

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, October 20, 2021**

5:30 p.m.	Public session for purposes of opening the meeting only
5:30 p.m.	Closed session to discuss closed session items listed below (For Board Only)
6:00 p.m.	Reconvene to open session no later than 6:30 p.m.

1.0 OPENING BUSINESS:

- a. Call to order and roll call

_____ Hubert "Wendell" Lower, President

_____ Genaro Reyes

_____ Rod Boone, Clerk

_____ Ray Odom

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with Real Property Negotiators. Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- e. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports.
- b. ASB President Report for Hamilton High School by Lexi Villegas
- c. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (handout)
 - ii. Nutrition Services Report by Sean Montgomery (p. 4)
 - iii. Operations Report by Alan Joksch (p. 5)
- d. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 6)
 - ii. Maria Reyes, District Dean of Students (p. 7)
 - iii. Cris Oseguera, Hamilton High School Principal (handout)
 - iv. Sylvia Robles, Adult School (p. 8)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 9)
- f. Superintendent Report by Jeremy Powell (written) (p. 11)

8.0 PRESENTATIONS:

- a. None

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 13)
- b. Bond Status (Fund 21) Update (p. 15)

11.0 DISCUSSION ITEMS:

- a. HUSD Draft Board Meeting Dates for 2022 (p. 19)
- b. CSBA Policies Review and Discussion 1st Readings (p. 20)
 - i. Board Policy 0470: COVID-19 Mitigation Plan
 - ii. Board Policy 3516.54: Emergency Schedules
 - iii. Board Policy 4131: Staff Development
 - iv. Board Policy 6120: Response to Instruction and Intervention
 - v. Board Policy 6146.1: High School Graduation Requirements
 - vi. Administrative Regulation 6146.1: High School Graduation Requirements
 - vii. Board Policy 6164.4: Identification and Evaluation of Individuals for Special Education
 - viii. Administrative Regulation 6164.4: Identification and Evaluation of Individuals for Special Education
 - ix. Board Policy 6164.41: Children with Disabilities Enrolled by their Parents in Private School
 - x. Board Policy 6164.5: Student Success Teams
 - xi. Administrative Regulation: 6164.5: Student Success Teams

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

13.0 ACTION ITEMS:

- a. Adopt ESSER III Expenditure Plan & Safe Return to In-Person Instruction & Continuity of Services Plan (p. 111)
- b. Approve updated bid from Steel-Crete for safety measures on the Hamilton Elementary fence (p. 125)
- c. Approve CSEA Salary Study Job Adjustments (p. 128)

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on September 22, 2021 (p. 129)
- b. Minutes from Special Board Meeting on September 22, 2021 (p. 133)
- c. Minutes from Special Board Meeting on October 6, 2021 (p. 134)
- d. Delete the following Administrative Regulations from HUSD Policy Manual:

Current Regulation Number	DISTRICT TITLE	Deleted by CSBA	Reason for Deletion
0520.2-R(1)	Title I Improvement Schools	10/17	Fed program suspended.
0520.3-R(1)	Title I Improvement Districts	10/17	Fed program suspended.
4112.24-R(1)	Teacher Qualifications Under The No Child Left Behind Act	5/16	Policy, regulation, and exhibits deleted since NEW FEDERAL LAW (P.L. 114-95) repealed requirements that teachers meet criteria of "highly qualified" teachers, as defined.
6162.52-R(1)	High School Exit Examination	12/17	New law AB 830 repeals the requirement to pass the high school exit exam as a condition of graduation.

- e. Warrants and Expenditures (p. 136)

f. Interdistrict Transfers (new only; elementary students reapply annually).

i. Out

1. Hamilton Elementary School
 - a. None
2. Hamilton High School
 - a. None

ii. In

1. Hamilton Elementary School
 - a. 4th x 1
 - b. 7th x 1
2. Hamilton High School
 - a. None

g. Personnel Actions as Presented:

i. New hires:

Jonathan Romano	District Universal – Maintenance & Transportation	HUSD
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ii. Resignations/Retirement:

Chris Kitahara	District Universal – Maintenance & Transportation	HUSD
Marilyn Langan	Paraeducator/Library Media Technician	HES
Maxwell Montgomery	Paraeducator/Library Media Technician	HES
Liliana Malagon	Preschool Teacher (Classified)	Preschool
Steven Jerome	JV Girls Basketball	HHS
Jonathan Romano	District Custodian	HUSD

15.0 ADJOURNMENT:

HUSD Food Service Report

Board Meeting on October 20, 2021

Sean Montgomery, Director of Nutrition and Student Welfare

- With the end of September, we finished our first complete month of the year.
 - We served 5,573 breakfasts in September.
 - We served 8,956 lunches in September.
- Total meals brought in a net reimbursement \$56,391.04
 - \$52,391.04 from Federal
 - \$3,613.35 from State
- We have had one Covid19 related quarantine since the start of the year.
- We are also in the process of having new tank less water heaters put in at the elementary school.

HUSD Maintenance Report

Board Meeting on October 20, 2021

Alan Joksch, Director of Maintenance and Transportation

Maintenance:

- Personnel: While we had a challenging start to the month with several employees in our department out on quarantine, we remained focused on meeting the needs of the district.
- Hamilton Elementary Fence: The remaining parts have begun to arrive and are being installed. We have a change order in for additional modifications to ensure DSA compliance.
- Hamilton Elementary Water Heaters: These have been successfully installed at HES Kitchen. They will be online and ready for use by the time you are reading this.
- There has been an increase in Maintenance Tickets. Most of these are requests for masks and other cleaning supplies, as teachers continue to maintain a safe classroom environment.

Custodial:

- We are working through changes in staffing and the issues of Covid.
 - We invited Wizard Cleaners back to help us for a span of two weeks.
 - This will help ensure that rooms are clean and sanitized and we are able to provide a safe learning environment for all students.

Buses:

- We have provided transportation for several Elementary School field trips to the Pumpkin Patch in Orland.
- Football has been transported to Trinity and Modoc Schools for Friday night games. These long-distance runs create a challenge as we are short on drivers and this takes the driver to the maximum hours allowed to drive as we also cover daily bus runs, however, once again, we are stepping up to help our students, families, and community!

HAMILTON ELEMENTARY SCHOOL
Board Meeting on October 20, 2021

Submitted by

Kathryn Thomas, Principal

Enrollment: 412 (7 students currently on Independent Study with William Finch)

8/30-9/24/21 attendance

Grade	Percentage	Grade	Percentage
TK	52.08%	6	88.08%
K	72.16%	7	91.88%
1	89.99%	8	91.42%
2	93.06%	TK/K low percentage due to the Sept. class quarantine	
3	89.38%		
4	85.04%		

Campus News:

- The first parent workshop led by Mrs. Dianna Camarena took place on 9/28 with a focus on supporting our new Kindergarten parents with how to navigate our school platforms in order to strengthen the bridge between home and school. There were over 25 people in attendance. The meeting was a hybrid zoom and in-person meeting to accommodate our working families.
- Our 4th and 5th graders were the first to bring back the field trip since the COVID closure. Both grade levels were able to attend Farm Days—this is typically a 4th grade event, but this year’s 5th graders were invited to attend due to limitations due to restrictions last year.
- Kindergarteners visited the Pumpkin Patch on Wednesday, 10/13 and Thursday, 10/14.
- Students were recognized for the Virtue of Respect on Thursday, 10/14 and Friday, 10/15.
- Teachers are meeting with parents for conferences on 10/20 and 10/21.
- Our School Site Council met on 10/12/21 at 6:30 pm through both zoom and in-person. We had a full quorum, along with additional staff and parents in attendance. Our school site budget was approved, along with two Title I expenditures for this school year. Next month we will be looking at our needs through our schoolwide data, and taking input on how to best meet our goals for 21-22.

