric, materials, tools, and equipment for the construction of apparel. (FID – A10.9.2)
19.3 Construct apparel and accessories through the use of appropriate custom construction techniques and equipment. (FID – A10.9.3)
19.4 Analyze the use of appropriate finishing techniques for garments constructed either by custom or manufactured methods. (FID – A10.9.4)
19.5 Develop advanced custom construction skills through the use of various fabrics, techniques for fit and alterations, and complex garment designs. (FID – A10.9.5)

B. Alter, Repair, and Remodel Apparel
19.6 Evaluate the appropriateness of altering, repairing, or remodeling apparel or accessory items. (FID – A10.9.6)
19.7 Identify necessary alterations. (FID – A10.9.7)
19.8 Identify and evaluate resources needed, costs, and services available for altering and repairing clothing. (FID – A10.9.8)
19.9 Evaluate the fit and appearance of altered apparel or accessory items. (FID – A10.9.9)

C. Apparel for Individuals with Special Needs
19.10 Identify sources that provide or sell fashions, textiles, or apparel to individuals with special needs. (FID – A10.9.10)
19.11 Analyze the information provided by public and private agencies regarding fashions, textiles, and apparel for individuals with special needs. (FID – A10.9.11)
19.12 Select fiber and fabric construction methods that are best suited to individuals with special needs. (FID – A10.9.12)

19.13 Design and construct or modify garments for individuals with special needs. (FID – A10.9.13)
19.14 Identify notions, such as closures and accessories, appropriate for constructing or modifying apparel for individuals with special needs. (FID – A10.9.14)

FID – A10.10 Standard 20: Wardrobe Planning, Budgeting, and Selection
Analyze the principles of wardrobe planning and maintenance and the factors that influence a person's apparel budget.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Fashion, Textiles, and Apparel.**

A. Wardrobe Planning, Budgeting, and Selection
20.1 Select fashion, textile, and apparel products that are appropriate for a variety of situations. (FID – A10.10.1)
20.2 Plan and select apparel that is complementary to an individual's body type, coloring, and personality. (FID – A10.10.2)
20.3 Evaluate apparel choices according to individual lifestyles and goals. (FID – A10.10.3)

20.4 Analyze a family's clothing needs and wants during various stages of the life cycle. (FID – A10.10.4)
20.5 Develop a plan for extending and expanding a wardrobe. (FID – A10.10.5)
20.6 Examine ways to expand a wardrobe through recycling, resale, or purchase of items. (FID – A10.10.6)
20.7 Evaluate the influence of workplace requirements for wardrobe planning and purchases. (FID – A10.10.7)

B. Apparel Analysis

20.8 Evaluate and compare manufactured and custom apparel and accessories in terms of quality, time, energy, and cost. (FID – A10.10.8)
20.9 Compare similar garments at various retail sources for cost and quality. (FID – A10.10.9)
20.10 Identify retail sources for various markets, including telemarketing and Internet sources. (FID – A10.10.10)
20.11 Identify personal services offered by different sources of apparel. (FID – A10.10.11)

Food and Nutrition

HTR – A10.5 Standard 21: Nutrition and Health

Define the principles of nutrition and their relationship to good health through the life cycle.*
Food and Nutrition and Individual and Family Health were combined in some standards to avoid repetition. The standards detail in this standard only applies to Food and Nutrition.

21.1 Explain the functions and sources of the major nutrients and their relationship to good health. (HTR – A10.5.1)
21.2 Compare an individual's daily diet with average needs for each food group in the USDA MyPlate based on age, gender, and physical activity. (HTR – A10.5.2)
21.3 Evaluate nutritional needs, food choices, and habits of individuals in different stages of the life cycle and design or modify their diets. (HTR – A10.5.3)
21.4 Describe food related illnesses and examine strategies for their prevention and treatment. (HTR – A10.5.4)
21.5 Compare and analyze label information and terminology on food products and other sources of nutritional information provided through various media. (HTR – A10.5.5)
21.6 Explain the process of digestion, absorption, and metabolism in the body's use of food and the effects of medications, alcohol, and drugs. (HTR – A10.5.6)
21.7 Compare and evaluate dietary programs and information that deal with weight control and nutrition. (HTR – A10.5.7)

HTR – A10.6 Standard 22: Food Safety and Sanitation

Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

22.1 Identify organisms that cause food-borne illnesses and food spoilage; sources of contamination; and conditions required for the growth of organisms. (HTR – A10.6.1)
22.2 Employ sanitary practices before, during, and after food preparation and service. (HTR – 10.6.2)
22.3 Demonstrate and compare the proper techniques for safe storage and preparation of food. (HTR – A10.6.3)
22.4 Identify and evaluate information provided by agencies and media regarding food safety regulations as well as nutrition and environmental issues. (HTR – A10.6.4)

HTR – A10.7 Standards 23: Food Preparation and Meal Management

Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.

A. Food Purchasing

23.1 Identify and demonstrate techniques to manage and conserve time, energy, and resources when planning, selecting, and preparing foods or meals. (HTR – A10.7.1)

23.2 Compare information on food labels to analyze and determine serving size, number of servings, calories, ingredients, and nutritional value. (HTR – A10.7.2)
23.3 Compare food quality, products, brands, number of servings, and unit prices as well as expiration dates. (HTR – A10.7.3)
23.4 Apply consumer and decision-making skills when selecting and purchasing food. (HTR – 10.7.4)
23.5 Identify and compare commercially- and home-prepared food and meals based on cost, nutritional value, quality, time, and energy. (HTR – A10.7.5)
23.6 Evaluate a food budget for an individual or a family based on income, nutritional needs, and stages of the life cycle. (HTR – A10.7.6)
23.7 Identify and compare local food source outlets for cost, convenience, services, and variety of selections. (HTR – A10.7.7)

B. Food Preparation

23.8 Define food preparation terminology and interpret standardized recipes used in the preparation of food products. (HTR – A10.7.8)
23.9 Describe the properties and functions of ingredients and their substitutes used to prepare foods. (HTR – A10.7.9)
23.10 Use appropriate equipment and techniques for dry and liquid measurements. (HTR – A10.7.10)
23.11 Define and demonstrate food preparation techniques and skills that preserve nutrients and enhance the flavor and appearance of food. (HTR – A10.7.11)
23.12 Plan, prepare, and serve meals that apply the principles of contrasts in flavors, textures, and temperatures and are aesthetically pleasing and nutritious. (HTR – A10.7.12)
23.13 Convert volume and weight measurements to increase and decrease yields of recipes. (HTR – A10.7.13)
23.14 Investigate and describe current trends in food preparation. (HTR – A10.7.14)

HTR – A10.8 Standard 24: Food Culture and Etiquette

Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.

24.1 Demonstrate table manners and etiquette commonly accepted in the United States. (HTR – A10.8.1)
24.2 Describe and practice basis table setting techniques and a variety of meal service styles. (HTR – A10.8.2)
24.3 Identify regional differences in the United States affecting the preparation and service of food. (HTR – A10.8.3)
24.4 Identify cultural differences affecting the preparation and service of food. (HTR – A10.8.4)
24.5 Research and compare food preparation techniques, table settings, meal etiquette, food habits, and traditions of different cultures. (HTR – A10.8.5)
24.6 Describe the influence of such factors as culture, geographic region, and socio-economics status on food choices and habits. (HTR – A10.8.6)

HTR – A10.9 Standard 25: The Science of Food and Nutrition

Identify the aspects of science related to food preparation, product development, and nutrition.

25.1 Describe the physical and chemical processes that occur during food preparation and the effects of cooking methods and ingredient substitution on food products and their nutritional value. (HTR – A10.9.1)
25.2 Analyze and compare the nutrient content and density in a variety of foods. (HTR – A10.9.2)
25.3 Apply the scientific principles to food preparation (investigation, formulation of hypotheses, and experimentation). (HTR – A10.9.3)
25.4 Describe the biochemical processes enabling the body to use nutrients from food. (HTR – A10.9.4)

25.5 Apply data from nutritional research studies to evaluate information on nutrition and diet. (HTR – A10.9.5)
25.6 Describe the relationships of acid and alkaline bases, states of matter, and the use of energy to food and food sensory evaluations. (HTR – A10.9.6)
25.7 Describe the functions and effects of chemicals and additives in food. (HTR – A10.9.7)
25.8 Apply the scientific method to test food science principles or develop new food products. (HTR – A10.9.8)

HTR – A10.10 Standard 26: Food Production and Technology
Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.

26.1 Describe and compare different methods of preserving foods. (HTR – A10.10.1)
26.2 Describe technological advances in food production, processing, and distribution methods and evaluate their impact on food quality, availability, and cost. (HTR – A10.10.2)
26.3 Analyze health, safety, and environmental issues related to current and emerging food technologies. (HTR – A10.10.3)
26.4 Describe quality assurance procedures used in food production and processing. (HTR – A10.10.4)
26.5 Compare food production and processing techniques, safety standards, and distribution methods in the world marketplace. (HTR – A10.10.5)

HTR – A10.11 Standard 27: Facilities and Equipment
Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism and recreation.

27.1 Identify safety hazards and emergency procedures for accidents related to facilities and equipment. (HTR – A10.11.1)
27.2 Define the work triangle concept and apply the principles to kitchen safety and efficiency. (HTR – A10.11.2)
27.3 Describe food preparation equipment, appliances, and surfaces in terms of sanitation, safety, maintenance, and cost. (HTR – A10.11.3)
27.4 Apply appropriate practices when using, maintaining, and storing food preparation equipment and appliances. (HTR – A10.11.4)

Housing and Furnishings

FID – A10.5 Standard 28: Housing and Furnishing Selections
Explore how apparel and interior fashions meet social, physical, and psychological needs of individuals and families.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

28.1 Explain how selections in housing, furnishings, and accessories meet social, physical, and psychological needs. (FID – A10.5.1)
28.2 Analyze how fads and trends influence choices in decorating. (FID – A10.5.2)
28.3 Explain how cultural values and ideals are expressed through housing, furnishings and accessories. (FID – A10.5.3)

FID – A10.6 Standard 29: Elements and Principles of Color and Design
Demonstrate an understanding of the elements and principles of design and color theory as they apply to the selection of apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

29.1 Identify and apply the elements and principles of design to evaluate and plan aesthetic and pleasing living environments. (FID – A10.6.1)
29.2 Use the elements and principles of design to select home furnishings and equipment. (FID – A10.6.2)
29.3 Identify color terminology and give examples of color schemes. (FID – A10.6.3)
29.4 Apply and evaluate color schemes to achieve aesthetically pleasing living environments. (FID – A10.6.4)
29.5 Explain the science of color perception. (FID – A10.6.5)
29.6 Analyze the use of color for psychological effect. (FID – A10.6.6)

FID – A10.7 Standard 30: Housing and Furniture Styles
Compare and contrast the historical and cultural influences on apparel, furnishings, and housing.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

30.1 Identify factors that influence trends and cycles in housing and furniture styles. (FID – A10.7.1)

30.2 Identify and describe the characteristics of recognized architectural styles and determine cultural influences. (FID – A10.7.2)
30.3 Identify major periods of furniture styles and determine cultural influences. (FID – A10.7.3)
30.4 Research and describe housing and furniture styles that have evolved as the result of technology. (FID – A10.7.4)

FID – A10.8 Standard 31: Textiles and Materials
Explore and experiment with different textile fibers, fabrics and finishes used for apparel and furnishings.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

31.1 Identify and compare the characteristics of textiles and materials used in living environments. (FID – A10.8.1)
31.2 Select textiles and materials appropriate for use in living environments for individuals and families throughout the life cycle. (FID – A10.8.2)
31.3 Explain the proper procedures for the maintenance of textiles and materials used in living environments. (FID – A10.8.3)
31.4 Describe the influences of new and emerging science and technology on textiles, materials, and finishes used in living environments. (FID – A10.8.4)

FID – A10.9 Standard 32: Custom Interior Items and Accessories
Demonstrates how to construct, alter, and repair fashion and interior items and accessories through the use of basic construction techniques and equipment.*

***Fashion and Interiors were combined in some standards to avoid repetition. The standards detail in this standard applies only to Housing and Furnishings.**

A. Custom Interior Items and Accessories
32.1 Demonstrate ability to take accurate measurements. (FID – A10.9.1)
32.2 Select appropriate fabric, materials, tools, and equipment for the construction of interior items and accessories. (FID – A10.9.2)
32.3 Construct interior items and accessories through the use of appropriate custom construction techniques and equipment. (FID – A10.9.3)
32.4 Analyze the use of appropriate finishing techniques for items constructed either by custom or manufactured methods. (FID – A10.9.4)
32.5 Develop advanced custom construction skills through the use of unusual fabrics, fitting techniques, and complex designs. (FID – A10.9.5)

B. Alter, Repair and Remodel Interior Items and Accessories

32.6 Evaluate the appropriateness of altering, repairing, or remodeling interior items or accessories. (FID – A10.9.6)
32.7 Identify necessary alterations. (FID – A10.9.7)
32.8 Identify and evaluate resources needed, costs, and services available for altering and repairing interior items or accessories. (FID – A10.9.8)
32.9 Evaluate the fit and appearance of altered interior items or accessories. (FID – A10.9.9)

C. Interior Items and Accessories for Individuals with Special Needs

32.10 Identify sources that provide or sell interior items and accessories to individuals with special needs. (FID – A10.9.10)
32.11 Analyze the information provided by public and private agencies regarding interior items and accessories for individuals with special needs. (FID – A10.9.11)
32.12 Select fiber and fabric construction methods that are best suited for individuals with special needs. (FID – A10.9.12)
32.13 Design and construct or modify interior items and accessories for individuals with special needs. (FID – A10.9.13)

FID – A10.11 Standard 33: Housing Decisions

Evaluate the factors that influence housing decisions.

33.1 Identify and evaluate housing alternatives and the factors that influence housing decisions. (FID – A10.11.1)
33.2 Identify and compare housing requirements for individuals and families to ensure universal access. (FID – A10.11.2)
33.3 Identify the factors and explain the process for determining the percentage of income appropriate for housing costs. (FID – A10.11.3)
33.4 Compare the advantages and disadvantages of home ownership and home rental. (FID – A10.11.4)
33.5 Investigate and compare the cost of home purchase contracts and financing options. (FID – A10.11.5)
33.6 Research landlord and tenant rights and responsibilities and interpret the components of a lease agreement. (FID – A10.11.6)
33.7 Evaluate the advantages and disadvantages of shared housing. (FID – A10.11.7)
33.8 Compare the advantages and disadvantages of remodeling a home with relocation to another dwelling. (FID – A10.11.8)
33.9 Research public and private resources available to help in planning the modification of living environments to ensure universal access. (FID – A10.11.9)

FID – A10.12 Standard 34: Home Furnishings and Living Environments

Identify the factors influencing the selection and care of home furnishings, accessories, and equipment.

A. Selection and Care of Furnishings, Accessories, and Equipment

34.1 Describe factors that influence the selection of home furnishings. (FID – A10.12.1)
34.2 Identify basic furnishings and equipment needs for individuals and families. (FID – A10.12.2)
34.3 Identify factors that determine quality in home furnishings, accessories, and equipment. (FID – A10.12.3)
34.4 Plan furnishings for living environments. (FID – A10.12.4)
34.5 Compare a variety of sources for purchasing new and used home furnishings, accessories, and equipment. (FID – A10.12.5)
34.6 Recommend appropriate care, repair, and maintenance of home furnishings, accessories, and equipment. (FID – A10.12.6)
34.7 Identify emerging technology as it relates to housing, home furnishings, accessories, and equipment. (FID – A10.12.7)
34.8 Compare the advantages and disadvantages of recycling, refinishing, or restoring home furnishings and accessories. (FID – A10.12.8)

B. Safe and Healthy Living Environments

34.9 Describe reasons for having a safe, clean, and orderly environment. (FID – A10.12.9)
34.10 Describe potential health and safety hazards and emergencies that occur in the home and identify practices that can prevent accidents and illnesses. (FID – A10.12.10)
34.11 Analyze floor plans and elevations for safety, organization, efficiency, and ease of maintenance. (FID – A10.12.11)
34.12 Describe and develop a plan for scheduling routine care and maintenance that is time, energy, and cost efficient. (FID – A10.12.12)
34.13 Compare the costs and feasibility of alternatives for maintenance and improvement of living environments. (FID – A10.12.13)
34.14 Describe ways in which special devices, equipment, and strategies can be used to make the home environment safer, more comfortable, and universally accessible for all individuals. (FID – A10.12.14)

FID – A10.13 Standard 35: Space Planning

Assess the principles and factors that influence space planning and interior design, including universal access.

35.1 Describe factors to consider in planning indoor and outdoor areas for living, work, and storage. (FID – A10.13.1)
35.2 Evaluate and design a living environment to meet individual, family, and group needs and ensure universal access through the life cycle. (FID – A10.13.2)
35.3 Define and apply the concept of traffic patterns in designing space for living, working, and storage. (FID – A10.13.3)
35.4 Create a plan for remodeling or redecorating a living environment to meet the needs of an individual or a family. (FID – A10.13.4)
35.5 Identify strategies and new technology available to improve space utilization. (FID – A10.13.5)

Individual and Family Health

HTR – A10.5 Standard 36: Health and Nutrition

Define the principles of nutrition and their relationship to good health through the life cycle.

36.1 Explain the functions of body systems and describe nutritional practices that promote optimum health. (HTR – A10.5.1)
36.2 Determine and compare appropriate caloric and energy needs to maintain, lose, or gain weight through the life cycle. (HTR – A10.5.2)
36.3 Evaluate and compare the advantages, disadvantages, and costs of dietary supplements, medications, procedures, and fad diets for weight control. (HTR – A10.5.3)
36.4 Analyze dietary patterns for short- and long-range health implications. (HTR – A10.5.4)
36.5 Prepare a profile of symptoms to illustrate various eating disorders and relate that profile to self-abusive behavior. (HTR – A10.5.5)

ECDFS – A10.17 Standard 37: Personal Health

Summarize the importance of wellness and safety to individual and family heath and well-being.

A. Personal Health

37.1 Define health and identify the characteristics of a healthy person. (ECDFS – A10.17.1)
37.2 Explain the relationship of exercise, rest, and good nutrition to physical fitness, job performance, and health. (ECDFS – A 10.17.2)
37.3 Identify symptoms of illness and infections. (ECDFS – A10.17.3)
37.4 Maintain accurate personal and family health histories. (ECDFS – A10.17.4)
37.5 Identify family health care options for maintaining optimal health. (ECDFS – A10.17.5)

B. Wellness

37.6 Analyze self-esteem and its relationship to mental wellness through the life cycle. (ECDFS – A10.17.6)

37.7 Define emotions and explain the relationship of managing emotions to maintaining physical and mental health. (ECDFS – A10.17.7)

37.8 Evaluate the need for and use strategies to build self-esteem through the life cycle. (ECDFS – A10.17.8)

37.9 Describe and compare how positive and negative attitudes and stress affect behavior and health. (ECDFS – A10.17.9)

37.10 Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations. (ECDFS – A10.17.10)

C. Emergency Care and Preparedness

37.11 Identify health hazards in the home, school, community, and workplace. (ECDFS – A10.17.11)

37.12 Demonstrate basic first-aid techniques and explain emergency procedures. (ECDFS – A10.17.12)

37.13 Explain preparedness strategies for emergencies and disasters. (ECDFS – A10.17.13)

37.14 Describe strategies to make the home, school and community safe for individuals. (ECDFS – A10.17.14)

37.15 Prepare emergency plans for families to use in various emergency situations. (ECDFS – A10.17.15)

D. Responsible Health Related Behaviors

37.16 Use the decision-making process to make responsible health choices. (ECDFS – A10.17.16)

37.17 Identify high risk health behaviors and their effects on individuals and society. (ECDFS – A10.17.17)

37.18 Explain types and symptoms of verbal, physical, and emotional abuse and their effects on physical and mental health. (ECDFS – A10.17.18)

37.19 Compare appropriate and inappropriate ways to express emotions. (ECDFS – A10.17.19)

37.20 Describe various types and consequences of substance abuse. (ECDFS – A10.17.20)

37.21 Identify resources that provide support systems for substance abusers and abused individuals. (ECDFS – A10.17.21)

37.22 Define and recognize types of manipulative behavior as well as pressures exerted by peers and media and describe strategies for prevention and management. (ECDFS – A10.17.22)

E. Health and the Environment

37.23 Describe health problems related to the environment that affects individuals and families. (ECDFS – A10.17.23)

37.24 Assess environmental health risks and their impact on the quality of life. (ECDFS – A10.27.24)

37.25 Recommend actions for the prevention or correction of environmental conditions that affect individuals and families. (ECDFS – A10.27.25)

37.26 Review and analyze the effects of current environmental laws and regulations. (ECDFS – A10.27.26)

F. Community Health Resources

37.27 Compare and evaluate sources of information regarding health and well-being. (ECDFS – A10.17.27)

37.28 Identify and evaluate services and organizations that provide for emergency and health care needs. (ECDFS – A10.17.28)

ECDFS – A10.18 Standard 38: Communicable and Non-communicable Infections and Diseases.
Demonstrate an understanding of how to prevent and control infection and disease to produce the optimum health of individuals and families.