Instructional News:

- Our schoolwide work continues with Universal Design for Learning training through our GCOE partnership. Teachers recently met in POD teams to discuss learning styles of their students to begin tailoring instruction and assignments to meet the varied needs of their own students.
- Teachers are meeting monthly in their vertical alignment teams providing time for our teachers in the dual immersion program to discuss their curriculum and instruction, as well as provide time for vertical alignment with our Middle School and K-5 teachers. This time has been valuable, allowing teachers to share best practices in various disciplines.

Coming Up:

- Halloween Carnival 10/29 at 5:00 pm

Alternative Education Report

Board Meeting on Wednesday October 20, 2022

Maria Reyes, Dean of Students

Greetings from Alternative Ed

- We have wrapped up the first quarter and our students are working hard. As we start the second quarter we will focus on finishing strong for the Fall semester.
- We have set up a financial aid workshops to assist seniors with financial aid and this will be held on Thursday October 14, 2021 at 6:00 pm in the high school library.
- We also have a ROP/CTE presentation from Butte County office of Ed.
- The focus will be on the different programs they offer for students during their senior year of high school or after high school graduation.
- We also have Francis Cunny, a Glenn County Drug and Alcohol Counselor providing a presentation to our students for Red Ribbon Week.
- Also, this quarter students will begin working on their senior project components.
- We will have Butte College assist as we do every year, with Reg2Go and start process of having students fill out applications attend Butte College.

Enrollment:

12th grade = 4

11th grade = 5 (one of five is in Independent Study)

Total 9

Hamilton Adult Education
Board Meeting Report-October 20, 2021
Silvia Robles/Director

Completed and in Progress Tasks – October, 2021

1. Enrollment and students served to date for all programs:
 - Citizenship..... 9
 - Computer Basics 10
 - CPR/First Aid 9
 - ESL..... 10
 - Floral Design 29
 - Forklift Training..... 9
 - High School Diploma..... 12
 - Job Readiness Prep 0
 - TOTAL:.....88**
2. WIOA II Network Meetings/Professional Development
3. Outreach/Recruit for CPR/First Aid Training with nonprofit organizations, local businesses, employers, etc.
4. Ongoing enrollment for CPR and Forklift Training
5. Adult Ed Committee Volunteers began meeting to discuss the need for a community survey for the purposes of obtaining community input and gathering information on the needs of the community.
6. First Quarter Data Report to CDE submitted
7. Provided a Citizenship Presentation -via Zoom to nonprofit organizations, local businesses, employers, etc., to promote Hamilton Adult School programs.

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
October 20, 2021 Board Report**

	2021-22 Approved Budget	2021-22 Year To Date As of 10/13/21	2020-21 Approved Budget	2020-21 Year To Date As of 10/13/20
Revenues				
LCFF Sources	\$ 8,125,100	\$ 884,419	\$ 7,197,888	\$ 1,278,608
All Other Federal Revenue	\$ 236,750	\$ 132,797	\$ 252,770	\$ 773,994
Other State Revenue	\$ 553,175	\$ 94,081	\$ 483,279	\$ 198,773
Other Local Revenue	\$ 46,669	\$ 46,373	\$ 74,840	\$ 85,287
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 8,961,694	\$ 1,157,670	\$ 8,008,777	\$ 2,336,662
Expenditures				
Certificated Personnel Salaries	\$ 3,580,239	\$ 672,588	\$ 2,944,886	\$ 620,432
Classified Personnel Salaries	\$ 1,168,056	\$ 272,696	\$ 947,558	\$ 241,213
Employee Benefits	\$ 2,059,770	\$ 453,656	\$ 1,658,150	\$ 444,138
Books and Supplies	\$ 738,305	\$ 99,951	\$ 414,755	\$ 261,446
Travel and Conferences	\$ 111,724	\$ 5,501	\$ 113,556	\$ 814
Dues and Memberships	\$ 14,850	\$ 10,834	\$ 14,850	\$ 8,546
Other Insurance	\$ 97,584	\$ 91,902	\$ 93,766	\$ 93,766
All Other Utilities	\$ 273,000	\$ 104,303	\$ 275,450	\$ 57,019
Rents/Leases/Repairs	\$ 72,245	\$ 23,794	\$ 64,745	\$ 10,080
Other Operating Expenditures	\$ 416,429	\$ 182,147	\$ 333,766	\$ 113,729
Capital Outlay	\$ 405,000	\$ 118,726	\$ 306,728	\$ 93,419
Other Outgo	\$ 896,147	\$ 10,579	\$ 907,586	\$ 10,097
Total Expenditures	\$ 9,833,349	\$ 2,046,677	\$ 8,075,796	\$ 1,954,699
Net Increase (Decrease) in Fund	\$ (871,655)	\$ (889,007)	\$ (67,019)	\$ 381,963
Beg. Fund Balance at 7/1/21 (2020-21 Unaudited Actuals)	\$ 1,757,072			
Projected Ending Fund Balance	\$ 885,417			

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HUSD Superintendent Report

Board Meeting on October 20, 2021

Jeremy Powell, Ed. D.

One year ago, this week, we welcomed our K-2nd graders back on campus. Since that date, HUSD has continued to work tirelessly to ensure a strong academic and supportive emotional environment for our students as we transitioned back to in-person learning. Today, as we continue to work through learning loss and the COVID-19 Pandemic, I am happy to report that our teachers and staff continues to provide a strong academically rich environment for our students.

District Highlights for September & October:

- HUSD hosted our second North Valley Indian Health Clinic to provide COVID-19 Vaccines for our community.
- Hamilton High School continues to shine in the classroom and community:
 - Gear Up Partnership with UC Davis is helping to support our students as they look beyond high school.
 - Athletics continue to be more available with the installation of the Pixellot Camera system in our gym and football stadium. Through the FHS website, you can view sporting events as they happen!
 - College and Scholarship Night was a great success! Our Library was packed with parents eager to help their children look ahead to the exciting year planned for them!
- Hamilton Elementary continues to connect with parents and students:
 - Academic Parent Teacher Teams! This year we have 12 teachers providing teacher-parent partnerships to better support student learning.
 - The Hamilton Elementary “Zen Den” is providing a safe place where students are supported emotionally and socially. Working with an adult, students are able to learn self-regulation techniques in a quiet and calm environment.
- Make sure to Follow us on:
 - HUSD App: Download from App Store or our website
 - Instagram: HamiltonUnified
 - Twitter: @hamiltonunified
 - Facebook: HamiltonUnifiedSchool District

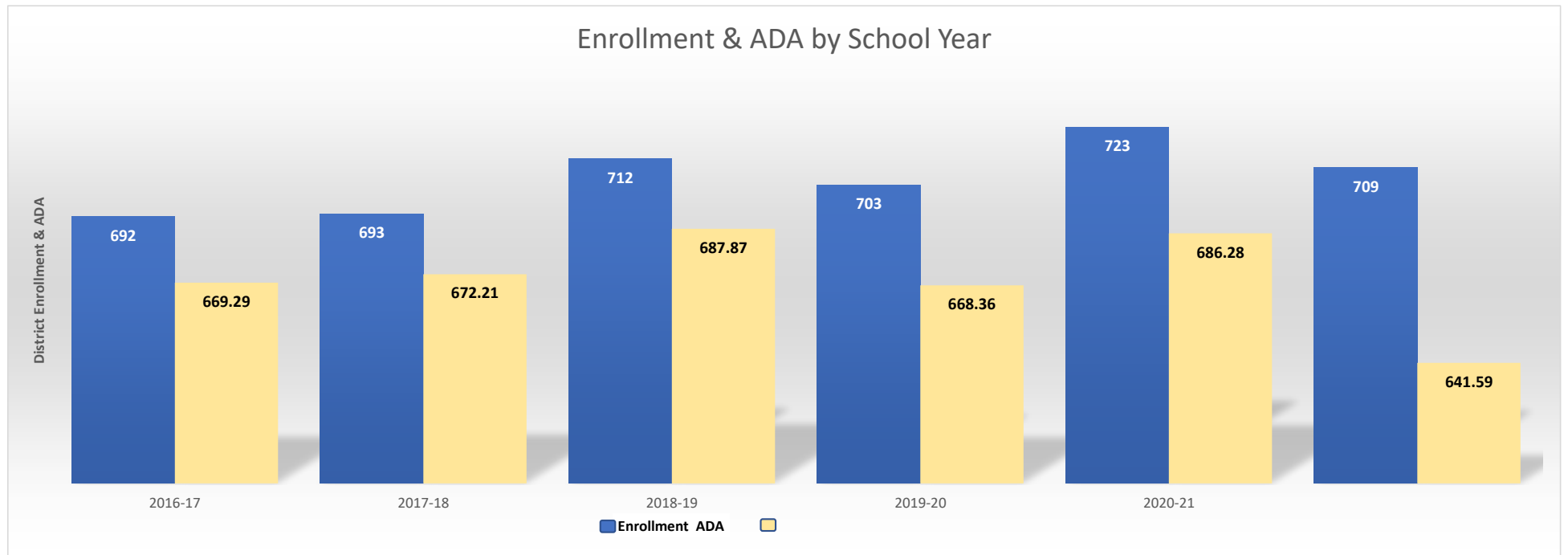
Upcoming Events:

- October 29th: Halloween Carnival
- November 1st: Bond Oversight Committee Meeting in the Library @ 5:30
- November 11th-No School Veteran’s Day
- November 22nd -28th: Thanksgiving Break
- December 1st: HULC in HHS Library at 3:30
- December 1st: Winter Concert
- December 8th: HUSD Board Meeting in HHS Library @ 5:30

HUSD ENROLLMENT OVER SIX YEARS 2016-2022

1	2	3	4	5	6
2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
264 HHS	269 HHS	286 HHS	265 HHS	295 HHS	289 HHS
14 EBHS	12 EBHS	9 EBHS	13 EBHS	11 EBHS	9 EBHS
414 K-5	279 K-5	292 K-5	272 K-5	269 K-5	260 K-5
6-8	133 6-8	125 6-8	153 6-8	146 6-8	151 6-8
692 ENROLLMENT	693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	723 ENROLLMENT	709 ENROLLMENT
669.29 ADA	672.21 ADA	687.87 ADA	668.36 ADA	686.28 ADA	641.59 ADA

Enrollment and ADA totals above are based on P2 Data Reporting except current year based on current reporting



HUSD ENROLLMENT OVER SIX YEARS 2016-2022

2021-22 8/10-8/17		
#STU	GRADE	
9	TK	
43	K	
41	1	
44	2	
45	3	
37	4	
39	5	
47	6	
45	7	
57	8	
65	9	
79	10	
75	11	
79	12	
705	TOTAL	

2021-22 8/2-8/27		ADA
#STU	GRADE	
8	TK	7.78
44	K	40.29
41	1	37.86
44	2	41.79
45	3	43.43
38	4	35.07
39	5	37.36
48	6	43.79
47	7	40.71
57	8	49.71
62	9	60.36
80	10	74.71
75	11	69.71
79	12	75.15
707	TOTAL	657.72

2021-22 8/30-9/24		ADA
#STU	GRADE	
8	TK	5.75
44	K	35.28
42	1	37.34
44	2	41.31
45	3	41.59
38	4	33.28
39	5	35.06
48	6	42.94
46	7	41.84
57	8	51.06
63	9	58.38
81	10	73.38
75	11	69.47
79	12	74.91
709	TOTAL	641.59

2021-22		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
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	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0	TOTAL	0.00

2021-22		ADA
#STU	GRADE	
	TK	
	K	
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0	TOTAL	0.00

2021-22		ADA
#STU	GRADE	
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0	TOTAL	0.00

2021-22		ADA
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0	TOTAL	0.00

2021-22		ADA
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0	TOTAL	0.00

2021-22		ADA
#STU	GRADE	
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0	TOTAL	0.00

2021-22		ADA
#STU	GRADE	
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	6	
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	11	
	12	
0	TOTAL	0.00

**Building Fund 21 (Bond) Expenditures for 2021-22
For October 20, 2021 HUSD Board Meeting
Total Expenditures through October 13, 2021**

PO #	Date	Vendor	Description	Amount	Reimbursable*
PV 16	9/8/2021	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00	No
22-105	8/18/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,400.00	Yes
22-105	10/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,680.00	Yes
Total expenditures through 10/13/2021				<u>\$ 3,830.00</u>	

* YES means the expenditure is eligible for state reimbursement using a formula depending on the type of expenditure.

**Building Fund 21 (Bond) Expenditures for 2020-21
For September 22, 2021 HUSD Board Meeting
Total Expenditures through June 30, 2021**

PO #	Date	Vendor	Description	Amount	Reimbursable*
PV 1	7/22/2020	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00	No
423	9/23/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 490.50	Yes
423	10/21/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,256.00	Yes
423	12/2/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 90.00	Yes
423	12/9/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 12,913.50	Yes
423	2/3/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 3,598.50	Yes
423	2/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 10,069.50	Yes
423	3/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 14,973.00	Yes
423	4/28/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 8,113.50	Yes
423	5/26/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 5,380.50	Yes
423	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,130.00	Yes
423	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 5,023.50	Yes
EP 71	6/30/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 306.00	Yes
PV 12	10/7/2020	Department of Toxic Substances Control - DTSC	Property purchase testing	\$ 577.58	Yes
21-150	8/19/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,360.00	Yes
21-150	9/16/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,480.00	Yes
21-150	10/14/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,920.00	Yes
21-150	11/10/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,200.00	Yes
21-150	12/9/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00	Yes
21-150	1/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
21-150	2/10/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
21-150	6/30/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,680.00	Yes
PV 32	11/10/2020	Hamilton Unified Revolving Fund for Glenn County	File a parcel map in Glenn County	\$ 1,136.00	No
PV 91	6/2/2021	Hamilton Unified Revolving Fund for Glenn County	Timios Title - closing costs for purchase of property	\$ 2,335.28	No
ER 5	6/30/2021	Revolving Ck# 1678 refund	refund - parcel map - See PV 32 dated 11/10/20	\$ (1,136.00)	No
20-495	6/16/2021	Integrated Educational	Building/Expansion Project	\$ 10,260.00	No
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,097.38	Yes
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,186.63	Yes
21-152	8/19/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,650.00	Yes
21-152	10/21/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 540.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,105.00	Yes
21-152	2/3/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 180.00	Yes
21-152	2/24/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
21-152	6/23/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,225.00	Yes
448	9/2/2020	Sacramento Valley Mirror	Legal ad for public hearing related to high school expansion	\$ 82.00	Yes
TV 301	3/19/2021	Timios Escrow	Deposit into escrow for acquisition of property	\$ 50,000.00	Yes
TV 353	5/7/2021	Timios Escrow	Purchase of property	\$ 1,073,500.00	Yes
Total expenditures through 6/30/2021**				\$ 1,235,713.37	