38.1 Define communicable and non-communicable infections and diseases. (ECDFS – A10.18.1)
38.2 Identify basic procedures to care for individuals with infections and diseases. (ECDFS – A10.18.2)
38.3 Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases. (ECDFS – A10.18.3)

Transferable and Employability Skills

ECDFS – A2.0, FID – A2.0, HTR – A2.0 Standard 39: Communication
Acquire and use accurately industry sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment to LS 9-10, 11-12.6)

39.1 Explain how personal and interpersonal skills and group dynamics affect personal, family, and work life. (ECDFS, FID, HTR – A2.0.1)
39.2 Exhibit positive attitudes such as self-confidence, honesty, perseverance, initiative, and self-discipline. (ECDFS, FID, HTR – A2.0.2)
39.3 Explain ways to work cooperatively, share responsibilities, accept supervision, and assume leadership roles. (ECDFS, FID, HTR – A2.0.3)
39.4 Describe effective working relationships across age, gender, and cultural groups. (ECDFS, FID, HTR – A2.0.4)
39.5 Assess and practice effective nonverbal, oral, and written communication skills appropriate for various relationships and situations. (ECDFS, FID, HTR – A2.0.5)
39.6 Design and evaluate a plan to strengthen personal and interpersonal skills, including understanding the distinguishing qualities of effective leaders. (ECDFS, FID, HTR – A2.0.6)

ECDFS – A3.0, FID – A3.0, HTR – A3.0 Standard 40: Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment to SLS 11-12.2)

A. Career Awareness
40.1 Identify the relationship of the content areas for consumer and family studies to the home economics related career pathways. (ECDFS, FID, HTR – A3.0.1)
40.2 Describe career pathways and strategies for obtaining employment and advancing in various pathways. (ECDFS, FID, HTR – A3.0.2)
40.3 Research the benefits, educational requirements, work requirements, and costs of preparing for employment in a Family and Consumer Sciences related field including teaching in California. (ECDFS, FID, HTR – A3.0.3)
40.4 Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios. (ECDFS, FID, HTR – A3.0.4)

B. Employability
40.5 Define and describe employability skills and professionalism. (ECDFS, FID, HTR – A3.0.5)
40.6 Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior. (ECDFS, FID, HTR – A3.0.6)
40.7 Evaluate dress, grooming, and personal hygiene appropriate for various job situations. (ECDFS, FID, HTR – A3.0.7)
40.8 Analyze skills needed to work effectively and efficiently as a supervisor or employee. (ECDFS, FID, HTR – A3.0.8)
40.9 Describe and practice behaviors and attitudes that contribute to success in job retention and promotion. (ECDFS, FID, HTR – A3.0.9)
40.10 Define ways in which employees may have to adapt to changes in the workplace. (ECDFS, FID, HTR – A3.0.10)

ECDFS – A10.19, FID – A10.14, HTR – A10.13 Standard 41: Management of Personal, Family, and Work Responsibilities
Explain the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

41.1 Describe and relate the management process to a balanced personal, family, and work life. (ECDFS – A10.19.1, FID – A10.14.1, HTR – A10.13.1)
41.2 Apply management skills, including negotiation, to home and work life. (ECDFS – A10.19.2, FID – A10.14.2, HTR – A10.13.2)
41.3 Examine various roles and expectations that influence the ability to balance personal, family, and work life. (ECDFS – A10.19.3, FID – A10.14.3, HTR – A10.13.3)
41.4 Explain ways in which technology affects personal, family, and work life and evaluate its use in managing and balancing responsibilities. (ECDFS – A10.19.4, FID – A10.14.4, HTR – A10.13.4)
41.5 Apply and use the decision-making process to resolve situations with a potential for conflict and stress. (ECDFS – A10.19.5, FID – A10.14.5, HTR – A10.13.5)
41.6 Analyze ways to integrate personal and family needs, values, and goals. (ECDFS – A10.19.6, FID – A10.24.6, HTR – A10.13.6)

ECDFS – A10.20, FID – A10.15, HTR – A10.12 Standard 42: Influences on Individual, Family, and Workplace Decisions
Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

42.1 Explain how individual decisions may be affected by the different stages of the human life cycle. (ECDFS – A10.20.1, FID – A10.15.1, HTR – A10.12.1)
42.2 Explain how family decisions are affected and may change in each stage of the human life cycle. (ECDFS – A10.20.2, FID – A10.15.2, HTR – A10.12.2)
42.3 Describe how work-related factors influence decisions at each stage of the life cycle. (ECDFS – A10.20.3, FID – A10.15.3, HTR – A10.12.3)

ECDFS – A10.21, FID – A10.16, HTR – A10.14 Standard 43: Transferability of Consumer and Family Studies Knowledge, Skills, and Attitudes to Careers
Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced training and education or careers.

43.1 Explain how Consumer and Family Studies knowledge and skills can be transferred to advanced education and careers, including entrepreneurship. (ECDFS – A10.21.1, FID – A10.16.1, HTR – A10.14.1)
43.2 Describe the need and capacity for lifelong learning. (ECDFS – A10.21.2, FID – A10.16.2, HTR – A10.14.2)

Oroville Union High School District
Course Description

Course Title:	Culinary I
Aeries Course #:	844A
CBEDS #:	8020
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	Yes (OHS Only)
Approval Date:	9/26/17
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Life Management (LPHS Only)
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	10-12 (10th by Instructor Approval – LPHS Only)
Primary Textbook(s):	*Guide to Good Food*, Goodheart-Willcox, 2018 ISBN: 978-1-63126-225-8 *Culinary Essentials,* Glencoe/Johnson and Wales Univ., 2010 Glencoe/McGraw Hill ISBN: 978-0-07-888359-0
Supplemental Materials:	*ServSafe Essentials*, 5th Edition, National Restaurant Association ISBN: 978-1-58280-222-0 *Culinary Essentials Lab Manual*, Glencoe/Johnson and Wales Univ., 2010 Glencoe/McGraw Hill ISBN: 0-007-822610-4
Digital Resources:	icevonline.com Foodnetwork.com YouTube.com

Course Overview

This hands-on course is designed to help students expand their basic food preparation skills and knowledge through topics of study including: safety & sanitation, nutrition & wellness, cooking methods of all food groups, the study of various cultures & cuisines and an investigative career unit. Successful completion of this course will earn students a Food Handlers certification. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

Please attach a copy of all standards that apply to this course.

Board Approval Date: _____

Hospitality, Tourism and Recreation Standards

Career Ready Practice Standards

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology
Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.
4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
4.5 Research past, present, and projected technological advances as they impact a particular pathway.
4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork
Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FCCLA). (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.5 Understand that the modern world is an international community and requires an expanded global view.
9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
10.4 Collaborate with industry experts for specific technical knowledge and skills.
10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.
11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Food Service and Hospitality Pathway Standards

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Sample occupations associated with this pathway:

- Food Expeditor
- Restaurant Manager
- Banquet and Catering Director
- Research Chef
- Executive Chef

B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.

B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.

B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.

B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.
B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).

B3.0 Interpret the basic principles of sanitation and safe food handling.

B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.
B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.

B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).

B4.0 Analyze the basics of food service and hospitality management.

B4.1 Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.
B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
B4.3 Interpret the differences in goals and organizational management of various food service businesses.
B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.

B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.

B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
B5.6 Prioritize tasks and plan work schedules based on budget and personnel.

B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.

B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B8.0 Apply the knowledge and skills essential for effective customer service.

B8.1 Analyze the importance of customer service to the success of the food service establishment.
B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
B8.3 Recognize common customer complaints and the service solutions for preventing or resolving complaints.
B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.
B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Apply the basic procedures and skills needed for food and beverage service.

B9.1 Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.
B9.2 Apply the concept of mise en place in relation to food and beverage service.
B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
B9.4 Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.
B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.
B9.7 Apply the procedures for handling noncash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
B9.8 Conduct all financial transactions in an accurate, professional, and ethical manner, including gratuities.
B9.9 Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.

B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.

- B11.1 Understand the customer's perception of value and its relationship to profit and loss.
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
- B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
- B11.4 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B12.0 Describe the fundamentals of successful sales and marketing methods.

- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the food service industry.
- B12.6 Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.

Oroville Union High School District
Course Description

Course Title:	Culinary II (Food Service)
Aeries Course #:	830A
CBEDS #:	8021
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	Yes (OHS Only)
Approval Date:	9/26/17
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Culinary I
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	11-12
Primary Textbook(s):	*Introduction to Culinary Arts - The Culinary Institute of America* Pearson, 2017, ISBN: 978-0-13-470191-2
Supplemental Materials:	*ServSafe Coursebook*, 7th Edition, National Restaurant Association ISBN: 978-1-58280-332-6
Digital Resources:	icevonline.com

Course Overview

This hands-on course is designed to provide students with career-oriented instruction needed to succeed in the culinary industry. Topics covered include: review of basic food preparation skills, advanced food preparation skills, front-of-the house duties, back-of-the-house duties, menu development, plating, customer service, and management skills. Students will be required to participate in catering jobs throughout the year. Successful completion of this course will earn students a ServSafe Manager certification. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: Students are required to participate in community classroom (internship) placements. This course meets the CSU/UC "A-G" Subject" requirement.**

Please attach a copy of all standards that apply to this course.

Board Approval Date: _____

Hospitality, Tourism and Recreation Standards

Career Ready Practice Standards

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology
Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.
4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
4.5 Research past, present, and projected technological advances as they impact a particular pathway.
4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FCCLA). (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.5 Understand that the modern world is an international community and requires an expanded global view.
9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
10.4 Collaborate with industry experts for specific technical knowledge and skills.
10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Food Service and Hospitality Pathway Standards

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Sample occupations associated with this pathway:

- Food Expeditor
- Restaurant Manager
- Banquet and Catering Director
- Research Chef
- Executive Chef

B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.

B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.

B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.

B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.
B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).

B3.0 Interpret the basic principles of sanitation and safe food handling.

B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).

B4.0 Analyze the basics of food service and hospitality management.

B4.1 Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.
B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
B4.3 Interpret the differences in goals and organizational management of various food service businesses.
B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.

B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.

B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
B5.6 Prioritize tasks and plan work schedules based on budget and personnel.

B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.

B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B8.0 Apply the knowledge and skills essential for effective customer service.

B8.1 Analyze the importance of customer service to the success of the food service establishment.
B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
B8.3 Recognize common customer complaints and the service solutions for preventing or resolving complaints.
B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.
B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Apply the basic procedures and skills needed for food and beverage service.

B9.1 Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.
B9.2 Apply the concept of mise en place in relation to food and beverage service.
B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
B9.4 Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.
B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.
B9.7 Apply the procedures for handling noncash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
B9.8 Conduct all financial transactions in an accurate, professional, and ethical manner, including gratuities.
B9.9 Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.

B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.

- B11.1 Understand the customer's perception of value and its relationship to profit and loss.
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
- B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
- B11.4 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B12.0 Describe the fundamentals of successful sales and marketing methods.

- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the food service industry.
- B12.6 Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.

Oroville Union High School District
Course Description

Course Title:	Culinary II (Hospitality)
Aeries Course #:	830A
CBEDS #:	8021
Course Length:	One Year
Type of Credit(s):	CTE
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	Yes
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Culinary I
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	10-12 (10^{th} with Instructor Approval)
Primary Textbook(s):	*Foundations of Restaurant Management and Culinary Arts,* Johnson and Wales University, Pearson/National Restaurant Association, 2010 ISBN: 978-0-13-801938-9
Supplemental Materials:	*ServSafe Essentials,* Johnson and Wales University, Glencoe/McGraw Hill, 2010 ISBN: 978-1-58280-222-0 *Complete Book Of Sauces*, Sallie Y. Williams, Publisher: Houghton Mifflin Harcourt, 1995 ISBN: 978-0028603605
Digital Resources:	Foodnetwork.com YouTube.com

Course Overview

This course provides advanced experiences in food production, management, and service. Topics include food service operations, advanced food production, and professionalism. Students will have the ability to comprehend course materials and skills to conduct appropriate labs related to Culinary Arts. Students will be responsible for classroom presentations, labs, and overall participation. The required school-based laboratory for the Culinary Arts and Hospitality program is a food service kitchen with a food serving and dining area. School-based laboratory experiences are essential for students to develop skills in food service. Students are highly encouraged to participate in Family, Career and Community Leaders of America (FCCLA), which provides students with co-curricular opportunities to demonstrate skill mastery through competitions and catering events. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

Please attach a copy of all standards that apply to this course.

Board Approval Date: _____

Hospitality, Tourism and Recreation Standards

Career Ready Practice Standards

Standards for Career Ready Practice describe the fundamental knowledge and skills that a career ready student needs in order to prepare for transition to postsecondary education, career training, or the workforce. These standards are not exclusive to a career pathway, a CTE program of study, a particular discipline, or level of education. Standards for Career Ready Practice are taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. Standards for Career Ready Practice are a valuable resource to CTE and academic teachers designing curricula and lessons in order to teach and reinforce the career-ready aims of the CTE Model Curriculum Standards and the Common Core State Standards.

1. **Apply appropriate technical skills and academic knowledge.**
   Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and other work-related practices.

2. **Communicate clearly, effectively, and with reason.**
   Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

3. **Develop an education and career plan aligned with personal goals.**
   Career-ready individuals take personal ownership of their own educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process and understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

4. **Apply technology to enhance productivity.**
   Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. **Utilize critical thinking to make sense of problems and persevere in solving them.**
   Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve the problem and, once agreed upon, follow through to ensure the problem is resolved.

6. **Practice personal health and understand financial literacy.**
   Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

7. **Act as a responsible citizen in the workplace and the community.**
   Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them and think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

8. **Model integrity, ethical leadership, and effective management.**
   Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

9. **Work productively in teams while integrating cultural and global competence.**
   Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. **Demonstrate creativity and innovation.**
    Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. **Employ valid and reliable research strategies.**
    Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. **Understand the environmental, social, and economic impacts of decisions.**
    Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Hospitality, Tourism, and Recreation academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Hospitality, Tourism, and Recreation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology
Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.
4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.
4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.
4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.
4.5 Research past, present, and projected technological advances as they impact a particular pathway.
4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

5.0 Problem Solving and Critical Thinking
Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Hospitality, Tourism, and Recreation, using critical and creative thinking; logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.
5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Hospitality, Tourism, and Recreation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.
6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Hospitality, Tourism, and Recreation sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Hospitality, Tourism, and Recreation sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Hospitality, Tourism, and Recreation industry sector.
8.3 Demonstrate ethical and legal practices consistent with Hospitality, Tourism, and Recreation sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.
8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Hospitality, Tourism, and Recreation sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the career technical student organization (FCCLA). (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.
9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
9.4 Explain how professional associations and organizations (such as FCCLA) and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
9.5 Understand that the modern world is an international community and requires an expanded global view.
9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
9.7 Participate in interactive teamwork to solve real Hospitality, Tourism, and Recreation sector issues and problems.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Hospitality, Tourism, and Recreation sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6) This section is specific to the foundational knowledge and skills required for Consumer and Family Studies.

10.1 Interpret and explain terminology and practices specific to the Hospitality, Tourism, and Recreation sector.
10.2 Comply with the rules, regulations, and expectations of all aspects of the Hospitality, Tourism, and Recreation sector.
10.3 Construct projects and products specific to the Hospitality, Tourism, and Recreation sector requirements and expectations.
10.4 Collaborate with industry experts for specific technical knowledge and skills.
10.5 Define the principles of nutrition and their relationship to good health through the life cycle.
10.6 Define and identify the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.
10.7 Apply the principles of food purchasing, food preparation, and meal management in a variety of settings.
10.8 Describe commonly accepted food customs as well as table setting, meal service, and etiquette practices of the United States and other cultures.
10.9 Identify the aspects of science related to food preparation, product development, and nutrition.
10.10 Describe food production, processing, and distribution methods and the relationship of those techniques to consumer food supply and nutrition.
10.11 Explain how to select, safely use, and efficiently care for facilities and equipment related to food product development, food preparation, dining, lodging, tourism, and recreation.
10.12 Assess the individual, family, and workplace factors that influence decisions related to health, leisure, and recreation at each stage of the life cycle and quality of life.
10.13 Explain how individuals apply strategies that enable them to manage personal, family, and work responsibilities to enhance productivity.
10.14 Demonstrate an understanding of how knowledge, skills, attitudes, and behaviors learned in Consumer and Family Studies can be transferred to advanced education and training or careers in Hospitality, Tourism, and Recreation.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Hospitality, Tourism, and Recreation anchor standards, pathway standards, and performance indicators in classroom, laboratory and workplace settings, and through the career technical student organization (FCCLA).

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Hospitality, Tourism, and Recreation sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.
11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.
11.4 Employ entrepreneurial practices and behaviors appropriate to Hospitality, Tourism, and Recreation sector opportunities.
11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

Food Service and Hospitality Pathway Standards

The Food Service and Hospitality pathway focuses on the key aspects of the industry. Students pursuing this career pathway have in-depth, hands-on experiences that emphasize industry awareness; sanitation and safe food handling; food and beverage production; nutrition; food service management; and customer service. Sample occupations associated with this pathway:

- Food Expeditor
- Restaurant Manager
- Banquet and Catering Director
- Research Chef
- Executive Chef

B1.0 Demonstrate an understanding of major aspects of the food service and hospitality industry and the role of the industry in local, state, national, and global economies.

B1.1 Define and compare core elements of the food service and hospitality industry from various supporting industries.
B1.2 Understand how the various segments of the industry contribute to, and impact, local, state, national, and international economies, cultures, and the environment.
B1.3 Explain the relationship between industry trends and local, state, national, and international economic trends.
B1.4 Research the advantages and disadvantages of the working conditions of various careers in the food service and hospitality industry.

B2.0 Demonstrate the basics of safe work habits, security, and emergency procedures required in food service and hospitality establishments.

B2.1 Identify the causes, prevention, and treatment of common accidents and the reporting procedures involved.
B2.2 Practice the basic procedures for the safety of employees and guests, including the procedures for emergency situations.
B2.3 Understand the role of the California Occupational Safety and Health Administration, the Environmental Protection Agency, and other agencies in regulating practices in the food service and hospitality industry.
B2.4 Understand the source and purpose of information in the Material Safety Data Sheets (MSDS) and know the proper use of personal protective equipment (PPE).

B3.0 Interpret the basic principles of sanitation and safe food handling.

B3.1 Employ the standards of personal grooming and hygiene required by local, state, and federal health and safety codes.
B3.2 Understand basic local, state, and federal sanitation regulations as they pertain to food production and service.
B3.3 Explain the types of food contamination, the potential causes, including cross-contamination, and methods of prevention.

B3.4 Practice safe and sanitary procedures in all food handling, including food receiving, storage, production, service, and cleanup.
B3.5 Understand the essential principles of Hazard Analysis Critical Control Points, including the use of flowcharts.
B3.6 Understand the purpose and process of required industry certification (e.g., ServSafe, California Food Handlers Card).

B4.0 Analyze the basics of food service and hospitality management.

B4.1 Understand the responsibilities of management, such as ensuring safe work practices and conditions and complying with important laws and regulations that affect employment, such as wage and hour laws, tenant status, and accommodation of minors.
B4.2 Understand the importance of specific human resource practices and procedures that address workplace diversity, harassment, personal safety, and discrimination.
B4.3 Interpret the differences in goals and organizational management of various food service businesses.
B4.4 Understand the relationship of effective management and business procedures to important outcomes, such as profitability, productivity, workplace atmosphere, consumer and guest satisfaction, and business growth.
B4.5 Design and interpret business plans including: the mission, vision, target market, location, financing, and the community and ecological context of the business.

B5.0 Demonstrate an understanding of the basics of systems operations and the importance of maintaining facilities, equipment, tools, and supplies.

B5.1 Apply the procedures for cleaning and maintaining facilities and equipment and the importance of preventive maintenance and the use of nontoxic and less toxic materials.
B5.2 Recognize the types of materials and supplies used in the maintenance of facilities, including the identification of the hazardous environmental and physical properties of chemicals and the use of Material Safety Data Sheets (MSDS).
B5.3 Practice the procedures for maintaining inventories: ordering food, equipment, and supplies; and storing and restocking supplies.
B5.4 Understand the relationship between facilities management and profit and loss, including the costs of resource consumption, breakage, theft, supplies use, and decisions for repairs or replacement.
B5.5 Understand how various departments in a food service facility contribute to the economic success of a business.
B5.6 Prioritize tasks and plan work schedules based on budget and personnel.

B6.0 Illustrate and apply the basics of food preparation and safety and sanitation in professional and institutional kitchens.

B6.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing a variety of food items.
B6.2 Apply the principle of mise en place, including the placement and order of use of ingredients, equipment, tools, and supplies.
B6.3 Prepare food by using the correct terminology, food safety, techniques, and procedures specified in recipes and formulas.
B6.4 Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
B6.5 Evaluate the qualities and properties of food items and ingredients used in food preparation.
B6.6 Design plating techniques, including accurate portioning and aesthetic presentation skills.
B6.7 Develop a food preparation plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B7.0 Illustrate and apply the basics of baking, pastry, and dessert preparation and safety and sanitation in professional and institutional kitchens.

B7.1 Use, maintain, and store the tools, utensils, equipment, and appliances safely and appropriately for preparing, serving, and storing baked goods, pastries, and desserts.
B7.2 Apply the principle of mise en place, including the placement and order of use of the ingredients, equipment, tools, and supplies unique to baking and pastry production.
B7.3 Produce baked goods, pastries, and desserts by using the correct terminology, food safety, techniques, procedures, and various finishing techniques.
B7.4 Evaluate the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
B7.5 Understand packaging and merchandising techniques to feature seasonal and standard bakery products.
B7.6 Develop a plan using forecasting and cross-utilization of products to maximize profit and eliminate waste.

B8.0 Apply the knowledge and skills essential for effective customer service.

B8.1 Analyze the importance of customer service to the success of the food service establishment.
B8.2 Demonstrate the concept of exceptional customer service and know ways of anticipating the needs and desires of customers to exceed their expectations.
B8.3 Recognize common customer complaints and the service solutions for preventing or resolving complaints.
B8.4 Understand the roles of management and employees in effectively meeting the needs of culturally, generationally diverse, special needs customers.
B8.5 Interact with customers in a positive, responsive, and professional manner.

B9.0 Apply the basic procedures and skills needed for food and beverage service.

B9.1 Differentiate the required duties of various positions, including those of the host/hostess, wait staff, bus person, and others related to opening, closing, change-of-shift, and preparatory work.
B9.2 Apply the concept of mise en place in relation to food and beverage service.
B9.3 Practice safe, efficient, and proper procedures for setting, serving, maintaining, and busing tables.
B9.4 Practice proper techniques for customer service, including greeting, seating, presenting and explaining menu items, and taking customer orders.
B9.5 Integrate appropriate, effective, and efficient techniques for writing food and beverage orders, relaying orders to the kitchen, coordinating and assembling food orders, and preparing and presenting checks to customers.
B9.6 Apply procedures for handling cash transactions, converting currency, and identifying counterfeit currency.
B9.7 Apply the procedures for handling noncash transactions including: credit cards, debit cards, ATM cards, money orders, personal checks, coupons, discounts, and online transactions.
B9.8 Conduct all financial transactions in an accurate, professional, and ethical manner, including gratuities.
B9.9 Produce a product that identifies and explains the impact of theft on the food service and hospitality industry.

B10.0 Demonstrate and apply basic nutritional concepts in meal planning and food preparation.

B10.1 Apply basic nutritional principles and know how to use food preparation techniques that conserve nutrients.
B10.2 Interpret nutritional or ingredient information from food labels and fact sheets and analyze menu items to meet the dietary needs of individuals.
B10.3 Create nutritious, creative, and profitable menus in accord with availability and demand.

B11.0 Demonstrate an understanding of the basic processes of costing and cost analysis in food and beverage production and service.

- B11.1 Understand the customer's perception of value and its relationship to profit and loss.
- B11.2 Understand the components of a profit and loss statement emphasizing food and labor costs.
- B11.3 Utilize the practices of reduce, reuse, and recycle to maximize profits.
- B11.4 Understand the importance and structure of standardized systems, such as the Uniform System of Accounts for Restaurants.
- B11.5 Evaluate the importance of the menu as the primary source of revenue generation and cost control.
- B11.6 Calculate recipe costs and pricing per portion and compare the cost per cover to the theoretical cost.

B12.0 Describe the fundamentals of successful sales and marketing methods.

- B12.1 Recognize methods to develop and maintain long-term customer relations.
- B12.2 Identify the major market segments of the industry and understand how marketing principles and procedures can be applied to target audiences.
- B12.3 Understand basic marketing principles for maximizing revenue based on supply and demand and competition.
- B12.4 Understand the value of advertising, public relations, social networking, and community involvement.
- B12.5 Research the various types of entrepreneurial opportunities in the food service industry.
- B12.6 Design marketing strategies, including branding, benchmarking, and promotional selling and upgrading and their effect on profits.

First Reading of BP's and AR's

Certification (BP 4112.2)
Policy updated to clarify the hiring hierarchy if the district is unable to hire a person who possesses a clear or preliminary credential, including one who is approved for a limited assignment option. Policy reflects Commission on Teacher Credentialing (CTC) Coded Correspondence stating that, if the district needs to hire a person who has been granted a credential waiver by CTC, that person must qualify for a "variable term waiver." Policy also expands section on "National Board for Professional Teaching Standards Certification" to add examples of incentives that may encourage teacher participation.

Assignment (BP/AR 4113)
Policy updated to reflect **NEW LAW (AB 1219, 2019)** which requires annual monitoring of the assignment of certificated employees at all schools, and requires the Commission on Teacher Credentialing (CTC) to administer a statewide system that produces an annual data file of vacancies and misassignments and provides districts an opportunity to submit additional evidence that an employee is legally authorized for the assignment. Policy also adds legal requirements to report misassignments in the school accountability report card and to use Williams uniform complaint procedures to address any complaint alleging teacher misassignment or vacancy. Regulation updated to make minor corrections for gender neutrality.

Sexual Harassment (BP/AR 4119.11/4219.11/4319.11)
Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant. Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds federal requirement to disseminate the district's sexual harassment policy and procedures, along with the name and contact information of the Title IX Coordinator, by posting them in a prominent location on the district's web site and including them in any handbook provided to employees or employee organizations. New section on "Complaint Procedures" references the applicable procedures and the responsibility of the district to take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Title IX Sexual Harassment Complaint Procedures (AR/E 4119.12/4219.12/4319.12)
New regulation to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under state law pursuant to AR 4030 - Nondiscrimination in Employment and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; revise the timeframe for concluding the complaint process from 45 to 60 days; reflect the right to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. New exhibit presents a sample of the required notification to employees, job applicants, and employee organizations regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

Employee Compensation (BP 4151/4251/4351)
Policy updated to delete Labor Code citation that is not applicable to public agencies and instead reflect Education Code provisions related to overtime compensation for classified employees.

Employee Safety (BP/AR 4157/4257/4357)
Policy updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act. Regulation updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires that access to the district's injury and illness prevention program be provided to employees by either providing access in a reasonable time, place, and manner or providing unobstructed access through the district's server or web site. Regulation also updated to add material regarding the provision of facilities for quick drenching within the work area for immediate use when there is exposure to injurious corrosive materials. Regulation adds a section on "Protection from Communicable Diseases and Infections" which includes the development of an exposure control plan for bloodborne pathogens and strategies to prevent and mitigate infectious diseases, and a section on "COVID-19 Exposure" reflecting **NEW LAW (AB 685, 2020)** which specifies notifications that must be provided if the district receives notice of potential exposure to COVID-19 or the Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district work site that exposes employees to the risk of COVID-19.

Work-Related Injuries (AR 4157.1/4257.1/4357.1)
Regulation updated to reflect **NEW LAW (AB 1804, 2019)** which requires that a report of death or serious injury or illness be immediately reported to Cal/OSHA by telephone or through an online mechanism established by Cal/OSHA, with clarification that districts may make the report by telephone or email until Cal/OSHA has an online mechanism available, and **NEW LAW (AB 1805, 2019)** which redefines "serious injury or illness." Regulation adds optional language regarding the responsibility of employees to document any incident, and combines options regarding the reporting of incidents to the insurance carrier or Department of Industrial Relations. Regulation also reflects **NEW LAW (SB 1159, 2020)** which provides that an employee will be presumed to be entitled to workers' compensation benefits for illness or injury resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and other conditions are met.

Personal Leaves (See AR 4161.2/4261.2/4361.2)
Regulation updated to reflect NEW LAW (SB 579, 2015) which expands the purposes of leave for child-related activities to include (1) enrolling or reenrolling a child in a school or with a licensed child care provider and (2) addressing a school or child care emergency, as defined. Regulation also adds definition of "parent/guardian" for purposes of such leave, expanded by SB 579 to include a stepparent, foster parent, or person who stands in loco parentis to the child.

Personnel

Certification

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is granted a provisional internship permit (PIP) or short-term staff permit issued by the CTC

   The Board shall approve, as an action item at an open Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

3. An individual who has been granted a credential waiver by the CTC

Prior to requesting that the CTC issue an emergency permit or a limited assignment permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled open Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ non-credentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

Certification (Cont.)

National Board for Professional Teaching Standards Certification

The Superintendent or designee shall promote a career continuum that includes participation of district teachers in professional learning that supports their completion of advanced certification awarded by the National Board for Professional Teaching Standards (NBPTS). The Superintendent or designee may coordinate a cohort of teachers through school or district programs or other available networks.

With Board approval and funding, and consistent with the collective bargaining agreement and applicable law, the Superintendent may provide an incentive program for teacher participation in NBPTS certification, which may include:

1. Defraying, subsidizing, or reimbursing the registration, certification, or maintenance fees for NBPTS certification

2. Providing bonuses, step increases, or differential pay for teachers who maintain their certification and continue to teach in the district, with priority given to teachers at Title I schools and schools serving a majority of low-income students

3. Providing substitute teachers to provide release time for participating teachers

4. Providing stipends for teacher participation that match other professional development stipends

5. Compensating mentor teachers who support other teachers' professional learning aligned to NBPTS standards

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived

3. Is teaching in the field of discipline of the teacher's certification

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Certification (Cont.)

State	Description
5 CCR 80001-80674.6	Commission on Teacher Credentialing
Ed. Code 32340-32341	Unlawful issuance of a credential
Ed. Code 35186	Complaints regarding teacher vacancy or misassignment
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44200-44399.1	Teacher credentialing
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 44300-44302	Emergency permit
Ed. Code 44325-44328	District interns
Ed. Code 44330-44355	Certificates and credentials
Ed. Code 44420-44440	Revocation and suspension of credentials
Ed. Code 44450-44468	University intern program
Ed. Code 44830-44929	Employment of certificated persons; requirement of proficiency in basic skills
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 8360-8370	Qualifications of child care personnel

Federal	Description
20 USC 6312	Title I local educational agency plans; notifications regarding teacher qualifications
34 CFR 200.48	Parent notification regarding teacher qualifications

Adopted: 3/7/84
Amended: 9/17/03, 5/5/04, 3/21/07, 8/5/09, 6/13/16, 3/15/17

Personnel

Assignment

In order to serve the best interests of students and the educational program, the Governing Board authorizes the Superintendent or designee to assign certificated personnel to positions for which they are qualified pursuant to their certification, preparation, professional experience, and aptitude.

Teachers may be assigned to any school within the district in accordance with the collective bargaining agreement or Board policy.

Assignment to Courses/Classes

The Superintendent or designee shall assign teachers based on the grade level and subject matter authorized by their credentials.

When there is no credential authorization requirement for teaching an elective course, the Superintendent or designee shall select the credentialed teacher whose knowledge and skills best prepare the teacher to provide instruction in that subject.

When specifically authorized by law or regulation, the Superintendent or designee may, with the teacher's consent, assign a teacher to a position outside the teacher's credential authorization in accordance with the local teaching assignment options described in the Commission on Teacher Credentialing's (CTC) Administrator's Assignment Manual. Such assignments shall be annually approved by Board resolution. In such cases, the Superintendent or designee shall reference in district records the statute or regulation under which the assignment is authorized.

If at any time a certificated employee is required by the district to accept an assignment which the employee believes is not legally authorized by the employee's credential, the employee shall notify the Superintendent or designee, in writing, of the misassignment. Within 15 working days, the Superintendent or designee shall notify the employee of the legality of the assignment. If no action is taken by the district, the employee shall provide written notification to the County Superintendent of Schools. No adverse action shall be taken against an employee who files a notice of misassignment. (Education Code 44258.9)

Vacancies and Misassignments

Annually, the district shall review potential misassignments and vacant positions throughout the district. Upon receiving notification from CTC of the availability of data regarding potential misassignments and vacant positions in the district, the Superintendent shall review the data within 60 days. When necessary, the Superintendent or designee may respond by submitting additional documentation to the County Superintendent showing that an employee is legally authorized for an assignment and/or that a position identified as vacant was miscoded and a legally authorized employee is assigned to the position. (Education Code 44258.9)

If the district subsequently receives, within 90 days of CTC's initial notification, a notification from the County Superintendent indicating that a certificated employee in the district is assigned to a position for which the employee has no legal authorization, the district shall correct the assignment within 30 calendar days. (Education Code 44258.9)

Assignment (Cont.)

The district shall serve as the monitoring authority for teacher assignments in any charter school it has authorized, in accordance with Education Code 44258.9-44258.10.

Any complaint alleging teacher misassignment or vacancy shall be filed and addressed through the district's procedures specified in AR 1312.4 - Williams Uniform Complaint Procedures.

The school accountability report card for each school shall include any assignment of teachers outside their subject areas of competence, misassignments, including misassignments of teachers of English learners, and the number of vacant teacher positions for the most recent three-year period. (Education Code 33126)

Equitable Distribution of Qualified and Experienced Teachers

The Superintendent or designee shall identify and address the equitable distribution of highly qualified and experienced teachers among district schools, including those with higher than average levels of low-income, minority, and/or academically underperforming students. The Superintendent or designee shall annually report to the Board comparisons of teacher qualifications across district schools, including the number of teachers serving under a provisional internship permit, short-term staff permit, intern credential, emergency permit, or credential waiver.

Strategies for ensuring equitable access to experienced teachers may include, but are not limited to, incentives for voluntary transfers, provision of professional development, and/or programs to recruit and retain effective teachers.

State	Description
5 CCR 80003-80005	Credential authorizations
5 CCR 80020-80020.5	Additional assignment authorizations
5 CCR 80335	Performance of unauthorized professional services
5 CCR 80339-80339.6	Unauthorized certificated employee assignment
Ed. Code 33126	School accountability report card
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35186	Complaints regarding teacher vacancy or misassignment
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44225.6	Commission report to the legislature re: teachers
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 44314	Subject matter programs, approved subjects
Ed. Code 44824	Assignment of teachers to weekend classes
Ed. Code 44955	Reduction in number of permanent employees
Gov. Code 3543.2	Scope of representation

Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6601-6651	Teacher and Principal Training and Recruiting Fund

Adopted: 8/78
Amended: 9/3/97, 5/5/04, 2/2/05, 12/19/12, 8/24/16

Personnel

Assignment

Assignment to Departmentalized Classes Outside Credential Authorization

Any holder of a credential other than an emergency permit may be assigned, with consent, to teach departmentalized classes in grades K-12 regardless of the designations on the teaching credential, provided that the teacher's subject matter knowledge is verified prior to the assignment. (Education Code 44258.3)

Procedures for verifying a teacher's subject matter knowledge shall be developed and implemented by the Superintendent or designee with the involvement of appropriate subject matter specialists, including curriculum specialists, resource teachers, classroom teachers certified to teach the subject, staff assigned to regional subject matter projects or curriculum institutes, or college faculty. (Education Code 44258.3)

Procedures to be used for this purpose shall specify: (Education Code 44258.3)
One or more of the following ways in which subject matter competence shall be assessed:

a. Observation by subject matter specialists

b. Oral interviews

c. Demonstration lessons

d. Presentation of curricular portfolios

e. Written examinations

Specific criteria and standards for verifying subject matter knowledge by any of the above methods. These criteria shall include, but need not be limited to, evidence of the individual's knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject and the specific content of the district's course of study for the subject at the grade level to be taught.
Whenever a teacher is assigned to teach departmentalized classes pursuant to Education Code 44258.3, the Superintendent or designee shall notify the exclusive representative of the district's certificated employees. (Education Code 44258.3)

Assignment to Elective Courses Outside Credential Authorization

A full-time teacher with special skills and preparation outside the credential authorization may, with the teacher's consent and the prior approval of a district committee on assignments, be assigned to teach an elective course in the area of the special skills or preparation, excluding a course in English, mathematics, science, or social studies. (Education Code 44258.7)

The Superintendent or designee shall establish a committee on assignments, consisting of an equal number of teachers selected by teachers and school administrators selected by school administrators, to approve such assignments. (Education Code 44258.7)

Committee members shall serve a two-year term but may be reappointed using the same procedure as the initial appointment.

Assignment (Cont.)

When determining whether a teacher is qualified for an assignment pursuant to Education Code 44258.7, the committee may consider the teacher's education, prior experience, observation by subject matter specialists, oral interviews, demonstration lessons, presentation of curricular portfolios, and/or written examinations.

Assignments approved by the committee shall be for a maximum of one school year, but may be extended by action of the committee upon application by the principal and teacher. (Education Code 44258.7)

Assignment to Special Schedules

The Superintendent or designee shall make every reasonable effort to accommodate the preferences of certificated staff when assigning them to schools with year-round or regular schedules. (Education Code 37616)

Full-time probationary or permanent classroom teachers employed by the district prior to implementation of weekend classes shall not, without their written consent, be required to teach for more than 180 full days during a school year or for more than the number of full days during the preceding school year, whichever is greater. No teacher shall be assigned to work on a Saturday or Sunday if the teacher objects in writing that such assignment would conflict with religious beliefs or practices. (Education Code 44824)

State	Description
5 CCR 80003-80005	Credential authorizations
5 CCR 80020-80020.5	Additional assignment authorizations
5 CCR 80335	Performance of unauthorized professional services
5 CCR 80339-80339.6	Unauthorized certificated employee assignment
Ed. Code 33126	School accountability report card
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35186	Complaints regarding teacher vacancy or misassignment
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44225.6	Commission report to the legislature re: teachers
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 44314	Subject matter programs, approved subjects
Ed. Code 44824	Assignment of teachers to weekend classes
Ed. Code 44955	Reduction in number of permanent employees
Gov. Code 3543.2	Scope of representation

Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6601-6651	Teacher and Principal Training and Recruiting Fund

Approved: 8/78
Amended: 9/3/97, 5/5/04, 12/19/12

Personnel

Sexual Harassment

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the sex, gender, gender identity, gender expression, or sexual orientation of the victim and harassment based on pregnancy, childbirth, or related medical conditions.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

3. Ensuring prompt, thorough, fair, and equitable investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

District employees who feel that they have been sexually harassed in the performance of their district responsibilities or who have knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to their direct supervisor, a district administrator, or the district's Title IX Coordinator. In any case of sexual harassment involving the supervisor, principal or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or the District's Title IX Coordinator, who shall determine who will investigate the complaint. In any case involving the Superintendent, the report may instead be submitted to the Board President who will either investigate the complaint or obtain an independent investigator to investigate the complaint.

Sexual Harassment (Cont.)

A supervisor or administrator who receives a harassment complaint shall promptly notify the Title IX Coordinator. Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures or AR 4030 - Nondiscrimination in Employment, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 4119.12/4219.12/4319.12 concurrently meets the requirements of AR 4030.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon investigation of a sexual harassment complaint, any district employee found to have engaged or participated in sexual harassment or to have aided, abetted, incited, compelled, or coerced another to commit sexual harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11021	Discrimination in employment - retaliation
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11034	Terms, conditions, and privileges of employment
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 200-262.4	Educational equity; prohibition of discrimination on the basis of sex
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 12950	Sexual harassment
Gov. Code 12950.1	Sexual harassment training
Lab. Code 1101	Political activities of employees
Lab. Code 1102.1	Discrimination: sexual orientation

Federal	Description
20 USC 1681-1688	Title IX prohibition against discrimination
34 CFR 106.1-106.9	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 106.51-106.61	Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Adopted: 2/5/92
Amended 4/15/98, 3/7/07, 3/15/17, 5/16/18

Personnel

Sexual Harassment

The following administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire. Conduct is considered to be sexual harassment when made against another person of the same or opposite sex in the work or educational setting under any of the following conditions: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. The conduct has the purpose or effect of having a negative impact upon the individual's work performance or of creating an intimidating, hostile, or offensive work environment.

4. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of actions that might constitute sexual harassment under state or federal law in accordance with the definitions above, in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

Sexual Harassment (Cont.)

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee, investigate, and resolve sexual harassment complaints processed under AR 4030 - Nondiscrimination in Employment. The Title IX Coordinator(s) may be contacted at:

Dr. Corey Willenberg, Superintendent
211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, extension 1107
cwillenb@ouhsd.net

Training

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours, and nonsupervisory employees receive at least one hour, of classroom or other effective interactive training and education regarding sexual harassment. All newly hired employees and employees promoted to a supervisory position shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

Such training may be completed by employees individually or as part of a group presentation, may be completed in shorter segments as long as the applicable hourly requirement is met, and may be provided in conjunction with other training provided to the employees. The training shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1)

The district's sexual harassment training and education program shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

Sexual Harassment (Cont.)

1. Information and practical guidance regarding federal and state laws concerning the prohibition, prevention, and correction of sexual harassment

2. The types of conduct that constitute sexual harassment

3. Remedies available for victims in civil actions, and potential employer/individual exposure/liability

4. Strategies to prevent harassment in the workplace

5. Supervisors' obligation to report sexual harassment, discrimination, and retaliation of which they become aware

6. Practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

7. The limited confidentiality of the complaint process

8. Resources for victims of unlawful harassment, such as to whom they should report any alleged harassment

9. Steps necessary to take appropriate remedial measures to correct harassing behavior, which includes the district's obligation to conduct an effective workplace investigation of a harassment complaint

10. What to do if the supervisor is personally accused of harassment

11. The essential elements of the district's anti-harassment policy, and how to use the policy if a harassment complaint is filed

    Employees shall receive a copy of the district's sexual harassment policy and administrative regulations, which they shall read and acknowledge that they have received.