* YES means the expenditure is eligible for state reimbursement using a formula depending on the type of expenditure.

** Total expenditures through 6/30/21 after year end closing entries.

**FUND 21 (Bond) Expenditures
FY 2019-2020**

PO #	Date	Vendor	Description	Amount	Reimbursable
423	9/27/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 802.00	Yes
423	10/30/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,126.00	Yes
423	11/13/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 165.00	Yes
423	12/11/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,969.00	Yes
423	1/8/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518/1103	\$ 807.00	Yes
423	5/6/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 754.50	Yes
423	5/20/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,833.50	Yes
423	6/24/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,194.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,179.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 9,317.00	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,057.63	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,445.00	Yes
19397	10/16/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 2,960.00	Yes
19397	10/23/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 171.62	Yes
19397	12/11/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,940.58	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,895.93	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 560.00	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,475.12	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,252.38	Yes
19397	6/17/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,366.98	Yes
19515	9/27/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 4,692.02	Yes
19515	10/2/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 5,009.48	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 9,667.98	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 14,715.59	Yes
19515	6/17/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 15,933.69	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 430.49	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 9,341.19	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 2,588.26	Yes
20202	9/27/2019	Department of Toxic Substances Control - DTSC	Property Purchase Testing	\$ 14,480.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,040.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	11/13/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	12/11/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,080.00	Yes
20219	1/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,520.00	Yes
20219	2/12/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,380.00	Yes
20219	3/11/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	4/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,320.00	Yes
20219	5/20/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,920.00	Yes
20219	6/17/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	6/30/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,180.00	Yes
20247	11/20/2019	Timios Title	Title Report for new property	\$ 400.00	Yes
20287	10/9/2019	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20287	6/30/2020	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20495	6/30/2020	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 4,800.00	No
PV 98	3/11/2020	Sacramento Valley Mirror	Legal Ad - Notice of Prep. of a Prelim. Environmental Assess.	\$ 90.20	Yes
PV 119	6/17/2020	Sacramento Valley Mirror	Legal Ad - Expansion Project	\$ 139.40	Yes
Total expenditures through 6/30/2020				\$ 193,861.54	

2018-2019 Bond and Property Related Expenses

Vendor	PO #	Description	Amount	Reimbursable
California Appraisals	19-567	Appraisal for future site	\$ 4,000.00	Yes
Educational Facilities Program Management LLC	19-134	Bond Development & Election	\$ 34,440.00	Yes
Glenn County Elections	PV#69	Bond Election Fees	\$ 3,466.00	No
Holdrege & Kull (NV5)	19-309	Environmental Site Assessment	\$ 4,600.00	Yes
Holdrege & Kull (NV5)	19-397	Prelim Assessment #032-230-015	\$ 4,060.62	Yes
HUSD Revolving Fund	19-524	New property project	\$ 1,500.00	Yes
Placeworks Inc.	19-514	Title 5 Risk Assessment	\$ 15,210.00	Yes
Placeworks Inc.	19-515	CEQA Review; Expansion Project	\$ 5,877.75	Yes
School Works Inc.	18-639	Development Fee Study	\$ 6,000.00	No
Western Valuation Professional	19-596	Appraisal - new property	\$ 3,500.00	Yes
Dannis Woliver Kelley	423	matter # 10518 Property Purchase Negotiaion	\$ 6,470	Yes
Dannis Woliver Kelley	423	matter # 10418 2018 Bond Discussions	\$ 1,017	No

Total Amount Expended \$ 90,140.87

Reimbursable Total \$ 79,657.87



HAMILTON UNIFIED SCHOOL DISTRICT

2022 DRAFT BOARD MEETING SCHEDULE AND AGENDA ITEM DEADLINES

Time: 6:00 p.m. (*public session begins at 6:00 pm., but no later than 6:30 p.m. unless otherwise noted on agenda*)
Location: Hamilton High School Library
 620 Canal Street, Hamilton City, CA 95951
When: Fourth Wednesday of the month*

BOARD MEETING DATE	REGULAR OR SPECIAL	AGENDA ITEMS DEADLINE TO DISTRICT OFFICE BY 3:00 P.M.	AGENDA REVIEW: BOARD PRESIDENT AND SUPERINTENDENT <i>(subject to change)</i>
January 26, 2022	Regular	January 13, 2022	January 18, 2022
February 23, 2022	Regular	February 10, 2022	February 14, 2022
March 9, 2022 <i>2nd Interim & LCAP Stakeholders</i>	Special	February 24, 2022	February 28, 2022
March 23, 2022	Regular	March 10, 2022	March 14, 2022
April 27, 2022	Regular	April 11, 2022	April 14, 2022
May 25, 2022	Regular	May 12, 2022	May 16, 2022
June 8, 2022 <i>LCAP/Budget Hearing</i>	Special	May 26, 2022	May 31, 2022
June 22, 2022 <i>Approval of LCAP and Budget</i>	Regular	June 9, 2022	June 13, 2022
July 27, 2022	Regular	July 14, 2022	July 18, 2022
August 24, 2022	Regular	August 11, 2022	August 15, 2022
September 28, 2022	Regular	September 15, 2022	September 20, 2022
October 5, 2022 <i>GANN Limit & Unaudited Actuals</i>	Special	September 22, 2022	September 26, 2022
October 26, 2022	Regular	October 13, 2022	October 17, 2022
December 14, 2022 <i>Annual Reorganization & 1st Interim</i>	Regular	December 1, 2022	December 5, 2022

*Dates and times of meetings and workshop(s) are subject to change.