12. Information, including practical examples, of harassment based on gender identity, gender expression, and sexual orientation

13. Prevention of abusive conduct, including a review of the definition and elements of abusive conduct pursuant to Government Code 12950.1, the negative effects that abusive conduct has on the victim and other in the workplace, the detrimental consequences of this conduct on employee productivity and morale, and that a single act does not constitute abusive conduct unless the act is severe or egregious

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Sexual Harassment (Cont.)

Notifications

The Superintendent or designee shall notify employees that the district does not discriminate on the basis of sex as required by Title IX, that the Title IX nondiscrimination requirement extends to employment, and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify employees, bargaining units, and applicants for employment of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired (Education Code 231.5)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site (34 CFR 106.8)

5. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to employees or employee organizations (34 CFR 106.8)

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

Sexual Harassment (Cont.)

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

Complaint Procedures

All complaints and allegations of sexual harassment by and against employees shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to AR 4030 - Nondiscrimination in Employment.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11021	Discrimination in employment - retaliation
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11034	Terms, conditions, and privileges of employment
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 200-262.4	Educational equity; prohibition of discrimination on the basis of sex
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940	Unlawful discriminatory employment practices
Gov. Code 12950	Sexual harassment
Gov. Code 12950.1	Sexual harassment training
Lab. Code 1101	Political activities of employees
Lab. Code 1102.1	Discrimination: sexual orientation

Federal	Description
20 USC 1681-1688	Title IX prohibition against discrimination
34 CFR 106.1-106.9	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 106.51-106.61	Nondiscrimination on the basis of sex in employment in education program or activities
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Adopted: 4/15/98
Amended: 3/7/07, 7/16/08, 5/18/16, 3/15/17, 5/16/18

Personnel

Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a district employee, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on a person's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations shall be investigated and resolved in accordance with AR 4030 - Nondiscrimination in Employment. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under AR 4030 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for AR 4030 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

An employee who is the alleged victim of sexual harassment may submit an oral or written report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 4119.11/4219.11/4319.11 - Sexual Harassment or to the employee's direct supervisor or other district administrator, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

In any case of sexual harassment involving the supervisor, principal or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or the District's Title IX Coordinator, who shall determine who will investigate the complaint. In any case involving the Superintendent, the report may instead be submitted to the Board President who will either investigate the complaint or obtain an independent investigator to investigate the complaint.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Title IX Sexual Harassment Complaint Procedures (Cont.)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, non-punitive, and not unreasonably burden the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, the district may, on an emergency basis, remove the student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Title IX Sexual Harassment Complaint Procedures (Cont.)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to AR 4030 - Nondiscrimination in Employment as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

Title IX Sexual Harassment Complaint Procedures (Cont.)

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence

3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

Title IX Sexual Harassment Complaint Procedures (Cont.)

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

Title IX Sexual Harassment Complaint Procedures (Cont.)

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Title IX Sexual Harassment Complaint Procedures (Cont.)

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

Adopted:

OROVILLE UNION HIGH SCHOOL DISTRICT

E 4119.12, 4219.12, 4319.12

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to employees, job applicants, and employee organizations:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any employee for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator, to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Dr. Corey Willenberg, Superintendent
211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, extension 1107
cwillenb@ouhsd.net

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment and AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures on the district's web site at https://www.ouhsd.org/Page/2718.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact Paula Blaney at pblaney@ouhsd.net or 538-2300, ext. 1107, or in person at 2211 Washington Avenue, Oroville, CA 95966.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

Adopted:

Personnel

Employee Compensation

In order to recruit and retain employees committed to the district's goals for student learning, the Governing Board recognizes the importance of offering a competitive compensation package which includes salaries and health and welfare benefits.

The Board shall adopt separate salary schedules for certificated, classified, and supervisory and administrative personnel. These schedules shall comply with law and collective bargaining agreements and shall be printed and made available for review at the district office. (Education Code 45022, 45023, 45160, 45162, 45268)

Each certificated employee, except an employee in an administrative or supervisory position, shall be classified on the salary schedule on the basis of uniform allowance for education level and years of experience, unless the Board and employee organization negotiate and mutually agree to a salary schedule based on different criteria. Certificated employees shall not be placed in different classifications on the schedule, nor paid different salaries, solely on the basis of the grade levels at which they teach. (Education Code 45028)

Salary schedules for staff who are not a part of a bargaining unit shall be determined by the Board at the recommendation of the Superintendent or designee.

The Board shall determine the frequency and schedule of salary payments, including whether payments for employees who work less than 12 months per year will be made over the course of the school year or in equal installments over the calendar year. (Education Code 45038, 45039, 45048, 45165)

The Superintendent or designee shall post a notice explaining the Fair Labor Standards Act's wage and hour provisions in a conspicuous place at each work site. (29 CFR 516.4)

Overtime Compensation

District employees shall be paid an overtime rate of not less than one and one-half times their regular rate of pay for any hours worked in excess of eight hours in one day or 40 hours in one work week, or twice their regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive day of work. However, employees shall be exempt from overtime rules if they are employed as teachers or school administrators or if they qualify as being employed in an executive, administrative, or professional capacity and are paid a monthly salary that is at least twice the state minimum wage for full-time employment. (Labor Code 510, 515; 29 USC 213; 29 CFR 541.0-541.710, 553.27, 553.32)

When authorized in a collective bargaining agreement or other agreement between the district and employees, an employee may take compensatory time off in lieu of overtime compensation, provided the employee has not accrued compensatory time in excess of the limits specified in 29 USC 207. An employee who has requested the use of compensatory time shall be allowed to use such time within a reasonable period after making the request if the use of the compensatory time does not unduly disrupt district operations. (29 USC 207; 29 CFR 553.20-553.25)

Employee Compensation (Cont.)

For each nonexempt employee, the Superintendent or designee shall maintain records on the employee's wages, hours, and other information specified in 29 CFR 516.5-516.6.

State	Description
8 CCR 11040	Wages and hours; definitions of administrative, executive, and professional employees
Ed. Code 45022-45061.5	Salaries
Ed. Code 45023	Availability of salary schedule
Ed. Code 45028	Salary schedule and exceptions
Ed. Code 45127-45133.5	Classified employees; work week; overtime provisions
Ed. Code 45160-45169	Salaries for classified employees
Ed. Code 45268	Salary schedule for classified service in merit system districts
Gov. Code 3540-3549	Meeting and negotiating
Gov. Code 3543.2	Scope of representation
Gov. Code 3543.7	Duty to meet and negotiate in good faith
Lab. Code 226	Employee access to payroll records
Lab. Code 232	Disclosure of wages

FederalDescription	
26 CFR 1.409A-1	Definitions and covered plans
26 USC 409A	Deferred compensation plans
29 CFR 516.4	Notice of minimum wage and overtime provisions
29 CFR 516.5-516.6	Records
29 CFR 541.0-541.710	Exemptions for executive, administrative, and professional employees
29 CFR 553.1-553.51	Fair Labor Standards Act; applicability to public agencies
29 USC 201-219	Fair Labor Standards Act
29 USC 203	Definitions
29 USC 207	Fair Labor Standards Act
29 USC 213	Exemptions from minimum wage and overtime requirements

Adopted: 8/78
Amended: 3/21/07, 11/19/08, 8/19/09, 10/17/18, 3/18/20

Personnel

Employee Safety

The Governing Board is committed to maximizing employee safety and believes that workplace safety is the responsibility of every employee. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful. (Labor Code 6402)

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

All employees are expected to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, the employee shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall establish and implement a written injury and illness prevention program, and provide employees with access to such program, in accordance with law. (Labor Code 6401.7; 8 CCR 3203)

The Superintendent or designee shall make first aid materials readily available at district workplaces and shall make effective provisions to prepare for prompt medical treatment in the event of an employee's serious injury or illness. (8 CCR 3400)

No employee shall be discharged or discriminated against for exercising any right regarding employee safety or health specified in Labor Code 6310, including:

1. Making a report or complaint
2. Instituting proceedings or causing proceedings to be instituted
3. Testifying with regard to employee safety or health
4. Participating in any occupational health and safety committee established pursuant to Labor Code 6401.7
5. Requesting access to injury or illness reports and records
6. Exercising any other right protected by the Occupational Safety and Health Act

State	Description
8 CCR 3203	Injury and illness prevention program
8 CCR 3400	Medical services and first aid
8 CCR 5095-5100	Control of noise exposure
Ed. Code 32030-32034	Eye safety
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32280-32289	School safety plans
Ed. Code 44984	Required rules for industrial accident and illness leave
Gov. Code 3543.2	Scope of representation
Lab. Code 3300	Definitions

Employee Safety (Cont.)

Lab. Code 6305	Occupational safety and health standards; special order
Lab. Code 6310	Retaliation for filing complaint prohibited
Lab. Code 6400-6413.5	Responsibilities and duties of employers and employees
Lab. Code 6401.7	Injury and illness prevention program

Federal	**Description**
29 CFR 1910.95	Noise standards

Adopted: 3/21/07
Amended: 12/19/12

Personnel

Employee Safety

The Superintendent or designee shall provide safety devices and implement safeguards, methods, and processes that are reasonably necessary for the safety and health of employees in the workplace. (Labor Code 6401)

Injury and Illness Prevention Program

The district's injury and illness prevention program shall cover all district employees and all other workers whom the district controls or directs and directly supervises on the job to the extent that the workers are exposed to hazards specific to their worksite and job assignment. The obligation of contractors or other employers who control or direct and supervise their own employees on the job shall not be affected by the district's injury and illness prevention program. (Labor Code 6401.7)

The district's injury and illness prevention program shall include: (Labor Code 6401.7; 8 CCR 3203)

1. The name/position of the person(s) with authority and responsibility for implementing the program.

2. A system for ensuring that employees comply with safe and healthful work practices, which may include, but not be limited to:

    a. Recognition of employees who follow safe and healthful work practices

    b. Training and retraining programs

    c. Disciplinary actions

3. A system for communicating with employees, in a form readily understandable by all employees on matters related to occupational health and safety, including provisions designed to encourage employees to report hazards at the worksite without fear of reprisal. The communications system may include, but not be limited to:

    a. Meetings

    b. Training programs

    c. Posting

    d. Written communications

    e. A system of anonymous notification by employees about hazards

    f. A labor/management safety and health committee

4. Procedures for identifying and evaluating workplace hazards, including scheduled periodic inspections to identify unsafe conditions and work practices. Such inspections shall be made:

Employee Safety

a. Whenever new substances, processes, procedures, or equipment that represents a new occupational safety or health hazard is introduced into the workplace

b. Whenever the district is made aware of a new or previously unrecognized hazard

5. A procedure for investigating occupational injury or illness.

6. Methods and/or procedures for correcting unsafe or unhealthful conditions, work practices, and work procedures in a timely manner, based on the severity of the hazard, when the hazard is observed or discovered.

   When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, these procedures shall call for the removal of all exposed staff from the area except those necessary to correct the hazardous condition. Employees needed to correct the condition shall be provided necessary safeguards.

7. Provision of training and instruction as follows:

   a. To all new employees

   b. To all employees given new job assignments for which training has not previously been received

   c. Whenever new substances, processes, procedures, or equipment is introduced into the workplace and represents a new hazard

   d. Whenever the district is made aware of a new or previously unrecognized hazard

   e. To supervisors, to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed

The Superintendent or designee shall provide employees, or their representative designated pursuant to 8 CCR 3203, with either of the following: (8 CCR 3203)

1. Access to the district's injury and illness prevention program in a reasonable time, place, and manner, but in no event later than five business days after the request for access is received from an employee or a designated representative of the employee

   When an employee or designated representative requests a copy of the district's injury and illness prevention program, the Superintendent or designee shall provide the requester a printed copy unless the employee or designated representative agrees to receive an electronic copy.

   The Superintendent or designee shall provide one printed copy free of charge. If the employee or designated representative requests additional copies within one year of the previous request and the district's injury and illness prevention program has not been updated with new information since the prior copy was provided, the district may charge reasonable reproduction costs pursuant to 8 CCR 3204 for the additional copies.

Employee Safety

2. Unobstructed access to the district's injury and illness prevention program through the district's server or web site, which allows an employee to review, print, and email the current version of the district's injury and illness prevention program

The Superintendent or designee shall communicate the right and procedure to access the district's injury and illness prevention program to all employees. (8 CCR 3203)

Labor/Management Safety and Health Committee

The district's labor/management safety and health committee shall: (8 CCR 3203)

1. Meet regularly, but not less than quarterly.

2. Prepare and make available to affected employees written records of the safety and health issues discussed at committee meetings and maintained for review by the California Department of Industrial Relations' Division of Occupational Safety and Health (Cal/OSHA) upon request. These records shall be maintained for at least one year.

3. Review results of the periodic, scheduled worksite inspections.

4. Review investigations of occupational accidents and causes of incidents resulting in occupational injury or illness or exposure to hazardous substances. As appropriate, the committee may submit suggestions to the Superintendent or designee regarding the prevention of future incidents.

5. Review investigations of alleged hazardous conditions brought to the attention of any committee member. When determined necessary by the committee, it may conduct its own inspection and investigation to assist in remedial solutions.

6. Submit recommendations to assist in the evaluation of employee safety suggestions.

7. Upon request of Cal/OSHA, verify abatement action taken by the district to abate citations issued by Cal/OSHA.

Hearing Protection

Whenever employee noise exposure equals or exceeds the standards specified in law, the Superintendent or designee shall implement a hearing conservation program in accordance with state and federal regulations, including, when required, monitoring of sound levels, audiogram evaluation and audiometric testing of affected employees, the provision of hearing protectors, and employee training. (8 CCR 5095-5100; 29 CFR 1910.95)

Eye Safety Devices

Eye safety devices shall be worn by employees whenever they are engaged in or observing an activity involving hazards or hazardous substances likely to cause injury to the eyes. (Education Code 32030-32034)

Employee Safety

First Aid and Medical Services

The Superintendent or designee shall ensure the ready availability of medical personnel for advice and consultation on matters of industrial health or injury. Whenever a district facility or district grounds are not in close proximity to an infirmary, clinic, or hospital where all injured employees may be treated, the Superintendent or designee shall ensure that at least one employee is adequately trained to provide first aid. (8 CCR 3400)

The Superintendent or designee shall make adequate first aid materials readily available for employees at every worksite. Such materials shall be approved by a consulting physician and shall be kept in a sanitary and usable condition. The Superintendent or designee shall frequently inspect all first aid materials and replenish them as necessary. (8 CCR 3400)

The Superintendent or designee shall ensure that suitable facilities for quick drenching or flushing of the eyes and body are provided within the work area for immediate emergency use when the eyes or body or any person may be exposed to injurious corrosive materials. (8 CCR 3400)

To avoid unnecessary delay in medical treatment in the event of an employee's serious injury or illness, the Superintendent or designee shall use one or more of the following: (8 CCR 3400)

1. A communication system for contacting a physician or emergency medical service, such as access to 911 or equivalent telephone system. The communication system or the employees using the system shall have the ability to direct emergency services to the location of the injured or ill employee.

2. Readily accessible and available on-site treatment facilities suitable for treatment of reasonably anticipated injury and illness.

3. Proper equipment for prompt medical transport when transportation of injured or ill employees is necessary and appropriate.

Protection from Communicable Diseases and Infections

The Superintendent or designee shall develop an exposure control plan for bloodborne pathogens that is consistent with the district's injury and illness prevention program. The plan shall include a determination of which job classifications have occupational exposure to blood or other potentially infectious materials; precautions to be implemented, including universal precautions, engineering and work practice controls, and personal protective equipment; availability of the hepatitis B vaccination; provision of information and training to employees; and follow-up actions to be taken if exposure occurs. The district shall ensure that a copy of the exposure control plan is accessible to employees in accordance with law. (8 CCR 5193; 29 CFR 1910.1030)

Strategies to prevent and mitigate the outbreak or spread of infectious diseases shall be followed for diseases that are communicated through airborne transmission, skin-to-skin contact, foodborne transmission, or other casual or non-casual means. Such strategies shall include, but are not limited to, communication and training about the disease(s); campus closures and alternative means of instruction when necessary; preventative measures, such as social distancing, personal protective equipment, temperature checks, and/or any other health screening allowed by law; and cleaning and sanitization of district facilities and equipment.

Employee Safety

The Superintendent of designee shall immediately report to the local health officer the presence or suspected presence of any communicable disease. (17 CCR 2508)

COVID-19 Exposure

If the district receives notice of potential exposure to COVID-19, the Superintendent or designee shall, within one business day of the notice, take all of the following actions: (Labor Code 6409.6)

1. Provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the qualifying individual within the infectious period that they may have been exposed to COVID-19. The notice shall be provided in a manner normally used to communicate employment-related information, which may include, but is not limited to, personal service, email, or text message if it can reasonably be anticipated to be received by the employee within one business day of sending.

2. Provide a written notice to the exclusive representative, if any, of employees who were on the premises within the infectious period

3. Provide all employees who may have been exposed and the exclusive representative, if any, with information regarding:

   a. COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including, but not limited to, workers' compensation

   b. Available leave options for exposed employees

   c. Antiretaliation and antidiscrimination protections of the employee

4. Notify all employees, and the employers of subcontracted employees and the exclusive representative, if any, of the disinfection and safety plan that the district plans to complete in accordance with Centers for Disease Control and Prevention guidelines

The above notifications shall be maintained for a period of at least three years. (Labor Code 6409.6)

If the district is notified of the number of cases that meet the definition of a COVID-19 outbreak, as defined by the California Department of Public Health, within 48 hours, the Superintendent or designee shall, within 48 hours of the notice, notify the local public health agency of the names, number, occupation, and worksite of employees who meet the definition of a qualifying individual. The Superintendent or designee shall continue to give notice to the local health department of any subsequent laboratory-confirmed cases of COVID-19 at the worksite. (Labor Code 6409.6)

In the event that Cal/OSHA prohibits entry into any district workplace or performance of a district operation or process based on a determination that the workplace exposes employees to the risk of COVID-19 infection and constitutes an imminent hazard to employees, the district shall post a notice thereof provided by Cal/OSHA in a conspicuous place at the work site. This notice shall not be removed except by an authorized representative of Cal/OSHA and only when the place of employment, operation, or process is made safe and the required safeguards or safety appliances or devices are provided. (Labor Code 6325)

Employee Safety

State	Description
8 CCR 3203	Injury and illness prevention program
8 CCR 3400	Medical services and first aid
8 CCR 5095-5100	Control of noise exposure
Ed. Code 32030-32034	Eye safety
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32280-32289	School safety plans
Ed. Code 44984	Required rules for industrial accident and illness leave
Gov. Code 3543.2	Scope of representation
Lab. Code 3300	Definitions
Lab. Code 6305	Occupational safety and health standards; special order
Lab. Code 6310	Retaliation for filing complaint prohibited
Lab. Code 6400-6413.5	Responsibilities and duties of employers and employees
Lab. Code 6401.7	Injury and illness prevention program

Federal	Description
29 CFR 1910.95	Noise standards

Work-Related Injuries

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of the employee's right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, the employee shall report the work-related injury or illness to the Superintendent or designee as soon as practicable. The employee and appropriate district staff shall also promptly document the date and time of any incident, a description of the incident, and any persons present.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to the employee's dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier or DIR, as applicable, within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death shall be filed within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report to the Division of Occupational Safety and Health (Cal/OSHA) by telephone or through an online mechanism made available by Cal/OSHA. (Labor Code 6409.1)

Work-Related Injuries (Cont.)

For the purpose of this report, serious injury or illness means any injury or illness occurring in a place of employment or in connection with any employment that requires inpatient hospitalization for other than medical observation or diagnostic testing, or in which an employee suffers an amputation, the loss of an eye, or any serious degree of permanent disfigurement. (Labor Code 6302)

Claims Related to COVID-19

Until January 1, 2023, an employee is presumed to be entitled to workers' compensation benefits for illness or death resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and if the employee contracted COVID-19 during an outbreak at the employee's specific place of employment. (Labor Code 3212.86, 3212.88)

For this purpose, an outbreak means that, within 14 calendar days, one of the following occurs at a specific place of employment: (Labor Code 3212.88)

1. If a specific place of employment has 100 employees or fewer, four employees test positive for COVID-19.

2. If a specific place of employment has more than 100 employees, four percent of the number of employees who reported to the specific place of employment test positive for COVID-19.

3. A specific place of employment is ordered to close by a local public health department, the California Department of Public Health, Cal/OSHA, or the Superintendent due to a risk of infection with COVID-19.

The Superintendent or designee may rebut a presumption that COVID-19 was contracted during the course and scope of employment by offering evidence to the Workers' Compensation Appeals Board, such as the measures that were in place at the employee's specific place of employment to reduce potential transmission of COVID-19 and evidence of an employee's non-occupational risk of contracting COVID-19. (Labor Code 3212.86, 3212.88)

State	Description
8 CCR 15596	Notice of employee rights
Ed. Code 44984	Required rules for industrial accident and illness leave
Ed. Code 45192	Industrial accident and illness leave for classified employees
Lab. Code 3200-4855	Workers' compensation
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 3600-3605	Conditions of liability
Lab. Code 3760	Report of injury to insurer
Lab. Code 4600	Provision of medical and hospital treatment by employer
Lab. Code 4906	Disclosures and statements
Lab. Code 5400-5413	Notice of injury or death
Lab. Code 6409.1	Reports

Adopted: 8/20/08
Amended: 6/20/12, 12/18/19

Personnel

Personal Leaves

Personal leaves granted to district employees shall be used as permitted in this administrative regulation, other Board-approved policy or district regulation, or applicable collective bargaining agreement.