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – September 2021

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm Phone: 530-826-3261 Email: twilhelm@husdschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0470	COVID-19 Mitigation Plan	New Law	
BP 3516.5	Emergency Schedules	New Law	
BP 4131	Staff Development	New Law	
BP 6120	Response to Instruction and Intervention	Policy Update	
BP 6146.1	High School Graduation Requirements	Policy Update Fill in Blanks <u>Senior project & 20 hours of community service during senior year</u>	
AR 6146.1	High School Graduation Requirements	Policy Update	
BP 6164.4	Identification and Evaluation of Individuals for Special Education	Policy Update	
AR 6164.4	Identification and Evaluation of Individuals for Special Education	Policy Update	
BP 6164.41	Children with Disabilities Enrolled by their Parents in Private School	New Policy	
AR 6164.41	Children with Disabilities Enrolled by their Parents in Private School	Policy Update	
BP 6164.5	Student Success Teams	Policy Update	
AR 6164.5	Student Success Teams	Policy Update	

CSBA POLICY GUIDE SHEET

September 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0470 - COVID-19 Mitigation Plan

Policy updated to add new note to reflect that districts are obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), and local health authorities, to reflect guidance from CDPH and Cal/OSHA's COVID-19 prevention program, and reflect requirements for districts to create and post COVID-19 safety plans. Policy updated to direct the Superintendent and/or designee to establish and maintain a COVID-19 safety plan that complies with public health guidance of CDPH, the requirements of Cal/OSHA, any orders of state or local health authorities, and any other applicable law and/or health order(s) and to omit specific details regarding COVID-19 mitigation practices due to the evolving nature of public health guidance. Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring the reporting of specified COVID-19 cases to CDPH and requiring the reporting of other information to the California Collaborative for Educational Excellence (CCEE). Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring districts that receive Extended Learning Opportunities (ELO) grant funding to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to eligible students. Policy also updated to include promising practices for reengaging chronically absent students and to direct the Superintendent or designee to ensure the continuity of instruction for students who may be under a quarantine order to stay home by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Board Policy 3516.5 - Emergency Schedules

Policy updated to reflect **NEW LAW (AB 130, 2021)** requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Board Policy 4131 - Staff Development

Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's [California Digital Learning Integration and Standards Guidance](#) regarding staff development in the use of technologies, to reference **NEW LAW (AB 130, 2021)** regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.

Board Policy 6120 - Response to Instruction and Intervention

Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI²), reference multi-tiered system of supports (MTSS) and the integration of RtI² into such frameworks, expand the list of individuals that may be included in designing the district's RtI² system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI² model identified by the California Department of Education, and that RtI² may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to clarify requirements for mathematics coursework, reflect **NEW LAW (AB 104, 2021)** which requires districts to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in four years, and to provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021–22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

Administrative Regulation 6146.1 - High School Graduation Requirements

Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

Board Policy 6164.4 - Identification and Evaluation of Individuals for Special Education

Policy updated to reference the U.S. Department of Education's (USDOE) Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference M.M. v. Lafayette School District, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.

Board Policy 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Policy updated to reorganize and clarify material.

Administrative Regulation 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends best practices for keeping parents/guardians, teachers, and private school officials informed of the child find process, enhance the section regarding consultation with private school representatives, and reference USDOE's Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School which emphasizes that districts may not require a private school to implement a RTI process before evaluating parentally-placed private school children. Regulation also updated to add that evaluation of all identified parentally-placed private school children with disabilities be conducted as specified in BP/AR - Identification and Evaluation of Individuals for Special Education including obtaining parent/guardian consent, that the district is required to make a free appropriate public education available to a child residing in the district who is eligible for an IEP, and to clarify material regarding the qualification requirements of private elementary and secondary school teachers providing equitable services to parentally-placed private school children.

Board Policy 6164.5 - Student Success Teams

Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs.

Administrative Regulation 6164.5 - Student Success Teams

Regulation updated to reference that the SST process is not required by law and that the regulation reflects best practices, emphasize the importance of school counselors in the SST membership, provide that the makeup of each individual SST is at the district's discretion, reference the ability of districts to appoint a districtwide or schoolwide SST coordinator, identify teachers specifically as school staff with whom consultation may occur, add types of materials appropriate for collection to inform SST members, and add the development of a plan, and adjustments to the plan and related interventions, as one of the SST responsibilities.

CSBA Sample Board Policy

Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0470(a)

COVID-19 MITIGATION PLAN

Note: The following policy is intended for use during the coronavirus (COVID-19) pandemic and supersedes conflicting provisions in other district policies and administrative regulations, thereby eliminating the need to temporarily revise multiple policies. When the Governing Board determines, consistent with state and local orders from health officials, that the need for this policy no longer exists, the following policy should be removed from the district's policy manual.

Due to the unexpected nature of the pandemic, the evolving circumstances, and rapidly changing **health and safety guidance regarding COVID-19, this policy has been revised to refer directly to the state resources that serve as both mandatory and recommended guidance to districts during the pandemic.** information about the virus, the topics covered in this policy may not be directly addressed in current law. Therefore, the policy presents options and best practices for districts as they reopen school campuses following extended closures due to the COVID-19 pandemic. Districts are encouraged to consult with local health officials, staff, students, parents/guardians, neighboring school districts, and the county office of education in comprehensive planning for safe operations following campus reopening.

This policy is not intended to serve as or supersede the District's COVID-19 Prevention Program ("CPP") required by the California Division of Occupational Safety and Health (Cal/OSHA), as described below, or the District's Injury and Illness Prevention Program ("IIPP"). Rather, this policy should supplement and support the IIPP. See BP/AR 4157/4257/4357 - Employee Safety.

This policy involves a number of working conditions that are often addressed in collective bargaining agreements and, as such, may be subject to negotiations with employee organizations.

~~Resources that provide additional information, such as applicable state and local guidelines from health officials, school schedules, handwashing instructions, and specific personal protective equipment (PPE) requirements, may be attached as exhibits to augment this policy and should be periodically reviewed and updated as necessary.~~

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, **or** state **law and/or order** or local order may conflict with this policy, the **law or** order shall govern.

~~(cf. 2210 - Administrative Discretion Regarding Board Policy)~~

~~(cf. 5141.22 - Infectious Diseases)~~

~~(cf. 9310 - Board Policies)~~

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

COVID-19 MITIGATION PLAN (continued)

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

Note: Pursuant to Health and Safety Code 120130, the State Public Health Officer has the authority to create mandates for K-12 schools to prevent the spread of a communicable disease. In addition, the California Department of Public Health (CDPH) may adopt and enforce regulations requiring strict or modified isolation or quarantine if necessary for the protection of the public health. Local health officials have similar authority pursuant to Health and Safety Code 120175-120255 to issue orders they deem necessary to control the spread of a communicable disease, subject to the control and regulation of CDPH. Districts are therefore obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including: (1) the California Department of Public Health (CDPH); (2) Cal/OSHA; and (3) local health authorities.

CDPH's COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year (updated September 1, 2021) provides updated public health guidance applicable to California schools. The CDPH guidance provides that all students must have access to safe and full in-person instruction and to as much instructional time as possible. The guidance includes both mandatory and recommended practices on a range of topics, including: masking; physical distancing; ventilation; protocols for staying home when sick and getting tested; screening testing; case reporting, contact tracing and investigation; quarantining; isolating when sick with COVID-19; hand hygiene; cleaning; vaccination verification; COVID-19 safety planning transparency; school-based extracurricular activities; supporting students with disabilities or other health care needs; and visitors.

On June 11, 2021, the State Public Health Officer issued an order that requires all individuals to follow the CDPH face mask guidance and any amended guidance for K-12 schools. This order went into effect on June 15, 2021 and does not have an expiration date. In a letter dated August 23, 2021, CDPH emphasized that universal masking indoors is mandatory, that districts have no discretion to opt out or not enforce the mandate, and that districts that do not enforce the mandate will be at significant liability risk.