For the purpose of any personal leave offered pursuant to state law, a registered domestic partner shall have the same rights, protections, and benefits as a spouse and protections provided to a spouse's child shall also apply to a child of a registered domestic partner. (Family Code 297.5)

Whenever possible, employees shall request personal leaves in advance and prepare suitable instructions, including lesson plans as applicable, for a substitute employee.

Bereavement

Employees are entitled to a leave of up to three days, or five days if out-of-state travel is required, upon the death of any member of the employee's immediate family. No deduction shall be made from the employee's salary, nor shall such leave be deducted from any other leave to which the employee is entitled. (Education Code 44985, 45194)

Members of the immediate family include: (Education Code 44985, 45194)

1. The mother, father, grandmother, grandfather, or grandchild of the employee or of the employee's spouse

2. The employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister

3. Any relative living in the employee's immediate household

At the employee's request, bereavement leave may be extended under personal necessity leave provisions as provided in the section "Personal Necessity" below. (Education Code 44981, 45207)

Personal Necessity

Employees may use a maximum of seven days of their accrued personal illness/injury leave (sick leave) during each school year for reasons of personal necessity. (Education Code 44981, 45207)

Acceptable reasons for the use of personal necessity leave include:

1. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions (Education Code 44981, 45207)

2. An accident involving the employee or his/her property or the person or property of a member of the employee's immediate family (Education Code 44981, 45207)

Personal Leaves (Cont.)

3. Illness, preventive care, or other need of a member of the employee's family, as defined in Labor Code 245.5 (Education Code 44981; Labor Code 246.5)

4. A classified employee's appearance in any court or before any administrative tribunal as a litigant, party, or witness under subpoena or other order (Education Code 45207)

5. Fire, flood, or other immediate danger to the home of the employee

6. Personal business of a serious nature which the employee cannot disregard

Leave for personal necessity may be allowed for other reasons at the discretion of the Superintendent or designee. However, personal necessity leave shall not be granted for purposes of personal convenience, for the extension of a holiday or vacation, or for matters which can be taken care of outside of working hours. The Superintendent or designee shall have final discretion as to whether or not a request reflects personal necessity.

Advance permission shall not be required of an employee in any case involving the death of a member of the employee's immediate family, an accident involving the employee's person or property or the person or property of a member of his/her immediate family, or the illness, preventive care, or other need of a member of the employee's family. (Education Code 44981, 45207)

For any leave that is planned, or where the need for leave is foreseeable, an employee shall notify the Superintendent or designee in advance. In all other circumstances, the employee shall notify the Superintendent or designee of the need for the leave as soon as practicable.

After any absence due to personal necessity, the employee shall verify the absence by submitting a completed and signed district absence form to his/her immediate supervisor.

Legal Duties

An employee may take time off work in order to: (Labor Code 230)

1. Serve on an inquest jury or trial jury

2. Comply with a subpoena or other court order to appear as a witness

Notices, summons, and subpoenas for court appearances shall be submitted to the district office when requesting leave.

A classified employee called for jury duty shall be granted leave with pay up to the amount of the difference between his/her regular earnings and any amount received for jury fees. (Education Code 44037)

A certificated employee who is called for jury duty also shall be granted leave with pay up to the difference between his/her regular earnings and any jury fees he/she received.

An employee shall be granted leave with pay to appear in court as a witness other than a litigant or to respond to an official order from another governmental jurisdiction for reasons not brought about through the connivance or misconduct of the employee. Such an employee shall receive the difference between his/her regular earnings and any witness fees he/she received.

Personal Leaves (Cont.)

Leaves for Crime Victims

An employee may be absent from work in order to attend judicial proceedings related to a crime when he/she is a victim, or an immediate family member, registered domestic partner, or child of a registered domestic partner of a victim, of any of the following crimes: (Labor Code 230.2)

1. A violent felony as defined in Penal Code 667.5(c)

2. A serious felony as defined in Penal Code 1192.7(c)

3. A felony provision of law proscribing theft or embezzlement

For these purposes, the employee may use vacation, personal leave, personal illness/injury leave, unpaid leave, or compensatory time off that is otherwise available to the employee. (Labor Code 230.2)

Prior to taking time off, an employee shall give his/her supervisor a copy of the notice of each scheduled proceeding that is provided by the responsible agency, unless advance notice is not feasible. When advance notice is not feasible or an unscheduled absence occurs, the employee shall, within a reasonable time after the absence, provide documentation evidencing the judicial proceeding from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim. (Labor Code 230.2)

The district shall keep confidential any records pertaining to the employee's absence from work by reason of this leave. (Labor Code 230.2)

Leaves for Victims of Domestic Violence, Sexual Assault and Stalking

An employee who is a victim of domestic violence, sexual assault, or stalking as defined by law may use vacation, sick leave, personal leave, or compensatory time off that is otherwise available to him/her under the terms of his/her employment to attend to the following activities: (Labor Code 230, 230.1, 246.5)

1. Obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the employee or his/her child

2. Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking

3. Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking

4. Obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking

5. Participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation

Personal Leaves (Cont.)

Prior to taking time off, an employee shall give reasonable notice to his/her supervisor, unless advance notice is not feasible. When an unscheduled absence occurs, the employee shall provide, within a reasonable period of time, certification of the absence in the form of any of the following: (Labor Code 230, 230.1)

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking

2. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, sexual assault, or stalking, or other evidence from the court or prosecuting attorney that the employee has appeared in court

3. Documentation from a domestic violence or sexual assault counselor as defined in Evidence Code 1037.1 or 1035.2, licensed medical professional or health care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence, sexual assault, or stalking

The district shall maintain the confidentiality of such an employee to the extent authorized by law. (Labor Code 230, 230.1)

Personal Leave for Child-Related Activities

Any employee who is a parent/guardian of one or more children of an age to attend any of grades K-12 or a program offered by a licensed child care provider may use up to 40 hours of personal leave, vacation, or compensatory time off each school year in order to: (Labor Code 230.8)

1. Find, enroll, or reenroll his/her child in a school or with a licensed child care provider or to participate in activities of the school or child care provider, provided the employee gives reasonable advance notice of the absence. Time off for this purpose shall not exceed eight hours in any calendar month.

2. Address a school or child care emergency, provided the employee gives notice. An emergency exists when the child cannot remain in school or with a child care provider due to one of the following circumstances:

   a. A request by the school or child care provider that the child be picked up

   b. An attendance policy, excluding planned holidays, that prohibits the child from attending or requires that the child be picked up from the school or child care provider

   c. Behavioral or discipline problems

   d. Closure or unexpected unavailability of the school or child care provider, excluding planned holidays

   e. A natural disaster, including, but not limited to, fire, earthquake, or flood

Personal Leaves (Cont.)

For purposes of this leave, parent/guardian includes a parent, guardian, stepparent, foster parent, grandparent, or person who stands in loco parentis to a child. (Labor Code 230.8)

In lieu of using vacation, personal leave, or compensatory time off, eligible employees may take unpaid leave for this purpose.

If two or more parent/guardian of a child are employed at the same work site, this leave shall be allowed for the parent/guardian who first gives notice to the district. Simultaneous absence by another parent/guardian of the child may be granted by the Superintendent or designee. (Labor Code 230.8)

Upon request by the Superintendent or designee, the employee shall provide documentation from the school or licensed child care provider that he/she engaged in permitted child-related activities on a specific date and at a particular time. (Labor Code 230.8)

Service on Education Boards and Committees

Upon request, a certificated employee shall be granted up to 20 school days of paid leave per school year for service performed within the state on any education board, commission, committee, or group authorized by Education Code 44987.3 provided that all of the following conditions are met: (Education Code 44987.3)

1. The service is performed within the state.

2. The board, commission, organization, or group informs the district in writing of the service.

3. The board, commission, organization, or group agrees, prior to the service, to reimburse the district, upon the district's request, for compensation paid to the employee's substitute and for actual related administrative costs.

Employee Organization Activities

Upon request, any certificated or classified employee shall be granted a leave of absence without loss of compensation to serve as an elected officer of a district employee organization or any statewide or national employee organization with which the employee organization is affiliated. The leave shall include, but is not limited to, absence for purposes of attending periodic, stated, special, or regular meetings of the body of the organization. (Education Code 44987, 45210)

Upon request of an employee organization in the district or its state or national affiliate, a reasonable number of unelected classified employees shall be granted a leave of absence without loss of compensation for the purpose of attending important organizational activities authorized by the organization. The employee organization shall provide reasonable notification to the Superintendent or designee when requesting a leave of absence for employees for this purpose. (Education Code 45210)

When leave is granted for any of the above purposes, the employee organization shall reimburse the district within 10 days after receiving the district's certification of payment of compensation to the employee. (Education Code 44987, 45210)

Personal Leaves (Cont.)

Religious Leave

The Superintendent or designee may grant an employee up to three days of leave per year for religious purposes, provided that the leave is requested in advance and that it does not cause additional district expenditures, the neglect of assigned duties, or any other unreasonable hardship on the district.

The Superintendent or designee shall deduct the cost of hiring a substitute, when required, from the wages of the employee who takes religious leave.

No employee shall be discriminated against for using this leave or any additional days of unpaid leave granted for religious observances at the discretion of the Superintendent or designee.

Spouse on Leave from Military Deployment

An employee who works an average of 20 hours or more per week and whose spouse is a member of the United States Armed Forces, National Guard, or reserves may take up to 10 days of unpaid leave during a period that his/her spouse is on leave from deployment during a military conflict, as defined in Military and Veterans Code 395.10. (Military and Veterans Code 395.10)

Within two business days of receiving official notice that his/her spouse will be on leave from deployment, the employee shall provide the Superintendent or designee with notice of his/her intention to take the leave. The employee shall submit written documentation certifying that his/her spouse will be on leave from deployment during the time that the leave is requested. (Military and Veterans Code 395.10)

Leave for Emergency Duty

An employee may take time off to perform emergency duty as a volunteer firefighter, a reserve peace officer, or emergency rescue personnel. (Labor Code 230.3)

Any employee who performs duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel shall be permitted to take temporary leaves of absence, not to exceed an aggregate total of 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training. (Labor Code 230.4)

Civil Air Patrol Leave

An employee may take up to 10 days of unpaid leave per calendar year, beyond any leave otherwise available to him/her, to respond to an emergency operational mission of the California Civil Air Patrol, provided that the employee has been employed by the district for at least a 90-day period immediately preceding the leave. Such leaves shall not exceed three days for a single mission, unless an extension is granted by the governmental entity authorizing the mission and is approved by the Superintendent or designee. (Labor Code 1501, 1503)

The employee shall give the district as much advance notice as possible of the intended dates of the leave. The Superintendent or designee may require certification from the proper Civil Air Patrol authority to verify the eligibility of the employee for the leave and may deny the leave if the employee fails to provide the required certification. (Labor Code 1503)

Personal Leaves (Cont.)

State	Description
CA Constitution Article 1, Section 8	Religious discrimination
Ed. Code 44036-44037	Leaves of absence for judicial and official appearances
Ed. Code 44963	Power to grant leaves of absence (certificated)
Ed. Code 44981	Leave of absence for personal necessity
Ed. Code 44985	Leave of absence due to death in immediate family (certificated)
Ed. Code 44987	Service as officer of employee organization (certificated)
Ed. code 44987.3	Leave of absence to serve on certain boards, commissions, etc.
Ed. Code 45190	Leaves of absence and vacations (classified)
Ed. Code 45194	Bereavement leave of absence (classified)
Ed. Code 45198	Effect of provisions authorizing leaves of absence
Ed. Code 45207	Personal necessity (classified)
Ed. Code 45210	Service as officer of employee organization (classified)
Ed. Code 45240-45320	Merit system
Evid. Code 1035.2	Sex assault counselor; definition
Evid. Code 1037.1	Domestic violence counselor; definition
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 12945.1-12945.2	California Family Rights Act
Gov. Code 3543.1	Rights of employee organizations
Lab. Code 1500-1507	Civil Air Patrol leave
Lab. Code 230-230.2	Leaves for victims of domestic violence, sexual assault or specified felonies
Lab. Code 230.3	Leave for emergency personnel
Lab. Code 230.4	Leave for volunteer firefighters
Lab. Code 230.8	Time off to visit child's school
Lab. Code 233	Illness of child, parent, spouse or domestic partner
Lab. Code 234	Absence control policy
Lab. Code 246.5	Paid sick days, purposes for use
M&V Code 395.10	Leave when spouse on leave from military deployment
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 667.5	Prior prison terms, enhancement of prison terms

Federal	Description
29 USC 2601-2654	Family Care and Medical Leave Act
42 USC 2000d-2000d-7	Title VII, Civil Rights Act of 1964

Adopted: 11/1/06
Amended: 8/20/08, 1/16/13

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District

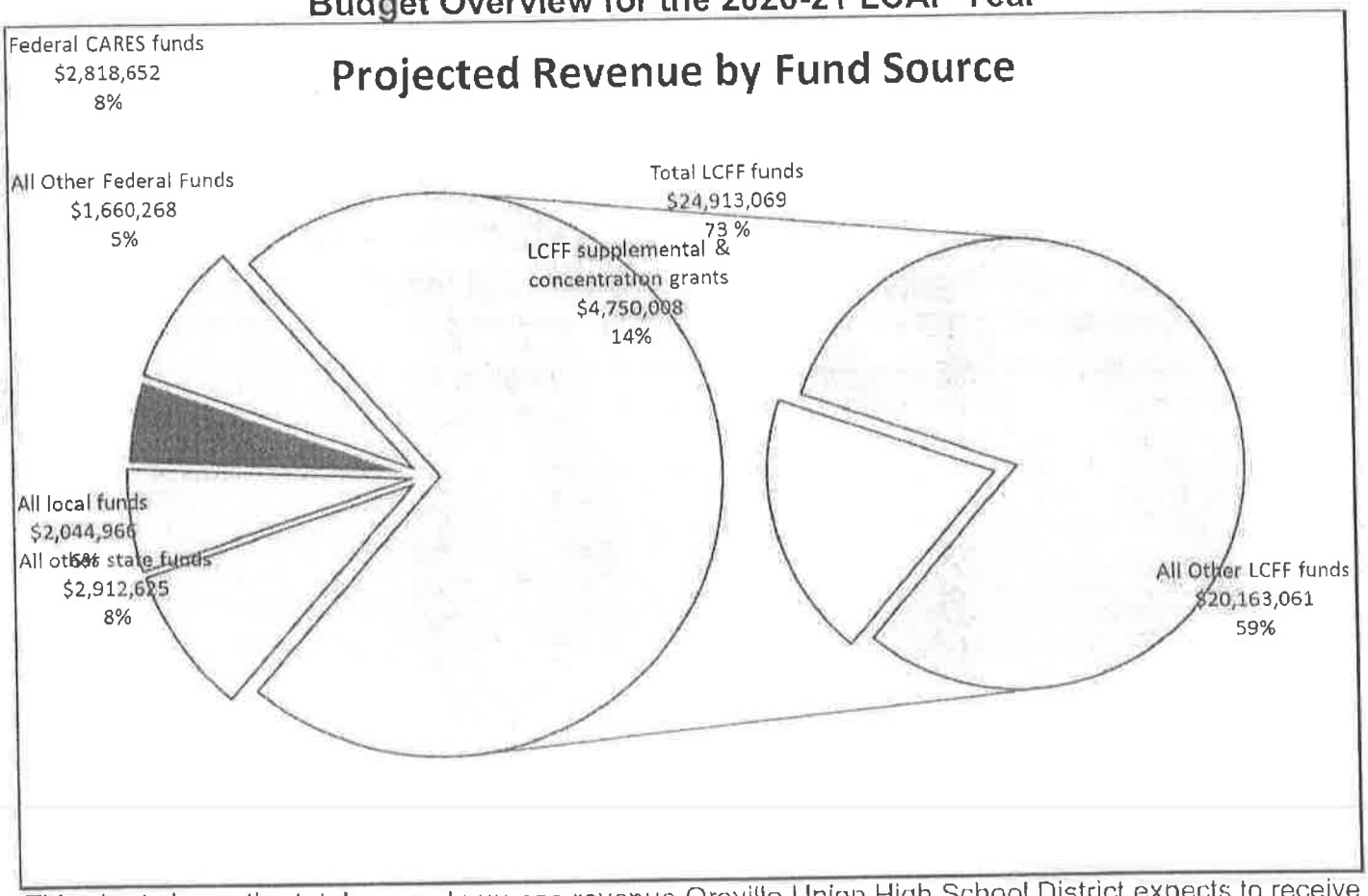
CDS Code: 04-61515-0000000

School Year: 2020-2021

LEA contact information: Dr. Corey Willenberg, Superintendent (530) 538-2300 ex. 1107 cwillenb@ouhsd.net

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

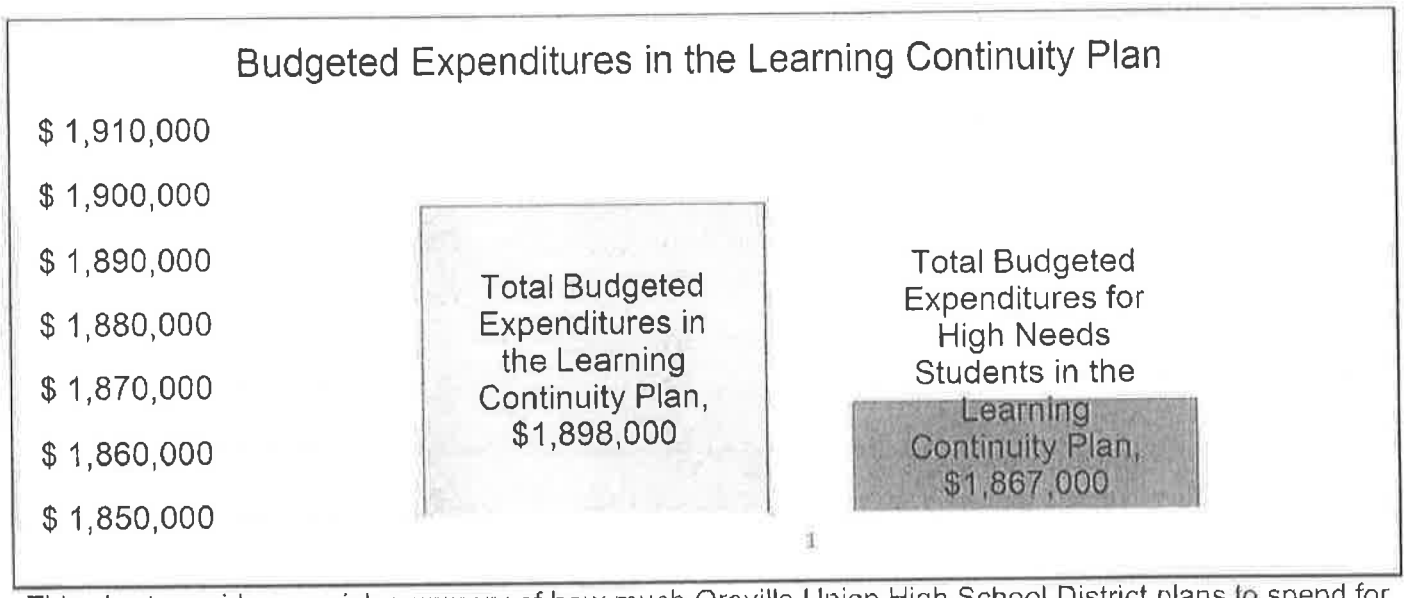


This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Oroville Union High School District is $34,349,580, of which $24,913,069 is Local Control Funding Formula (LCFF), $2,912,625 is other state funds, $2,044,966 is local funds, and $4,478,920 is federal funds. Of the $4,478,920 in federal funds, $2,818,652 are federal CARES Act funds. Of the $24,913,069 in LCFF Funds, $4,750,008 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Oroville Union High School District plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021and how much of the total is tied to increasing or improving services for high needs students.

Oroville Union High School District plans to spend $33,864,770 for the 2020-21 school year. Of that amount, $1,898,000 is tied to actions/services in the Learning Continuity Plan and $31,966,770 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The Learning Continuity Plan specifically focused on those actions the District implemented to address learning loss mitigation, safety of staff and students, continuity of instruction, student/staff mental health and emotional well-being, pupil/family engagement and outreach and student nutrition related to the COVID-19 closures and the implementation of distance and hybrid learning programs. The Learning Continuity Plan does not depict the entire General Fund Budget. The General Fund budget includes the expenditures included in the Learning Continuity Plan, as well as other expenditures identified for special needs students and the District's core programs. Core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional costs and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation school, district-level and school-level administration costs, health benefits for retirees, utilities, insurance and debt service payments. The complete budget is available for viewing on the OUHSD website (www. ouhsd.org).