In addition, on August 11, 2021, the State Public Health Officer issued an order that requires workers and volunteers in school settings serving students in transitional kindergarten through grade 12 to either provide proof of vaccination, as specified by CDPH, or submit to regular testing for COVID-19. Schools are also required to have a plan in place by October 15, 2021 for tracking verified worker vaccination status and records must be made available, upon request, to the local health authority for the purposes of case investigation.

Pursuant to 8 CCR 3205, districts must have a Cal/OSHA COVID-19 prevention program that contains the following elements: (1) a system for communicating with and providing notice to employees; (2) identification and evaluation of COVID-19 hazards; (3) investigation and response to

COVID-19 MITIGATION PLAN (continued)

COVID-19 cases; (4) procedures for correcting COVID-19 hazards; (5) training and instruction to employees; (6) facecoverings; (7) other engineering controls, administrative controls, and personal protective equipment (PPE); (8) reporting, recordkeeping, and access to the written COVID-19 prevention program; (9) exclusion of COVID-19 cases; and (10) return-to-work criteria.

Pursuant to state and federal law, districts are required to create and post COVID-19 safety plans. Specifically, pursuant to Education Code 32091, districts are required to post a completed COVID-19 safety plan that complies with the health guidance of CDPH and Cal/OSHA on the district's web site home page. In addition, districts receiving Elementary and Secondary School Emergency Relief funds are required to adopt and post a Safe Return to In-Person Instruction and Continuity of Services Plan and review it at least every six months for possible revisions, describing how the district will maintain the health and safety of students, educators and other staff, including the extent to which it has adopted policies, and a description of such policies, on each of the safety recommendations provided by the Centers for Disease Control and Prevention (CDC). A template plan for this purpose is available on the California Department of Education's web site.

Due to the evolving nature of the pandemic, health and safety guidance is subject to change. Districts are strongly encouraged to refer directly to public health orders and guidance and work closely with public health authorities to ensure that COVID-19 mitigation measures stay current.

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

Note: The following list is optional and may be revised to reflect district practice. CDPH recommends that districts consider certain factors when making decisions regarding COVID-19 mitigation strategies, reflected in Items #1-3 below.

To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the Superintendent or designee shall report to the Board on a regular basis regarding the following:

1. Level of community transmission of COVID-19
2. COVID-19 vaccination coverage in the community and among students and staff

COVID-19 MITIGATION PLAN (continued)

3. Any local COVID-19 outbreaks or increasing trends
4. Changes to local, state, and/or federal public health guidance, orders, and laws
5. Any revisions to the district's COVID-19 safety plan

Reporting to the Public Health Department

Note: The following section reflects reporting obligations pursuant to Education Code 32090-32091, as added by AB 86 (Ch. 10, Statutes of 2021) and amended by AB 130 (Ch. 44, Statutes of 2021).

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

Note: Pursuant to Education Code 32091, as amended by AB 130, districts are required to notify the California Collaborative for Educational Excellence (CCEE) of specified information in a form and adhering to the procedures to be determined by the CCEE.

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

COVID-19 MITIGATION PLAN (continued)

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding **community transmission levels**, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

Learning Recovery and Social-Emotional Support

Note: Pursuant to Education Code 43520-43525, as added by AB 86 and amended by AB 130, starting in the 2020-21 school year and continuing into the 2022-23 school year, districts are required to provide academic interventions and student supports to address barriers to learning and accelerate progress to closing learning gaps.

The U.S. Department of Education's Office of Special Education Programs (OSEP) has emphasized that districts are required to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including but not limited to the requirement to meet child find

COVID-19 MITIGATION PLAN (continued)

obligations. In Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic. See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education for "child find" procedures.

The following paragraph is optional and may be revised to reflect district practice.

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5147 - Dropout Prevention)

(cf. 6120 - Response to Instruction and Intervention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6159 - Individualized Education Program)

(cf. 6164.5 - Student Success Teams)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

(cf. 6184 - Continuation Education)

Note: Pursuant to Education Code 43522, as amended by AB 130, districts that receive Extended Learning Opportunities (ELO) grant funding are required to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to students who are eligible for free or reduced-price meals, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

COVID-19 MITIGATION PLAN (continued)

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

- 1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs**
- 2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff**
- 3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both**
- 4. Integrated student supports to address other barriers to learning, such as:**
 - a. The provision of health, counseling, or mental health services**
 - b. Access to school meal programs**
 - c. Access to before and after school programs**
 - d. Programs to address student trauma and social-emotional learning**
 - e. Referrals for support for family or student needs**
- 5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports**

Note: Pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021), the district is required to provide a student who was enrolled in the student's third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years

COVID-19 MITIGATION PLAN (continued)

the opportunity to complete the statewide coursework required for graduation pursuant to Education Code 51225.3, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. See BP 6146.1 - High School Graduation Requirements.

6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
8. Other interventions identified by the Superintendent or designee

(cf. 6164.2 - Guidance/Counseling Services)

Note: Pursuant to Education Code 43522, as added by AB 86 and amended by AB 130, funding from ELO grants may be expended for educating school staff regarding strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health and academic needs as well as for accelerated learning and effectively addressing learning gaps.

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

Note: The U.S. Department of Education (USDOE) recommends that nonpunitive measures be used to reengage students who became chronically absent during the pandemic. See USDOE's ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (August 2021).

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families

COVID-19 MITIGATION PLAN (continued)

2. **Door-to-door campaigns**
3. **The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies**
4. **Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence**

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5113.11 - Attendance Supervision)

Note: Pursuant to Education Code 51745, as amended by AB 130, for the 2021-22 school year all districts are required to offer independent study to meet the educational needs of students. See BP 6158 - Independent Study and 3516.5 - Emergency Schedules.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff **except as allowed by law**. (Education Code 49450)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

COVID-19 MITIGATION PLAN (continued)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on **their medical condition or** COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

Note: Stay at home orders, restrictions on social gatherings, and PPE requirements and their impact on the opening and closing of school campuses will vary based on local conditions. CSBA strongly recommends that districts consult state and local health officials for guidance on decisions regarding the opening and closing of school campuses.

~~The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well being. School campuses shall only be open when deemed safe for in person instruction. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.~~

~~*(cf. 0400 - Comprehensive Plans)*~~

~~*(cf. 0450 - Comprehensive Safety Plan)*~~

~~*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*~~

~~Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.~~

~~*(cf. 4131 - Staff Development)*~~

~~*(cf. 4231 - Staff Development)*~~

~~*(cf. 4331 - Staff Development)*~~

~~*(cf. 6020 - Parent Involvement)*~~

COVID-19 MITIGATION PLAN (continued)

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

(cf. 0415—Equity)

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

(cf. 6142.8—Comprehensive Health Education)

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

(cf. 5141.5—Mental Health)

(cf. 5141.52—Suicide Prevention)

(cf. 6164.2—Guidance/Counseling Services)

(cf. 6164.5—Student Success Teams)

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

(cf. 6173—Education for Homeless Children)

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

(cf. 5141.4—Child Abuse Prevention and Reporting)

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

COVID-19 MITIGATION PLAN (continued)

Instruction/Schedules

Note: Until COVID-19 is no longer a concern, schools may offer instruction through one of three prevailing approaches: (1) return to full on-campus instruction with social distancing/PPE requirements and modified schedules, (2) continue exclusively with distance learning, or (3) use a hybrid approach that incorporates both on-campus instruction and distance learning. To accomplish any approach that uses on-campus instruction while maintaining social distancing may require the implementation of staggered schedules, such as having half the students on campus one week followed by the other half the following week, having grades 1-3 on campus on Monday and Wednesday and grades 4-6 on Tuesday and Thursday, or teaching elementary students on campus while secondary students use distance learning.

The following section reflects a hybrid approach, which may be the most practical for the majority of districts, and should be revised to reflect district practice.

The district shall offer a combination of on-campus instruction and distance learning to meet the needs of all students.

~~(cf. 6157 – Distance Learning)~~

~~(cf. 6158 – Independent Study)~~

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

~~(cf. 6111 – School Calendar)~~

~~(cf. 6112 – School Day)~~

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

~~(cf. 6173.1 – Education for Foster Youth)~~

~~(cf. 6174 – Education for English Learners)~~

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

COVID-19 MITIGATION PLAN (continued)

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology based distance learning platforms and/or the district may supplement on campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Note: Pursuant to the Governor's Executive Order N 30-20, administration of the California Assessment of Student Performance and Progress was waived in spring 2020 due to the COVID-19 pandemic. Districts will need to use other measures to evaluate students' academic progress during that period of campus closure.

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

1. Address student specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

(cf. 6179 Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

(cf. 6159 Individualized Education Program)

(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 Identification and Education Under Section 504)

COVID-19 MITIGATION PLAN (continued)

Grading

Note: The district may select or revise any of the items below to reflect district practice. The California Department of Education's (CDE) FAQs on Grading and Graduation Requirements, available on its web site, includes an appendix on Distance Learning Grading Guidance for Teachers which contains a non-exhaustive list of options for assigning final grades for spring 2020 for courses interrupted by COVID-19 and the resulting school closures. Those options are only applicable to final semester grades and may not necessarily apply to shorter periods of campus closure. Grading policies for the 2020-21 school year may be dependent on the date that campuses reopen and/or whether campuses need to be reclosed for an extended period at any time during the year.

Also see CSBA's Sample School Board Resolution on Grading During Emergency School Closures.

For each grading period, student progress shall be reported in accordance with BP/AR 5121—Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

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

Health Screening of Students

Note: The following **optional** paragraph reflects recommendations in the Centers for Disease Control and Prevention's (CDC) Interim Guidance for Schools and Day Camps to conduct temperature checks and/or visual checks of students before they enter the school. CDC recommends that persons who have a fever of 100.4 degrees or above or exhibit other signs of illness not be admitted to the facility.

Temperature checks may also be conducted before students board a school bus. If not practical, districts should implement social distancing on school buses as provided in the section "Social Distancing" below and may require students to wear PPE on the bus as provided in the section "Personal Protective Equipment and Hygiene Practices" below.

COVID-19 MITIGATION PLAN (continued)

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

(cf. 5141—Health Care and Emergencies)

(cf. 5141.3—Health Examinations)

(cf. 5141.6—School Health Services)

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off-campus.

Note: Pursuant to Education Code 48205, student absences due to illness or quarantine are considered excused absences. 5 CCR 306 authorizes the school to require a satisfactory explanation from a student's parent/guardian whenever the student is absent. Pursuant to 5 CCR 421, the Board may adopt policy or a resolution establishing reasonable methods for verifying student absences, and absences due to illness or quarantine may be verified by a school or public health nurse, attendance supervisor, physician, principal, teacher, or other qualified district employee assigned to make such verification. See AR 5113—Absences and Excuses for verification methods authorized by the district.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

COVID-19 MITIGATION PLAN (continued)

(cf. 5113 – Absences and Excuses)

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

(cf. 6154 – Homework/Makeup Work)

Note: Pursuant to the Governor's Executive Order N 26 20, districts are not penalized for failure to offer regular school days when campuses are closed due to COVID 19. Although districts are not required to record daily attendance for apportionment purposes when campuses are closed, CDE's FAQs for 2019 Novel Coronavirus encourage districts to track participation and engagement in distance learning at such times. As campuses reopen, districts should follow state guidance, when issued, pertaining to attendance accounting.

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

(cf. 5113.1 – Chronic Absence and Truancy)

(cf. 5113.11 – Attendance Supervision)

Social Distancing

Note: Public health officials from the California Department of Public Health (CDPH), CDC, and World Health Organization recommend social distancing to help stop or slow the spread of COVID 19. Social distancing requires creating physical space between individuals and minimizing the size and number of gatherings as much as possible. It is generally recommended that space between individuals be at least six feet whenever possible.

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other

COVID-19 MITIGATION PLAN (continued)

2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment

Note: Item #7 is for use by districts that provide transportation for students. CDC's Interim Guidance for Schools and Day Camps presents examples of bus seating arrangements that may be established to meet the six-foot social distancing objectives, such as (1) seating one student to a bench on both sides of the bus, skipping every other row, and (2) seating one student to a bench, alternating rows on each side to create a zigzag pattern. Seats that must be left vacant should be marked or blocked.

7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives

(cf. 3540—Transportation)

(cf. 3543—Transportation Safety and Emergencies)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(cf. 5142.2—Safe Routes to School Program)

Note: CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, issued March 16, 2020, states that gatherings that bring together people in a single room or single space at the same time, such as school sporting events, should be postponed or canceled until further guidance is released by CDPH. The Governor's Resilience Roadmap issued in spring 2020 establishes four stages for gradually reopening businesses and activities, with large gatherings generally withheld until stage 4.

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state

COVID-19 MITIGATION PLAN (continued)

and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(cf. 6145—Extracurricular and Cocurricular Activities)

(cf. 6145.2—Athletic Competition)

(cf. 6153—School Sponsored Trips)

Personal Protective Equipment and Hygiene Practices

Note: CDC's Considerations for Schools reinforces the value of using cloth face coverings to protect oneself and others, but recognizes that wearing face coverings in all day settings such as school may be challenging for students, particularly younger students. CDC advises that face coverings be worn as feasible, but especially when social distancing is difficult.

It is also recommended that all staff should use cloth face coverings and that food service workers and other staff who are in routine contact with the public should wear gloves. However, requiring staff to use such equipment may be subject to collective bargaining. Districts are encouraged to review their collective bargaining agreements and applicable memoranda of understanding and consult with legal counsel before requiring staff to use facial coverings.

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Note: The following paragraph reflects a recommendation in CDC's Considerations for Schools and may be revised to reflect district practice.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer

COVID-19 MITIGATION PLAN (continued)

available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Sanitization of Facilities and Equipment

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(cf. 3510—Green School Operations)
(cf. 3514.1—Hazardous Substances)
(cf. 4157/4257/4357—Employee Safety)

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(cf. 3550—Food Service/Child Nutrition Program)

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced price meal program, eligibility, and how to apply for the program.

(cf. 3553—Free and Reduced Price Meals)

COVID-19 MITIGATION PLAN (continued)**Staff**

Note: The following section may be subject to negotiations with employee organizations.

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high risk staff. When feasible for the position, employees may be granted a remote work assignment.