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

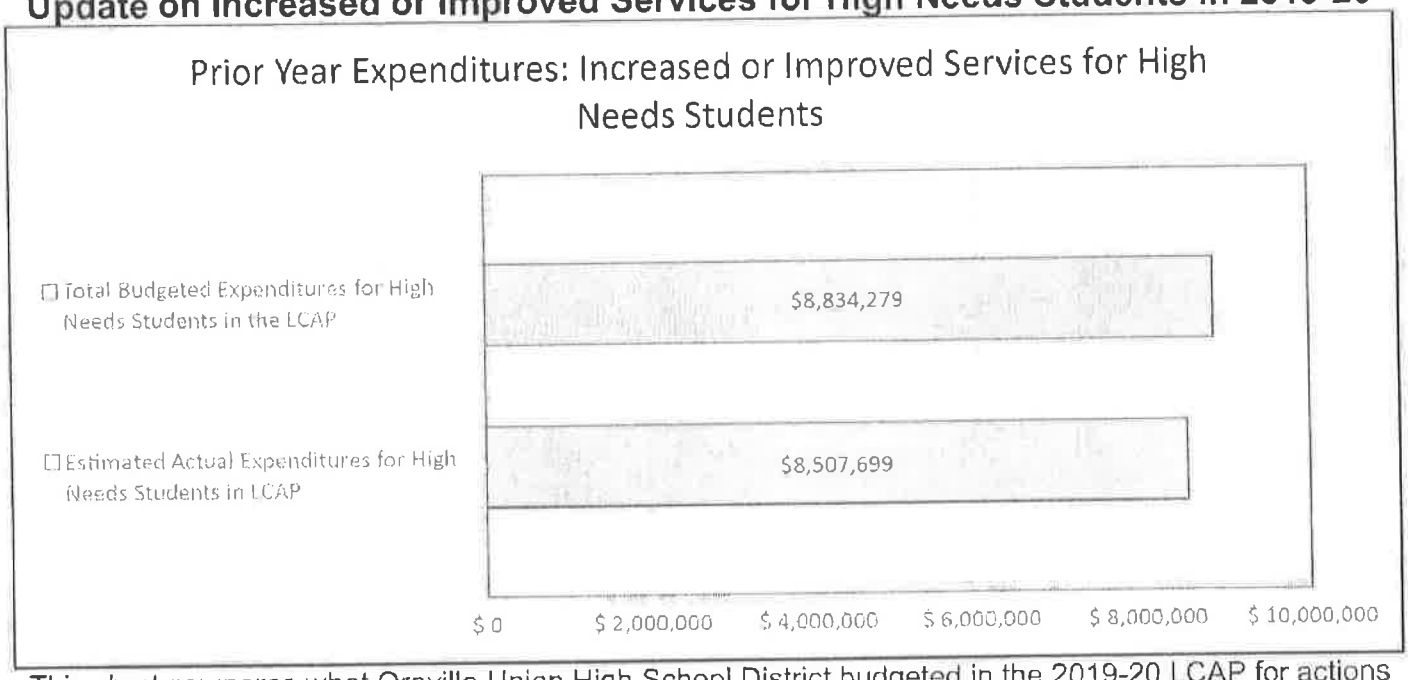
In 2020-21, Oroville Union High School District is projecting it will receive $4,750,008 based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District

must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Oroville Union High School District plans to spend $1,867,000 towards meeting this requirement, as described in the Learning Continuity Plan.

The Learning Continuity Plan specifically focused on those actions the District implemented to address learning loss mitigation, safety of staff and students, continuity of instruction, student/staff mental health and emotional well-being, pupil/family engagement and outreach and student nutrition related to COVID-19 closures and the implementation of distance and hybrid learning programs. Examples of additional actions taken to improve services for high need students not included in the Learning Continuity Plan include providing four extra days for teacher staff development/planning, providing math and English interventions, providing additional instruction for English learners, extending the continuation instructional day by three hours each day to facilitate credit recovery, providing home-to-school transportation for non-special needs students, employing a nurse and social workers to promote physical/mental health, improving security with School Resource Officers and Campus Supervisors, employing academic counselors, supporting extra-curricular activities and providing a College Connection program to jumpstart college education for a selected group of students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Oroville Union High School District budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Oroville Union High School District actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Oroville Union High School District's LCAP budgeted $8,834,279 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent $8,507,699 for actions to increase or improve services for high needs students in 2019-20.

On March 13, 2020, schools were closed in Butte County for on-site instruction due to the COVID-19 pandemic. This lack of on-campus instruction meant that planned activities and programs were no longer physically possible, leaving budgeted funds unspent. The District also funded some of the expenditures identified for high needs students from a COVID-19 funding source as costs necessary to maintain the operation and continuity of services and to continue the employment of existing staff. This change in funding sources also meant that some of the funding budgeted to increase or improve services to high needs students was not used.

RESOLUTION OF THE GOVERNING BOARD OF THE OROVILLE UNION HIGH SCHOOL DISTRICT REGARDING ACCOUNTING OF DEVELOPMENT FEES FOR 2019-2020 FISCAL YEAR IN THE FOLLOWING FUND OR ACOUNT:

Capital Facilities Fund (the "Fund")
(Government Code sections 66001 (d) & 66006 (b))
Resolution #10-20/21

1. Authority and Reasons for Adopting this Resolution.

A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated May 13, 2020 and is referred to herein as the "School Facilities Fee Resolution: and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620. These fees have been deposited in the following fund or account:

Capital Facilities Fund (the "Fund");

B. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;

C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than 180 days form the end of the fiscal year, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it.

D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits A and B which are hereby incorporated by reference into this Resolution) was made available to the public on December 1, 2020. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it.

E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by the Board in its School Facilities Fee Resolution.

2. What this Resolution Does

This Resolution makes various finding and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. Findings Regarding the Fund

Based on all finding and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2019-2020 Fiscal Year:

A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;

B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);

C. In reference to Government Code section 66001(d)(1)(A), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;

D. In reference to Government Code section 66001(d)(1)(B), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;

E. In reference to Government Code section 66001(1)(C), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;

F. In reference to Government Code section 66001(d)(1)(D), and with respect only to that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account of fund is designated in Exhibit B; and

G. In reference to the last sentence of Government Code section 66006(2), because all of the findings required by the subdivision have been made in the fees that were levied in paragraphs C-F above, the District is not required to refund any moneys in the Funds as provided in Government Code section 66001(e).

4. Superintendent Authorization to Take Necessary and Appropriate Action.

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate the Resolution.

5. Certification of Resolution.

I, _____, President of the Governing Board of the Oroville Union High School District of Butte County, State of California, certify that this Resolution proposed by _____, seconded by _____ Was duly passed and adopted by the Board, at an official public meeting this 15th day of December, 2020, by the following vote:

AYES:

NOES:

Absent:

_____

President of the Board of the Oroville Union High School District of Butte County, California

EXHIBIT A
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR THE FISCAL YEAR 2019-2020
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")

Per Government Code section 66006(b)(1)(A-H) as indicated:

A. A brief description of the type of fee in the Fund:

Statutory School Facilities Fees.

B. The amount of the fee:

Up to $4.08 per square foot of assessable space of residential construction; and $0.66 per square foot of covered and enclosed space of commercial/industrial construction. Pursuant to Education Code section 17623 and an agreement with the district(s) sharing territory with the district, generally only 40% of the maximum fee specified above is distributed to this district.

C. The beginning and ending balance of the fund.

See Attachment 1.

D. The amount of the fees collected and the interest earned.

See Attachment 1.

E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment 1.

F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

Not applicable-All projects are complete.

G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred of loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

See Attachment 1.

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A - No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

EXHIBIT B
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR THE FISCAL YEAR 2019-2020
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")

Per Government Code section 66001(d)(1)-(A-D) as indicated:

A. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

   Portable Classrooms
   Renovation or expansion of current facilities
   Heating/air conditioning in the Oroville High School Gym

B. See section 3.D of the Resolution.

C. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

   Not Applicable-All projects are complete.

D. With respect to only that portion of the Fund remaining unexpended at the end of the 2019-2020 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

   Not Applicable.

ATTACHMENT 1
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR FISCAL YEAR 2019/20
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")

Beginning Balance	$	642,029
Income		
Interest		10,814
Change in Value of Investments		10,755
School Impact Fees		210,358
Total Income	$	231,927
Expenditures & Other Outgo (see detail below)		
Expenditures		218,020
Total Expenditures & Other Outgo	$	218,020
Ending Balance	$	655,936

Detail of Expenditures

Developer Fee Justification Study		4,072
Planning for OHS HVAC Project		56,096
Pay-off lease for CIS/Indian Ed share of OAE Buildings		143,407
Transfer of Admin Fees to General Fund		14,445
Total Expenditures	$	218,020

100% of total expenditures were financed by the collection of school impact fees or interest earnings.

Oroville Union High School District

2021-2022 School Calendar

Approved:

JULY

M	T	W	Th	F
			1	2
(5)	6	7	8	9
12	13	\14/	15	16
19	20	21	22	23
26	27	28	29	30

AUGUST

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	\18/	19	20
23	24	25	26	27
30	31			

SEPTEMBER

M	T	W	Th	F
		1	2	3
(6)	7	8	9	10
13	14	\15/	16	17
20	21	22	23	24
27	28	29	30	

OCTOBER

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	\20/	21	22
25	26	27	28	29

NOVEMBER

M	T	W	Th	F
1	2	3	4	5
8	9	10	(11)	12
15	16	\17/	18	19
(22)	(23)	(24)	(25)	(26)
29	30			

DECEMBER

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	(15)	(16)	17
(20)	(21)	(22)	(23)	(24)
(27)	(28)	(29)	(30)	(31)

7/5 - Independence Day

8/13, 8/16 - Teacher Inservice Days (Student Free)
8/17 - Classes Begin

9/6 - Labor Day

10/15 - End of 1st Quarter (43 days)

11/11 - Veterans Day
11/22 - 11/26 - Thanksgiving Holiday

12/15, 12/16 - Mid-Term Finals
12/16 - End of Semester (81 Days)
12/17 - Teacher Inservice Day (Student Free)
12/20 - 12/31 - Winter Recess - All Students

1/17 - Martin Luther King, Jr.'s Birthday

2/18 - Lincoln's Birthday
2/21 - President's Day

3/11 - End of 3rd Quarter (47 Days)

4/11 - 4/18 - Spring Recess (All Students)

5/30 - Memorial Day Holiday
5/31 - 6/2 - Finals

6/3 - Teacher Inservice Day (Student Free)

Graduation/Promotion Ceremonies

5/31 - Oroville Adult Education-CTC
6/1 - Prospect High School
6/1 - ATC Promotion Ceremony
6/2 - Las Plumas High School
6/3 - Oroville High School

( ) Holiday (All Employees)
▭ Teacher Inservice Day
◯ Finals
▽ Board Meeting

JANUARY

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
(17)	18	\19/	20	21
24	25	26	27	28
31				

FEBRUARY

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	\16/	17	(18)
(21)	22	23	24	25
28				

MARCH

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	\23/	24	25
28	29	30	31	

APRIL

M	T	W	Th	F
				1
4	5	6	7	8
(11)	(12)	(13)	(14)	(15)
(18)	19	\20/	21	22
25	26	27	28	29

MAY

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	\18/	19	20
23	24	25	26	27
(30)	(31)			

JUNE

M	T	W	Th	F
		(1)	(2)	3
6	7	8	9	10
13	14	15	16	17
20	21	\22/	23	24
27	28	\29/	30	

OROVILLE UNION HIGH SCHOOL DISTRICT
Preparing Students for the Future Today
Est. 1892

To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: December 7, 2020
Subject: Request Approval for MOU with Scoot Education

Once OUHSD announced a return to hybrid instruction, there was a large demand for distance learning. We did not have enough teachers to teach in person classes as well as distance learning classes.

Scoot Education is providing substitute teachers to facilitate distance learning to 314 students in the district.

The Superintendent is requesting Board approval for the MOU with Scoot Education.

scoot.education™

AGREEMENT FOR STAFFING SERVICES

THIS AGREEMENT, dated Wednesday, November 18, 2020 is between Scoot Education, Inc., 3839 Main St, Culver City CA 90232 ("Scoot" "Us" "We"), and,

Oroville Union High School District
2211 Washington Avenue, Oroville, CA, 95966
("Customer" "You" "Yourself").

PART A - COMMON CLAUSES

The following clauses are common to both the provision of substitute teachers and placement services.

1. DEFINITIONS

Annualized Gross Salary (AGS)	Means the annualized sum of all remuneration payable to a candidate placed (or sought for placement) in accordance with these terms (and if part time, calculated on a pro-rata basis).
Assignment	Means the hire or acceptance, in accordance with parts B and C of this Agreement, of one or more of our employees to perform work at your premises or anywhere else specified by you and approved by us.
Candidate	Means anyone: (a) who is seeking a permanent placement position through us; or (b) whom we have identified as a person: (i) who might consider seeking a permanent placement position through us; and (ii) about whom we are able to provide relevant information regarding that person's suitability for a permanent placement position.
Confidential Information	Means any information which you access or which is communicated to you in the course of our engagement by you and which is identified as confidential; or which you should reasonably expect to be confidential. It includes, but is not limited to: any trade secrets or information relating to our customers, or clients; customer requirements; employees and officers, employees of clients or customers; suppliers; workers; terms of trade; pricing lists or pricing structures; marketing information and plans; intellectual property; inventions; business plans or dealings; technical data; financial information and plans; designs; product lines; research activities; software and the source code of any such software, of ours. Confidential Information also means any information which Scoot or Scoot employees' access or which is communicated to Scoot or Scoot employees in the course of Scoot's engagement by Customer which is identified as confidential or which Scoot or Scoot employees should reasonably expect to be confidential. It includes, but is not limited to: confidential and/or proprietary information concerning Customer's operations and/or activities, including but not limited to

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	information about Customer's students, families, employees, donors, business affairs, and financial plans. It does not include information that is generally available in the public domain unless by unauthorized use or disclosure or which you are required to disclose by law.
Substitute Teacher	Means one of Scoot's employees or independent contractors (including where the context requires their employee's agents and sub-contractors) assigned to work for Customer in accordance with Part B of this Agreement.
Placement	Means the Placement of Scoot's Candidate with Customer. Unless otherwise agreed in writing, the Placement Date will be the date that a Candidate accepts any offer of employment with, or engagement to provide services to, Customer.

2. ACCEPTANCE

You will be regarded as having entered in to this Agreement when any of the following occur:

(a) by signing and returning a copy of this Agreement;

(b) by confirming acceptance of this Agreement in writing;

(c) by requesting us to supply substitute teachers after receiving this document;

(d) by requesting us to supply candidates for potential placement after receiving this document;

(e) by authorizing a time sheet for one or more of our substitutes; or

(f) by paying one of our invoices for the provision of substitute or placement services.

3. CONFIDENTIALITY

The pricing in Exhibit A is confidential between Scoot and Customer. Customer will be permitted to use the Exhibit in connection with its business operations, responses to Freedom of Information Act requests, and other uses as required by law.

Scoot will provide to the Customer within the time requirements required by law, any public records subject to a properly framed public records request.

3. NOTIFICATION OF CLAIMS

(a) Customer and Scoot agree (i) to immediately notify each other in writing of any asserted claim but in no event later than five (5) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and (ii) to permit Scoot or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.

(b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld.

4. TERM; TERMINATION

The term of this Agreement begins as of the date hereof and will continue in effect until canceled by either party upon not less than thirty (30) days prior written notice to the other. Scoot reserves the right to terminate this Agreement immediately in the event of delinquent payments. In the event of termination, this Agreement will

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continue to govern the parties' rights and obligations with respect to services performed prior to termination. Scoot reserves the right to issue an amended fee schedule (Exhibit A) at the commencement of each academic term.

5. NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees during the term of this Agreement and for a period of twelve (12) months thereafter.

6. MISCELLANEOUS

6.1 Notices

i) Any notices or other communications under this Agreement must be in writing or sent by e-mail with a request for confirmation and must be clearly marked as a communication related to the terms of this Agreement. Addresses shall be:

For Customer: 2211 Washington Avenue, Oroville, CA, 95966

For Scoot: 3839 Main St, Culver City CA 90232

ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by e-mail; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

6.2 Severability; Waiver

The unenforceability of any part of this Agreement shall not render the remainder unenforceable. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any future breaches or remedies.

6.3 Assignment

This Agreement may not be assigned without the prior written consent of the other party. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns.

6.4 Amendments

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties except that special addenda for purposes of specific assignments may be adopted, as to that assignment, through the exchange of e-mails containing the agreed upon terms and a return e-mail clearly accepting such terms.

6.5 Counterparts

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

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6.6 Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule.

6.7 Entire Agreement

This Agreement, its Exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

PART B - SUBSTITUTE TEACHER SERVICES

The provisions within this Part apply to the provision of temporary substitute teachers and should be read in conjunction with the relevant provisions of Part A.

1. SERVICES

Scoot will assign to Customer temporary employees to perform the services set forth in the accompanying partnership proposal attached hereto, typically as short or long-term substitute teachers (hereafter generally referred to as "Substitutes".) The Substitutes shall report to the sites requested by Customer and shall be under Customer's supervision while assigned. Any additional assignments to a Substitute must be agreed to between Scoot and Customer in a written addendum to this Agreement.

2. PAYMENT FOR SERVICES

Scoot shall invoice Customer on a weekly basis which invoice is to be paid within seven (7) days of receipt. The rate of pay is set forth in Exhibit A. If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Late charges will be imposed on any unpaid fees at the rate of eight (8%) per annum.

3. SCOOT'S COMMITMENTS

3.1. Scoot will use its best efforts to recruit, employ and assign qualified Substitutes for assignments as requested by Customer.

3.2. Scoot will screen Substitutes before employing them to verify that all substitute teachers have submitted to a live-scan criminal history check via the DoJ and FBI with ongoing arrest notifications. Scoot will ensure all Substitutes comply with the requirements of Education Code Section 33192 before they are permitted to perform services for the Customer. If Scoot is notified of any arrest or other similar infraction regarding an active Substitute, Scoot will immediately remove that Substitute from service and notify the Customer.

3.3. All Substitute Teachers must have a physician-signed chest x-ray or physician signed risk assessment form proving that no risk factors are present or proving a negative tuberculosis test result within 60 days of employment with Scoot Education or more recent.

3.4. Scoot will verify that all Substitutes are eligible to work in the United States.

3.5. Scoot will provide all Substitutes with a means to report their working time and shall pay all Substitutes their wages and provide them all benefits for which they are eligible as Scoot employees.

3.6. Scoot shall handle all payroll-related tax and other withholding, as appropriate and shall provide Workers' Compensation insurance for all Substitutes.

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3.7. Scoot shall protect Customer's Confidential Information and the Confidential Information of Customer's pupils including by requiring all Substitutes to execute a Confidentiality Agreement.

3.8. Scoot shall require all Substitutes comply with Customer's policies and procedures when the Substitute is on Assignment to the Customer and shall further comply with any reasonable requests by Customer for Substitutes to execute other documents such as documents Customer may require regarding any Intellectual Property a Substitute may develop while assigned to Customer.

3.9. Scoot shall comply with all applicable laws, regulations and ordinances applicable to it as a temporary staffing agency and as the employer of the Substitutes.

4. CUSTOMER COMMITMENTS

4.1. Customer shall provide Substitutes with a safe and suitable workplace including appropriate training regarding any special hazards, evacuation procedures, etc.

4.2. Customer shall provide Substitutes with an orientation regarding all other applicable workplace expectations including school rules, student discipline, grading and homework policies, etc.

4.3. Customer shall supply Substitute with appropriate lesson plans and educational materials and will provide usual and customary supervision of Substitute while Substitute is on assignment to Customer.

4.4. Customer shall provide Scoot with a prompt notice of any injury or altercation involving a Substitute as well as any performance issue or complaint. Customer will permit Scoot to participate in any investigation should it so desire.

4.5. Customer shall be specifically responsible for the conduct of Substitute with respect to any keys, cash, and confidential information and records of students and the Customer's regular employees to which Substitute has access during the assignment. Customer also assumes responsibility (except to the extent covered by Workers' Compensation) in connection with any use of Customer vehicles or equipment in connection with the assignment.

4.6. Customer agrees that unless separately set forth in an addendum to this Agreement, Customer shall not assign a Substitute sole custody of a single student, sole responsibility for supervising more than one classroom of students at a time, or administering or maintaining custody of any student medications.

4.7. Customer shall comply with all applicable laws, regulations and ordinances. No actions undertaken by Customer under this Agreement violate the terms of any other contract including any collective bargaining agreement.

4.8. Any qualifications or characteristics Customer requests for any assignment are based on essential bona fide occupational qualifications the determination of which is Customer's sole responsibility. Scoot is not responsible for screening Substitutes based on any qualifications or criteria which are not specifically disclosed by Customer.

4.9. Customer will inform Scoot if Customer's school(s) currently subscribes to CalSTRS or becomes a member of CalSTRS

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5. BILLING & PAYMENT TERMS

5.1. Invoices

Scoot will invoice Customer each Friday for the services of the Substitutes at the rates set forth in Exhibit A or such other rates as the parties may agree upon at the time of Assignment. Any modification to rate must be set forth in writing and accepted by both parties. An e-mail exchange agreeing to a rate change will be deemed sufficient evidence of such an agreement but it will only apply to the specific position under assignment.

5.2. Taxes

Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices as a separate item. Scoot will pay for any taxes that apply to the services of or compensation paid to the Substitutes.

5.3. Expenses

Expenses incurred by Substitutes within the scope of their assignment (for example, mileage to attend meetings) will be charged to the Customer, passed through without mark up.

6. WORKERS' COMPENSATION AND LIABILITY INSURANCE

Scoot will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

6.1 Workers' Compensation

Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

6.2 Commercial General Liability

Commercial general liability insurance with a $1,000,000 combined single limit per occurrence and includes contractual liability and personal injury coverage;

Scoot will provide Customer with a certificate of this insurance coverage upon request.

7. INDEMNIFICATION BY SCOOT

7.1. Scoot will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, to the extent of the insurance limits set forth in Section 6, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:

i) Scoot's failure to comply with its obligations under applicable employment-related laws, regulations or orders in Scoot's capacity as the general employer of the Assigned Employees; and

ii) Breach of any obligation of Scoot contained in this Agreement.

8.2 Scoot's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) the extent that Damages are due to Customer's failure to fulfill its duties, (iii) the extent that any Damages are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (iv) the extent that Customer is required to indemnify Scoot against such Damages under Section 9.

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9. INDEMNIFICATION BY CUSTOMER

9.1 To the extent permitted by law, Customer will indemnify, defend and hold harmless Scoot and its directors, officers, employees and agents from and against all Damages imposed upon or incurred by Scoot other than for job-related bodily injury or death of a Substitute covered by Workers' Compensation, arising out of any of the following:

i) Customer's failure to comply with its obligations under applicable laws, regulations, ordinances or other contracts;

ii) Any claims asserted against Scoot or its Substitute by students, their parents or representatives, Customer personnel or business invitees, or other third parties arising from conduct of the Substitute while on assignment with Customer (except to the extent that such claim is determined to have been caused by the negligence of Scoot or the failure of Scoot full time staff personnel to reasonably fulfill their obligations regarding the recruitment, screening, and hiring of the Substitute); or

ii) Breach of any obligation of Customer contained in this Agreement;

9.2 Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential Damages or (ii) to the extent any Damages are caused by any negligent act or omission or intentional misconduct of Scoot, its officers, employees or agents.

10. SUBSTITUTE NON-SOLICITATION

Customer is prohibited from hiring Substitutes to serve as substitutes directly employed by Customer during the term of this Agreement and for twelve (12) months hereafter unless engaging in Scoot's temp-to-perm program as outlined in Exhibit A.

PART C - PLACEMENT SERVICES

The provisions within this Part apply to the provision of permanent and leave placement services and should be read in conjunction with the relevant provisions of Part A.

1. PRESENTATION OF OUR CANDIDATES

1.1 The presentation of one of our Candidates commences when we first forward to you any information about the Candidate whether on an identified, anonymous, or pseudonymous basis.

1.2 You may engage Scoot to supply Candidates on a non-exclusive basis or you may engage Scoot on an exclusive basis. You must inform us in writing at the outset of our engagement on what basis you are engaging us.

2. NON-EXCLUSIVE ENGAGEMENT

2.1 If you engage Scoot on a **non-exclusive basis** you must:

(a) provide us with full and accurate information about the position to be filled and Candidate required; and

(b) not communicate directly with our Candidates other than as permitted under this Agreement.

2.2 If we present a Candidate on a **non-exclusive basis**:

(a) we will take reasonable steps to ensure that we have the Candidate's permission to present that Candidate to you;

(b) we make no representation or warranty that:

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(i) the Candidate will be suitable for any position with Customer;

(ii) the Candidate's details and information as shown in the Candidate's resume or other background are accurate, relevant, complete, or up to date;

(iii) the Candidate's nominated referees have given positive references;

(iv) we have any exclusive entitlement to present the Candidate; or

(v) the Candidate has not already been presented to you by other means.

2.3 If after we have presented a Candidate on a non-exclusive basis you ask us (and we agree) to take steps to assess the Candidate's suitability with a view to our short-listing Candidates for your consideration, or to conduct pre-placement investigations or evaluation:

(a) we will take reasonable steps to present only Candidates who, in our opinion, are potentially suitable for placement with a view to short-listing or assessing them for your consideration;

(b) we will:

(i) when short listing or evaluating our Candidates take reasonable steps to validate relevant information which we collect from our Candidates however, we make no warranties in relation to the validity of a Candidate's credential(s) and/or qualifications if they were obtained outside the United States;

(ii) ensure so far as practicable that the information we provide when short-listing our Candidates is substantially accurate, relevant, complete and up to date;

(iii) alert you to those relevant aspects of our short-listed Candidate's information that we have not been able to satisfy ourselves are substantially accurate, complete or up to date;

(iv) arrange interviews with selected Candidates, involving our staff, and you if necessary;

(v) make our short listing or evaluation observations to you; and

(vi) subject to negotiating fees and charges, such further tasks as are specifically agreed in writing.

3. EXCLUSIVE ENGAGEMENT

3.1 You agree:

(a) that if we are engaged on an **exclusive basis** with respect to any position which you require to have filled:

(i) you will expressly state the period of our exclusive appointment and confirm it to us in writing;

(ii) for the period of our exclusive appointment you will:

A. not brief any other employment service provider or agency with respect to the position;

B. direct any other employment service provider or agency who makes inquiry of you with respect to the position to make inquiry through us;

C. direct any applicant or Candidate for the position, whom we have not already presented to you in respect of that position, (including any Candidate who applies internally or directly to you or who is referred by any third party) to apply for the placement through us;

(iii) will use your best endeavors to assist us, in good faith, to fill the position within the period of our exclusive appointment;

(iv) following the expiration of the period of our exclusive appointment, unless you have terminated this Agreement or no longer require the position to be filled, you will continue to engage and authorize us to recruit for the position.

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4. YOUR RESPONSIBILITIES

When engaged on a **non-exclusive or exclusive basis,** you agree:

(a) to notify us immediately of:

(i) the outcome of any interview between you and our Candidate;

(ii) any employment offer (or acceptance of any offer) in relation to the placement of our Candidate with you, or a person on whose behalf or for whose benefit you may be acting, or to whom you have communicated any personal information about our Candidate. Your notification must include details of the remuneration or benefits offered;

(iii) your employment or engagement of our Candidate;

(b) to provide us with a copy of the contract or an accurate summary of its contents within seven days of its being agreed by both you and the Candidate;

(c) to include the following information in the contract or summary:

(i) the name of the Candidate;

(ii) the name of the person or entity engaging the Candidate;

(iii) status of the placement – whether fixed term/task, casual or non-casual and whether as an employment or in some other capacity;

(iv) the location of the job;

(v) the start date for the placement;

(vi) the hours the Candidate is to work per week;

(vii) a job description describing the work that the Candidate will be expected to perform;

(viii) the experience, training and qualifications required of the Candidate;

(ix) details of any authorization required by law or any other professional body in order for the Candidate to undertake the placement (including but not limited to professional credential(s) or validation); and

(x) the Candidate's remuneration;

(d) to pay us our fee for the placement if you breach any contract for the employment or engagement of our Candidate before the placement is complete and the contract terminates for that reason;

(e) that you are responsible for satisfying yourself:

(i) that our Candidate has the qualifications, training, and experience necessary to undertake the placement; and

(ii) that our Candidate meets any suitability, security, trade, professional, or occupational health and safety requirements imposed by law in order to work in the placement;

(iii) that our Candidate meets any other inherent requirements of the placement;

(f) that you are responsible for obtaining work permits or the appropriate authorization for the Candidate to work, including the provision of any required documentation about the placement that our Candidate requires in order to apply for any necessary work permit, work authorization, visa or entry clearance including certification of suitability to work with any special population;

(g) that unless specifically provided for within this Agreement we are not obliged to disclose to you the results of the pre-placement investigation or evaluation of our Candidates;

(h) that you will not seek or receive any unlawful premium in respect of the engagement of our Candidates regardless of whether it is to be paid by the Candidate or by any other person. For the purpose of this provision "premium" includes a consideration, gift, allowance or forbearance for the engagement of our Candidate.

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4.2 If you fail to comply with clauses 3.1(a) or 4 you will pay to us, as liquidated damages, an amount equal to the placement fee we would have charged if you had complied and we had placed a Candidate with you or presented a Candidate in respect of whose placement we would have been entitled to a placement fee.

4.3 You will allow us to advertise and source Candidates using any lawful medium available to us, unless agreed otherwise in writing with you.

5. OUR FEES AND CHARGES

5.1 When engaged on a **non-exclusive or exclusive basis**, we will charge you the fee set out in Exhibit A if, within twelve (12) months of our last presentation of our Candidate to you, that Candidate accepts a position with:

(a) you, or

(b) any of your Related Entities;

(c) any of your other divisions;

(d) another person

(i) on whose behalf or for whose benefit you may be acting, or

(ii) to whom, without our consent, you have disclosed personal information about that Candidate that we have provided to you.

5.2 If any component of our fee is calculated in whole (or in part) as a percentage of AGS and AGS has not been agreed with the successful Candidate at the time when we may invoice you for payment, AGS will be calculated on the basis of the highest AGS advised to us by you at any time up to invoicing.

5.3 If we present one of our Candidates for a placement that attracts commission or earned bonuses as part of the remuneration AND our fee is calculated in whole or in part as a percentage of AGS:

(a) We will provide to you our estimate of the AGS inclusive of the commission and earned bonus and attempt to agree it with you;

(b) AGS for the purpose of calculating our fees:

(i) will be calculated having regard to the estimated commission/bonus earnings indicated by any position description, authorized job advertisement, or key performance indicators that may be available;

(ii) if our estimate is disputed in writing within one business day of its being provided to you, a mutually agreeable, qualified third-party referee shall act as an expert and not as an arbitrator;

(iii) if not disputed in the manner set out at sub paragraph (ii) above, will be deemed to be the amount provided in our estimate.

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5.4 We may vary our fees and charges by giving written notice to you. The variations will take effect from the earlier of 14 days after our notice to you or the date:

(a) you tell us you accept them;

(b) you request our services, or request us to continue providing services to you after we have provided you with notification of variation of our fees;

(c) you accept an interview with, make an offer to, employ or engage a Candidate we have presented to you; or disclose information that we have provided to you about our Candidates to a third person without our consent.

5.5 You must pay our fees and charges, within seven (7) days. If you have any issue with an invoice, you agree to raise it specifically before the due date and to timely pay that portion of the invoice which is not questioned. Late charges will be imposed on any unpaid fees at the rate of eight (8%) per annum.

5.6 No claim or dispute raised with respect to our charges entitles you to set off against, or withhold payment of, the unpaid sum of our invoices.

5.7 We will provide a receipt to you when we receive the full payment of the placement fee.

5.8 You indemnify us for any costs (including legal costs on a solicitor and client basis) that we incur in taking any lawful steps to obtain overdue payment. You agree that we may recover the amount of those costs from you as a debt upon production of an invoice, which shall be sufficient proof of their amount

6. INDEMNITY

6.1 Because you are ultimately responsible for your decision to employ or engage our Placement Candidates and because once they are employed or engaged they work under your control, supervision and direction:

(a) (NO REPRESENTATIONS)

We make no representation or guarantee that they will achieve a certain level of performance, achieve a certain outcome, solve a particular problem, or attain a specific goal, or is not subject to any restraints or restrictions to or by any third parties;

(b) (NO LIABILITY)

(i) We not be liable to you for, and you will hold us harmless against any Claims or other liability for, damage, loss or injury of whatsoever nature or kind, however caused whether directly or indirectly by or from one or more of our Candidates (including their servants or agents) once they are employed or engaged by you, including as a result of the Candidate's negligence

(c) (IMPLIED TERMS)

Our liability for any breach of a term implied in this Agreement will be limited, at our option, to providing, or paying the costs of providing, the services again.

6.2 We are not responsible for any loss, damage, costs or compensation (whether direct or indirect) which may be suffered by you or for which you may become liable, arising out of the introduction of Candidates.

6.3 We are not responsible for errors, omissions or incorrect conclusions in the details provided concerning Candidates or contractors. You are responsible for the final recruitment decision and must satisfy yourself as to the suitability of the Candidate for the position or assignment.

6.4 The provisions of this clause 6 continue to bind the parties after this Agreement ends.

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7. TERMINATION PRIOR TO PLACEMENT

7.1 If you terminate this Agreement after we have commenced sourcing Candidates but prior to the date of placement, you agree that you will indemnify us for any Claims made against us by a Candidate or that we may incur as a result of, arising from, or in any way related to your termination of this Agreement

SIGNATORIES

Signed: James Sanders

Name: James Sanders

Title: CEO

Date: Wednesday, November 18, 2020

Signed: Corey Willenberg

Name: Dr. Corey Willenberg

Title: Superintendent

Date: 11 / 19 / 2020

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EXHIBIT A

FEES FOR SUBSTITUTES

This Exhibit A is incorporated and made part of the Agreement between Scoot and Customer. The pricing in Exhibit A is confidential and proprietary. Customer agrees not to disclose the contents of Exhibit A to persons or entities not party to this Agreement without Scoot's written permission.

Substitutes will be assigned to the following positions and at the following rates:

School bill rate	Half-day rate (4 hours or less)	Short-term day rate	Long-term day rate#
Teaching Assistant (non-credentialed)	$137	$205	$226
Preschool (9+ ECE credits)	$153	$228	$251
Teacher (Emergency 30-day substitute permit, Master Teacher*, or California credential)	$168	$250	$275
Special Education Credential in SpEd role	$224	$334	$367

* Master Teachers are defined as having at least three years of lead teaching experience within a private school setting but don't hold a CA teaching credential.

* Because Scoot Substitutes are non-exempt hourly employees, additional charges over and above the standard Daily Bill Rate will apply in the event that the Substitute is called upon to work overtime meaning working more than eight (8) hours in a work day or more than 40 hours in a work week for the same Customer. Overtime is paid at 1.5x the Substitute's hourly pay rate and will be marked up at the same rate as the standard daily pay. Substitutes are instructed by Scoot that they should seek the approval of a duly designated supervisor at the Customer site before incurring overtime but, of course, the need to insure proper supervision of pupils may necessitate a Substitute staying over even if the designated supervisor is not immediately available. Consistent with professional best practices, Scoot Substitutes are directed to maintain supervision over assigned students until they are relieved by appropriate school personnel.

A Substitute will be considered in long-term status if the same substitute has been scheduled at a Customer school for an assignment that is for more than 15 consecutive work days or an assignment has extended beyond 15 consecutive work days (half-days and full-days are counted the same) in the same academic year.

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FEES FOR TEMP-TO-PERM

Scoot pricing for temp-to-perm placements is based upon the number of days the Scoot employee has worked at the hiring school during a single school year. If Customer chooses to hire a Scoot employee prior to the employee meeting the required 90 days, the following fee table will be used to calculate a placement fee:

Days worked in school year	Fee
1 - 45 days worked	10% of AGS
45 - 90 days worked	5% of AGS
90+ days worked	No fee

Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee.

FEES FOR LEAVE, PERMANENT AND LEAVE-TO-PERM

Pricing is based upon a percentage of the proposed annualized gross salary (AGS) as outlined in the employee agreement. Leave placements are prorated based on the assignment length (e.g., a three-month assignment will be prorated at 25% of AGS).

Leave-to-perm placements are discounted by any leave placements fees already paid to Scoot for the specific candidate.

If a candidate is employed on a fixed or short term contract and the length of employment is extended, the initial fee paid will be deducted from the revised calculated fee.

As outlined in Part C, you may engage Scoot to supply Candidates on a non-exclusive basis or you may engage Scoot on an exclusive basis. Fees will differ depending on the chosen basis.

	Non-Exclusive Basis Fee	Exclusive Basis Fee
Leave placements	13% of AGS prorated by assignment length	11% of AGS prorated by assignment length
Permanent placements	13% of AGS	11% of AGS
Leave-to-perm placements	13% of prorated AGS less any relevant fees already paid to Scoot	11% of prorated AGS less any relevant fees already paid to Scoot
Senior executive placements	13% of AGS	11% of AGS

Fee is based upon the total, annualized gross salary (AGS), including any additional allowances or benefits that can be monetized listed on contract between Customer and Scoot employee. See Part A for a full definition of AGS.

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EXHIBIT B

SUBSTITUTE CANCELLATION POLICY

Customer must cancel a substitute assignment no later than midnight before the assignment. If a cancellation is made before this time, no fee will be charged to the school. Cancellations made on the same day of the shift will result in a half-day charge according to the pricing in Exhibit A.

SCOOT GUARANTEE

Scoot stands behind the quality and appropriateness of any candidate we recommend or assign to a Customer school. However, Scoot understands that at times unforeseen circumstances can deliver undesirable results.

SUBSTITUTE TEACHERS

Should a Scoot substitute not satisfy requirements of the assigned position within the first 90 minutes of a half-day shift or the first four hours of a full-day shift, there will be no fee charged to the school or Scoot will diligently work to replace the substitute as quickly as possible by another suitably skilled and qualified substitute teacher.

To avoid a charge, the school must:

(a) Inform Scoot of the termination of the shift before the substitute leaves the school grounds
(b) Allow Scoot a reasonable opportunity to resolve matters directly with the substitute teacher
(c) The school must provide feedback on the reason(s) for the termination/cancellation

REPLACEMENT PERIOD - LEAVE PLACEMENTS

If the employment of a leave candidate introduced to you by Scoot is terminated within the first 33% of the planned assignment length (e.g., during the first month of a three-month assignment), Scoot's Replacement Policy will take effect.

REPLACEMENT PERIOD - PERMANENT PLACEMENTS

If the employment of a full-time candidate introduced to you by Scoot is terminated within 3 months from the commencement of that person's employment, Scoot's Replacement Policy will take effect.

SCOOT REPLACEMENT POLICY

1. If within the replacement period, one of our short listed Candidates whom we have placed with you:

   (a) performs unsatisfactorily in the placement for which he or she was presented and the placement is terminated for that reason; or

   (b) terminates the contract then, subject to clause 1.1 and 1.2, we will use our best endeavors to present a replacement Candidate at no extra fee.

1.1 Our obligations under clause 1 arise if and only if:

   (c) the Candidate was not already a replacement Candidate presented under clause 1;

   (d) you pay or have paid our invoice by its due date;

   (e) you notify us in writing immediately of becoming aware of any circumstance that may result in our being required to perform our obligations under this clause 1;

   (f) you have provided accurate information on a regular basis during the replacement period so that we can conduct confidential and timely performance checks (and counseling) with you and with the

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Candidate for our own benefit and at our discretion. We are not under any obligation to pass on to you any information we collect from the Candidate under this clause;

(g) you notify us in writing of the termination of the employment, engagement or contract with or of the Candidate immediately, stating the effective date or, and reason(s) for, the termination;

(h) you have made a reasonable attempt to induct and orient the Candidate into the workplace;

(i) you have fulfilled all your other obligations arising under this Agreement in respect of the placement;

(j) the termination of the Candidate's placement is not due to:

(i) any false or misleading representation made to the successful Candidate in connection with the placement;

(ii) redundancy, retrenchment, or your operational requirements;

(iii) any action on your part which might make the termination of the successful Candidate's employment or engagement unlawful, harsh, unjust or unreasonable; or

(iv) any breach by you of the terms of the contract with the successful Candidate; and

(k) you agree to pay any advertising or additional charges which you authorize us to incur in locating another suitable Candidate.

1.2 All of the terms of this Agreement which apply to the presentation of Candidates generally continue to apply to the presentation of a replacement Candidate.

1.3 If a replacement Candidate is placed under this clause 1 at a higher AGS than the original Candidate AND our fee was calculated in whole or in part as a percentage of AGS, we may claim an additional fee referable to the increased AGS. However, no refund or credit will be paid by reason only that the AGS referable to the replacement Candidate is lower than that of the original Candidate. If no replacement candidate is placed, a credit will be applied for use at a later date.

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HELLOSIGN

Audit Trail

TITLE	Substitute and Placement Services vP3
FILE NAME	Scoot Services Ag... Services vP3.pdf
DOCUMENT ID	16eb55b5264f7f04e117fe5e562fca4a04464df3
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SIGNED	**11 / 19 / 2020** 17:45:20 UTC	Signed by Corey Willenberg (cwillenb@ouhsd.net) IP: 205.155.216.23
COMPLETED	**11 / 19 / 2020** 17:45:20 UTC	The document has been completed.

OROVILLE UNION HIGH SCHOOL DISTRICT
Preparing Students for the Future Today
Est. 1892

To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: December 3, 2020
Subject: Request Approval for MOU with Language Line Services, Inc

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The Superintendent is requesting approval of an agreement with Language Line Services, Inc to provide translation services for Zoom meetings, in person meetings and documents. The services would be on an as needed basis.

Access to this service will provide assistance to our families that require translation services OUHSD cannot offer on a consistent basis.

Language Line Services, Inc.

Statement of Work
LanguageLine® Phone℠ Interpreting

Oroville Union High School District **Per CA Multiple Award Schedule (CMAS) 4-07-03-0249A Supplement No.5**	Customer number if applicable: 1092

This Statement of Work is subject to the Master Service Agreement between you, the Customer ("Customer" or "you") and Language Line Services, Inc. ("Company"). This document is the sole document that reflects pricing for these services, and must be signed by an authorized representative from you, the Customer. Pricing is only final upon a signature by an authorized officer of Language Line Services. Pricing changes, if any, will be made on next full monthly billing cycle.

1. **PRICE PER MINUTE.** Price per minute is based on the language requested. Price per minute does not include international call fees.
2. **ENROLLMENT AND SETUP PACKAGES**
   - One time setup charge per Customer $275.00(waived)
   - Fee for each subsequent Client Identification Number with corresponding statement $125.00(WAIVED)
3. **CLIENT IDENTIFICATION NUMBER.** Monthly minimum charge per Client Identification Number $100.00(waived)
4. **PLATFORM ACCESS CHARGE.** Platform access per call $0.25(waived)
5. **LONG DISTANCE DIAL OUT.** Long distance dial out charge applied per dial out (in addition to per minute charges) $5.00
6. **PAPER INVOICE CHARGE.** Electronic invoices are provided free of charge. If paper invoices are preferred, fees apply. $1.75(waived)
7. **FINANCE CHARGE.** Finance charges are applied to any past due balances. Interest will accrue from the date on which payment is due at a rate equal to the lesser of 1.5% per month or the maximum rate permitted by applicable law.
8. **FCC SURCHARGE AND FEES.** Fees that Language Line Services has or will pay to these third parties: surcharges, fees, taxes, payments to the Universal Service Administrative Company (USAC).
9. **OPTIONAL TRAINING ASSISTANCE AND MATERIALS**
   - *Customized* reference and support materials development (per hour) (*Standard training material no charge*) $179.00
   - Training/awareness assistance (on site per day/per trainer plus travel costs) $500.00
10. **OPTIONAL CUSTOMIZED REPORT CONFIGURATION** (*WE OFFER MYLLS ONLINE REPORTING FOR NO CHARGE*)
    - Report setup (per hour) $250.00
    - Report maintenance (monthly) $30.00
11. **OPTIONAL INTERPRETER APPOINTMENT AT SPECIFIC TIME (*DO NOT SCHEDULE – YOU DO NOT NEED TO*)**
    - Applied per appointment $100.00
    - Cancellation per appointment will be charge $200 for any missed appointment $200.00

Per Minute Usage Fees for LanguageLine Phone Interpreting and InSight Audio Interpreting

Tiers	Languages	Per Minute Charge
1	Spanish	$0.97
2	Chinese (Mandarin and Cantonese), French, Japanese, Korean, Russian, and Vietnamese	$0.97
3	Armenian, German, Haitian Creole, Italian, Cambodian (Khmer), Polish, and Portuguese	$0.97
4	Farsi, Tagalog, Thai, Urdu, and all other languages	$0.97

The person signing this agreement certifies that such person has read, and acknowledged all terms and conditions, that he or she has read and understands all of the terms and conditions and is fully authorized to execute this Agreement on behalf of and bind the Customer to all its terms and conditions. Both parties agree the delivery of the signed service agreement by facsimile or e-mail shall have the same force and effect of execution and delivery as the original signature.

Oroville Union High School District	Language Line Services, Inc.
Accepted and agreed to date:	Accepted and agreed to date:
Signature:	Signature:
Print Name:	Bonaventura A. Cavaliere
Title:	CFO

Language Line Services, Inc.

Customer Contact Information

Oroville Union High School District

Per CA Multiple Award Schedule (CMAS) 4-07-03-0249A Supplement No.5

CUSTOMER CONTACT INFORMATION

Operations Contact	**Billing Contact** ☐ Same as Operations Contact
Name:	Name:
Title:	Title:
Telephone:	Telephone:
Fax:	Fax:
E-mail:	E-mail:
Address:	Address:
City, State, Zip:	City, State, Zip:

Training Contact ☐ Same as Operations Contact	**Technical – IT Contact (if needed)**
Name:	Name:
Title:	Title:
Telephone:	Telephone:
Fax:	Fax:
E-mail:	E-mail:
Address:	Address:
City, State, Zip:	City, State, Zip:

Tax Exempt Status	
☐ No	☐ Yes - If yes, please include a copy of your tax-exempt determination letter or certificate.

Excluded Affiliates - Please identify affiliates, whose use of the Services will NOT be paid by you. Please identify any additional affiliates and attach to this document.

Language Line Services, Inc.

Customer Contact Information

1ST AFFILIATE - Name:
Address, City, State, and Zip:
Contact Name, Phone, and E-mail:
2ND AFFILIATE - Name:
Address, City, State, and Zip:
Contact Name, Phone, and E-mail:
3RD AFFILIATE - Name:
Address, City, State, and Zip:
Contact Name, Phone, and E-mail:

Language Line Services, Inc.

Statement of Work
LanguageLine® Translation & Localization℠

Oroville Union High School District Per CA Multiple Award Schedule (CMAS) 4-07-03-0249A Supplement No.5	Customer number 1092 (Per Language Line index system)

This Statement of Work for LanguageLine Translation and Localization services (the "Services") is subject to the Master Service Agreement between you, the Customer ("Customer" or "you") and Language Line Services, Inc. ("LanguageLine"). This document must be signed by an authorized Customer representative.

TERMS OF SERVICE

1. **PRICING:** Prices for the Services shall be as specified by LanguageLine to Customer either in this SOW or in an Estimate (Quote) sent in response to each Customer request for a translation or localization project. Estimates are based upon (i) the actual wordcounts contained in the documents or files provided by Customer, (ii) specifications and information originally submitted by Customer, and (iii) the delivery requirements requested by Customer. Estimates that are not based on actual wordcounts at the time the Estimate is prepared, will be adusted to reflect actual wordcounts upon completion of the project. Adjustments to the Estimate may be necessary if specifications are changed or added, or if work not covered in the original quotation is requested by Customer. Estimates are only valid for thirty days or as otherwise specified in writing.

DOCUMENT TRANSLATION FEES per CMAS:

Translation fees, which include Translation, Editing, Project Management, basic formatting in MS Word, are based upon the English word count. Additional translation services, such as graphic design, localization engineering, QA services, independent review, proofreading, are available upon request.

Language	Translation Fee Per Word	Language	Translation Fee Per Word
Amharic	$0.34	Karen	$0.36
Arabic	$0.29	Khmer	$0.40
Bosnian	$0.29	Korean	$0.22
Bulgarian	$0.28	Lao	$0.34
Burmese	$0.36	Latvian	$0.28
Chinese (Simplified)	$0.22	Norwegian	$0.35
Chinese (Traditional)	$0.22	Polish	$0.27
Czech	$0.27	Portuguese (Brazil)	$0.25
Danish	$0.35	Portuguese (Portugal)	$0.25
Dutch	$0.27	Punjabi	$0.34
Farsi	$0.34	Romanian	$0.28
Finnish	$0.35	Russian	$0.23
French (Canada)	$0.25	Slovak	$0.28
French (France)	$0.27	Slovenian	$0.28
German	$0.28	Somali	$0.34
Greek	$0.27	Spanish (Spain)	$0.25
Haitian Creole	$0.29	Spanish (Latin America)	$0.18
Hebrew	$0.29	Swedish	$0.35
Hindi	$0.34	Tagalog	$0.34

Hmong	$0.40	Thai	$0.35
Hungarian	$0.27	Turkish	$0.34
Indonesian	$0.34	Ukrainian	$0.29
Italian	$0.25	Urdu	$0.32
Japanese	$0.30	Vietnamese	$0.28

2. **ORDERS.** Orders authorized by Customer may only be canceled by Customer if Customer pays for all of the work performed by LanguageLine, including all fees, costs and expenses incurred by LanguageLine in connection with the order prior to cancellation. If Customer changes the original text, alters specifications, or adds new specifications after Customer has authorized LanguageLine to begin work, the changes, alterations, or additions may result in additional charges and adjustments of deadlines.

3. **TERMINOLOGY.** Unless Customer provides terminological reference material like glossaries or terminology lists, LanguageLine will use its best judgment in the selection of terms pertinent to a given field. Customer will be charged for and will pay for all changes to such terms.

4. **APPEARANCE.** When the Services include formatting, typesetting, page layout, or artwork, LanguageLine will seek the closest match practicable between the appearance of the original and that of the finished product or will layout as Customer specifies. Unless the Estimate states otherwise, LanguageLine does not guarantee that the format, fonts, typefaces, point sizes, text density, artwork, colors, paper, and other elements of printed documents it chooses and those of the original will be identical. Translated documents are sometimes longer or shorter than the original, and technical or other considerations may result in elements of appearance different from the original.

5. **EDITING.** Any editing or alteration of the delivered product required by Customer in cases where the style or other matter had been left to the judgment of LanguageLine, including stylistic or preferential linguistic changes, may result in additional charges to Customer. Translation errors will be corrected at no extra charge.

6. **CHANGE ORDERS.** Change order requests from Customer will be analyzed by LanguageLine for cost and schedule impact. If, in LanguageLine's reasonable judgment, the requested changes can be implemented without requiring additional time or resources and without affecting LanguageLine's ability to maintain the project schedule, LanguageLine will implement the change at no additional cost to Customer. Otherwise, prior to proceeding with any changes, LanguageLine will provide Customer with a written change order quote for the additional work that includes (1) price change and (2) impact on schedule. Customer may, at its discretion, accept or reject LanguageLine's change order proposal. Change orders shall be considered effective upon written approval. Each party shall use its best efforts to respond as expeditiously as possible to such change requests and change order proposals.

7. **PAYMENT.** (a) Unless otherwise stated in an Estimate, invoices will be issued at the end of the month in which the project is delivered. (b) All errors, claims, or requests for adjustment must be presented within thirty (30) days after the date of delivery or such work will be deemed to have been accepted. (c) Charges due and unpaid thirty (30) days after invoice shall bear interest from the date payment is due at the rate of one and one-half percent (1 1/2 %) per month (eighteen percent (18%) per annum).

8. **CUSTOMER PROPERTY.** At Customer's request, Customer property delivered to LanguageLine for use in the providing of the Services will be returned to Customer upon completion of the work by LanguageLine without any liability for loss or damage.

9. **ADDITIONAL LIMITED WARRANTY.** In addition to the Limited Warranty in the Master Services Agreement between the parties, LanguageLine's sole obligation for Services is the re-performance, at no additional charge to Customer, of that portion of those Services that LanguageLine and Customer agree to be defective. Defects include translation errors, but do not include subjective elements of style. LanguageLine shall correct any agreed upon defect within thirty (30) days of notice from Customer.

Language Line Services, Inc.

Statement of Work
LanguageLine® Translation & Localization℠

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Oroville Union High School District	LanguageLine Services, Inc.
Accepted and agreed to date:	Accepted and agreed to date:
Signature:	Signature:
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OROVILLE UNION HIGH SCHOOL DISTRICT
INJURY AND ILLNESS PREVENTION PROGRAM
COVID-19 ADDENDUM

Purpose

It is the policy of the Oroville Union High School District to ensure a safe and healthy environment for employees, staff, and students. Communicable and infectious diseases such as COVID-19 are minimized by providing prevention, education, identification through examination, surveillance, immunization, treatment and follow-up, isolation, and reporting.

Due to the widespread of COVID-19 in the community Oroville Union High School District has implemented the following infection control measures, including applicable and relevant recommendations from the Centers for Disease Control and Prevention (CDC) and our state and local guidelines.

Introduction

What is Covid-19?

On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan China. The new name of this disease is Coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as "2019 novel coronavirus" or "2019-nCoV". There are many types of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a new coronavirus that has not previously been seen in humans. There is currently no vaccine to prevent COVID-19.

What are the Symptoms of Covid-19?:

Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Cough
- Shortness of breath or difficulty breathing
- Fever
- Chills
- Muscle pain
- Sore throat
- New loss of taste or smell

Procedures to Help Prevent the Spread of COVID-19

Protect Yourself

Older adults and people who have severe underlying medical conditions like heart or lung disease or diabetes seem to be at higher risk for developing serious complications from COVID-19 illness.

How does it spread?

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus.

- The virus is thought to spread mainly from person-to-person.
- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- Through respiratory droplets that can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.

Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

To prevent the spread of respiratory infections from one person to the next, frequent hand washing is recommended.

Germs can spread from other people or surfaces when:

- Touching eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blowing nose, coughing, or sneezing into hands and then touching other people's hands or common objects.
- Touching an item or surface in a public area that may be frequently touched by other people, such as door handles, tables, etc.

Hand Hygiene

Hand hygiene procedures include the use of alcohol-based hand rubs and hand washing with soap and water. Washing hands with soap and water is the best way to get rid of germs in most situations, and it's one of the most effective ways to prevent the spread of germs. If soap and water are not readily available, use an alcohol-based hand sanitizer (containing at least 60% alcohol).

Properly hand wash with soap and water by:

- Wet hands first with water (avoid using hot water).
- Apply soap to hands.
- Rub hands vigorously for at least 15 seconds, covering all surfaces of hands and fingers.
- Rinse hands with water and dry thoroughly with paper towel.
- Use paper towel to turn off water faucet.

Alcohol-based hand rub is an ideal method for decontaminating hands, except when hands are visibly soiled (e.g., dirt, blood, body fluids), and may not remove harmful chemicals from hands like pesticides and heavy metals, in which case soap and water should be used. Hand hygiene stations should be strategically placed to ensure easy access.

Using Alcohol-based Hand Rub (follow manufacturer's directions):

- Dispense the recommended volume of product;
- Apply product to the palm of one hand; and
- Rub hands together, covering all surfaces of hands and fingers until they are dry (no rinsing is required), this should take around 20 seconds.

Handwashing facilities will be maintained to provide adequate supply of hand washing soap and paper towels.

Coughing and Sneezing Etiquette

Covering coughs and sneezes and keeping hands clean can help prevent the spread of serious respiratory illnesses.

Germs can be easily spread by:

- Coughing, sneezing, or talking
- Touching your face with unwashed hands after touching contaminated surfaces or objects
- Touching surfaces or objects that may be frequently touched by other people
- Covering coughs and sneezes and washing hands are especially important for infection control measures in healthcare settings, such as emergency departments, doctor's offices, and clinics.

To help stop the spread of germs:

- Cover mouth and nose with a tissue when coughing or sneezing.
- Throw used tissues in the trash
- If a tissue is not available, cough or sneeze into the elbow, not in hands.
- Immediately wash hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean hands with a hand sanitizer that contains at least 60% alcohol.

Avoid Close Contact – Distancing

Physical distancing is an effective method that can help stop or slow the spread of an infectious disease by limiting the contact between people. For COVID-19, the recommended distance is at least 6 feet. To help prevent the spread of respiratory disease, employees should avoid close contact with people who are sick.

Each site will have a plan in place to ensure social distancing at their location. The plan will include, but is not limited to the following:

- Implementing flexible work hours by rotating or staggering shifts to limit the number of employees on site at the same time
- Increasing physical space between employees by modifying the workspace.
- Avoiding shared work spaces (desks, offices, and cubicles) and work items (phones, computers, other work tools, and equipment) when possible. If they must be shared, following the cleaning and disinfecting the building and facility guidelines to clean and disinfect shared workspaces and work items before and after use.
- Increasing physical space between employees and public by offering drive-through service or physical barriers such as partitions.
- Using signs, tape marks, or other visual cues on the floor, placed 6 feet apart, to indicate where to stand when physical barriers are not possible.
- Close or limited access to common areas where employees are likely to congregate and interact.
- Delivering services and holding meetings remotely by phone, video or internet.
- Limiting any unnecessary travel with passenger(s) from one site to another in work vehicles and personal employee vehicles.
- Eliminating all non-essential and non-related services, such as entertainment activities.
- Using videoconferencing or teleconferencing when possible for work-related meetings and gatherings.
- Canceling, adjusting, or postponing large work-related meetings or gatherings that can only occur in-person in accordance with state and local regulations and guidance.
- When videoconferencing or teleconferencing is not possible, holding meetings in open, well-ventilated spaces continuing to maintain a distance of 6 feet apart and wear cloth face coverings.

Employees will also be asked to practice social distancing outdoors including, but not limited to the following:

- When working in sports fields, playgrounds, assembly areas, and/or other outdoor areas
- Before starting the work shift
- After the work shift
- Coming and going from vehicles
- Entering, working and exiting physical buildings or other structures
- During breaks and lunch periods

If an Employee is Sick

Employees will be asked to monitor their health each day, and are asked to notify their supervisor before their scheduled shift and prior to arriving at the site, if they have been exposed to someone with COVID-19

or you have a temperature of 100.4 or more, tiredness, chills, shortness of breath, difficulty breathing, nausea, vomiting, diarrhea, sore throat, loss of taste or smell, cough, or muscle pain.

If an employee is not feeling well and is exhibiting symptoms that may be attributed to COVID-19, such as acute respiratory symptoms or a fever, Oroville Union High School District will:

- Immediately send employees with acute respiratory illness symptoms home or to medical care as soon as possible
- Actively encourage sick employees to stay home.
- If an employee goes home because they are sick, follow the cleaning and disinfecting the building and facility guidelines to disinfect the area/room/office where the person worked, the tools and equipment they used prior to use by others.
- Employees who are well but who have a sick family member at home with COVID-19 should notify their supervisor and follow CDC-recommended precautions.

Personal Protective Equipment

While engineering and administrative controls are considered more effective in minimizing exposure to COVID-19, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies. Examples of PPE include: gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, such as COVID-19, recommendations for PPE specific to occupations or job tasks may change depending on geographic location, updated risk assessments for workers, and information on PPE effectiveness in preventing the spread of COVID-19.

Unless otherwise directed by your supervisor, all employees must cover their mouth and nose with a cloth face cover when around others.

- You could spread COVID-19 to others even if you do not feel sick.
- Everyone should wear a cloth face cover.
    - Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- The cloth face cover is meant to protect other people in case you are infected.
- Do NOT use a facemask meant for a healthcare worker.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Washing Facilities

Notify your supervisor if any washing facilities do not have an adequate supply of suitable cleansing agents, water and single-use towels or blowers.

Cleaning and Disinfecting

Oroville Union High School District will establish routine schedules to clean and disinfect common surfaces and objects in the workplace. This includes, but is not limited to, classroom technology devices, containers,

counters, tables, desks, chairs, benches, door handles, knobs, drinking fountains, refrigerators, vending machines, portable restroom and bathroom surfaces, automobiles and buses – inside and out, and trash cans.

The process of disinfecting includes providing disinfecting products, that are EPA approved for use against the virus that causes COVID-19 and following the manufacturer's instructions for all cleaning and disinfection products (e.g.., safety requirements, PPE, concentration, contact time.)

Coronaviruses on surfaces and objects naturally die within hours to days. Warmer temperatures and exposure to sunlight will reduce the time the virus survives on surfaces and objects. Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection.

Disinfectants kill germs on surfaces after cleaning, that can further lower the risk of spreading infection. Employees will need to follow the district's approved disinfecting products and procedures when using disinfectants. Disinfecting procedures include:

- Some surfaces only need to be cleaned with soap and water. For example, surfaces and objects that are not frequently touched should be cleaned and do not require additional disinfection.
- Clean and disinfect frequently touched surfaces daily and shared workspaces and work items before and after use.
- Store and use disinfectants in a responsible and appropriate manner according to the label.
- Keep all disinfectants out of the reach of children. Disinfectants should typically not be applied on items used by children, especially any items that children might put in their mouths. Many disinfectants are toxic when swallowed.
- Do not overuse or stockpile disinfectants or other supplies.
- Always wear gloves appropriate for the chemicals being used when you are cleaning and disinfecting. Additional personal protective equipment (PPE) may be needed based on setting and product.
- Areas unoccupied for 7 or more days need only routine cleaning.
- Outdoor areas generally require normal routine cleaning and do not require disinfection.

Electronics

For electronics, such as tablets, touch screens, keyboards, remote controls, and ATM machines:

- Consider putting a wipeable cover on electronics.
- Follow manufacturer's instruction for cleaning and disinfecting.
- If no guidance, use alcohol-based wipes or sprays containing at least 70% alcohol. Dry surface thoroughly.

Cleaning and Disinfecting Building or Facility if Someone is Sick:

- Close off areas used by the sick person.

- Open outside doors and windows to increase air circulation in the area.
    - Wait 24 hours before you clean or disinfect.
    - If 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the sick person, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls.
- Always wash immediately after removing gloves and after contact with a sick person.
- If more than 7 days since the sick person visited or used the facility, additional cleaning and disinfection is not necessary.
- Continue routine cleaning and disinfection

Employee Training

Oroville Union High School District will provide regular training for employees on the following topics:

- What is COVID-19 and how is it spread
- Signs and symptoms of COVID-19
- When to seek medical attention if not feeling well
- Prevention of the spread of COVID-19 if you are sick
- Physical and social distancing guidelines
- Importance of washing hands with soap and water or use of hand sanitizer if soap and water are not readily available.
- Reminders and methods to avoid touching eyes, nose and mouth
- Coughing and sneezing etiquette
- Safely using cleansers and disinfectants

Compliance

This addendum will be reviewed regularly and according to federal, state and local requirements. These guidelines and written addendum are subject to change as information is received and the situation evolves.