(cf. 4030 – Nondiscrimination in Employment)

(cf. 4113 – Assignment)

(cf. 4113.4/4213.4/4313.4 – Temporary Modified/Light Duty Assignment)

(cf. 4113.5/4213.5/4313.5 – Working Remotely)

Note: The Governor's Executive Order N 26 20 requires that districts continue to pay employees even if campuses close temporarily due to COVID 19. Furthermore, according to Office of Management and Budget Memorandum M 20 17, during extraordinary circumstances such as a pandemic which interrupts district operations, employees paid with federal grant funds can continue to be paid out of federal grant funds as long as other similarly situated employees paid with nonfederal funds are continuing to get compensated. See BP 4151/4251/4351 – Employee Compensation.

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

(cf. 4151/4251/4351 – Employee Compensation)

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

Note: Education Code 44978 and 45191 and Labor Code 245 249 establish minimum sick leave entitlements for district employees; see AR 4161.1/4361.1 – Personal Illness/Injury Leave and AR 4261.1 – Personal Illness/Injury Leave. If an employee continues to be absent for up to five months after exhausting all available sick leave, the employee may be entitled to differential pay in accordance with Education Code 44977, 44983, and 45196. In addition, an employee may use leave granted by the Family and Medical Leave Act (FMLA) (29 USC 2601 2654) or California Family Rights Act (Government Code 12945.1 12945.2) for the employee's own serious health condition or to care for a child, spouse, or parent/guardian with a serious health condition; see AR 4161.8/4261.8/4361.8 – Family Care and Medical Leave.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID 19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.1 12945.2; Labor Code 245 249; 29 USC 2601 2654)

COVID-19 MITIGATION PLAN (continued)

(cf. 4161.1/4361.1 – Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 – Family Care and Medical Leave)

(cf. 4261.1 – Personal Illness/Injury Leave)

Note: The remainder of this section reflects provisions for expanded leave granted by the federal Families First Coronavirus Response Act (P.L. 116-127):

29 USC 2601 provides up to 80 hours of paid sick leave for eligible employees for the reasons specified in items #1-6 below. Eligible employees are entitled to their regular rate of pay for leave taken pursuant to items #1-3 (up to \$511 per day and \$5,110 in total) or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 (up to \$200 per day or \$2,000 in total). The district must not require an employee to use other paid leave before the employee uses the paid sick leave granted under this Act.

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis
4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine
5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19
6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

Note: Leave granted to an employee who needs to care for a child whose school or child care provider is closed due to COVID-19 (item #5 above) may be extended pursuant to 29 USC 2620. Employees must be restored to their position following such leave, unless the district has fewer than 25 employees and specified conditions are met.

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work

COVID-19 MITIGATION PLAN (continued)

~~weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)~~

~~Note: The following notice is available on the web site of the U.S. Department of Labor,~~

~~The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)~~

Follow-Up with Infected Persons/Contact Tracing

~~The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.~~

~~Note: The following **optional** paragraph reflects a recommendation in CDC's Interim Guidance for Schools and Day Camps pertaining to contact tracing.~~

~~If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.~~

Nondiscrimination

~~The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public~~

COVID-19 MITIGATION PLAN (continued)

education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

(cf. 4119.23/4219.23/4319.23—Unauthorized Release of Confidential/Privileged Information)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high risk status.

(cf. 1312.3—Uniform Complaint Procedures)

(cf. 5131.2—Bullying)

(cf. 5145.3—Nondiscrimination/Harassment)

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100—Communication with the Public)

(cf. 1112—Media Relations)

(cf. 9010—Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

(cf. 1400—Relations Between Other Governmental Agencies and the Schools)

(cf. 1700—Relations Between Private Industry and the Schools)

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

COVID-19 MITIGATION PLAN (continued)

~~(cf. 1240 – Volunteer Assistance)~~

~~(cf. 1250 – Visitors/Outsiders)~~

~~Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.~~

~~(cf. 1330 – Use of School Facilities)~~

Potential Re closure of Campus

~~Note: The following section reflects CDC's Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), which describes appropriate mitigation strategies based on the level of community transmission of COVID-19 and the presence of COVID-19 cases within a school. Such mitigation strategies may include closing campuses when the district determines, in consultation with state and local health officials, that keeping campuses open presents a risk to students, staff, and the community.~~

~~The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to re close school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that re closure becomes necessary.~~

~~If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building should be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up to date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.~~

~~If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.~~

~~If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.~~

~~Legal Reference: (see next page)~~

COVID-19 MITIGATION PLAN (continued)

Legal Reference:

EDUCATION CODE

32090-32095 COVID-19 reporting and public health requirements

43520-43525 In-person instruction and expanded learning opportunities grants

44978 Sick leave for certificated employees

45191 Leave of absence for illness and injury, classified employees

48205 Excused absences

48213 Prior parent notification of exclusion; exemption

48240 Supervisors of attendance

49451 Exemption from physical exam; exclusion from attendance

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

54950-54963 The Brown Act

12945.1-12945.2 California Family Rights Act

HEALTH AND SAFETY CODE

120175-120255 Functions and duties of local health officers

120230 Exclusion from attendance

120275 Violations of quarantine order

131080 Advice to and control of local health authorities

LABOR CODE

245-249 Healthy Workplaces, Healthy Families Act of 2014

CODE OF REGULATIONS, TITLE 2

11087-11098 California Family Rights Act

CODE OF REGULATIONS, TITLE 5

202 Exclusion from attendance

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

CODE OF REGULATIONS, TITLE 8

3205 COVID-19 prevention

420-421 Record of verification of absence due to illness and other causes

UNITED STATES CODE, TITLE 29

2601-2654 Family and Medical Leave Act of 1993, as amended, especially:

2601 Paid sick leave

2620 Public health emergency leave

UNITED STATES CODE, TITLE 42

1760 Note National School Lunch program waivers addressing COVID-19

CODE OF FEDERAL REGULATIONS, TITLE 29

825.100-825.702 Family and Medical Leave Act of 1993

Management Resources: (see next page)

COVID-19 MITIGATION PLAN (continued)

Management Resources:

CSBA PUBLICATIONS

Sample School Board Resolution on Grading During Emergency School Closures

The Resource Guide: Turning Crisis into Opportunity, Delegate Assembly Report, May 2021

Understanding and Addressing Disruptions to Learning During the COVID-19 Pandemic, May 2021

CALIFORNIA COLLABORATION FOR EDUCATIONAL EXCELLENCE PUBLICATIONS

Statewide Instructional Mode Survey Frequently Asked Questions (FAQs), September 14, 2021

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Return to In-Person Instruction and Continuity of Services Plan Template

FAQs for 2019 Novel Coronavirus

FAQs on Grading and Graduation Requirements

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year, September 1, 2021

Requirement for Universal Masking Indoors at K-12 Schools, August 23, 2021

State Public Health Officer Order of August 11, 2021

State Public Health Officer Order of June 11, 2021

CALIFORNIA DIVISION OF OCCUPATIONAL SAFETY AND HEALTH PUBLICATIONS

COVID-19 Prevention Emergency Temporary Standards - Fact Sheets, Model Written Program and Other Resources

CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, March 16, 2020

School Guidance on Novel Coronavirus or COVID-19, March 7, 2020

CALIFORNIANS TOGETHER PUBLICATIONS

Teaching and Learning During Uncertain Times: A Review of Learning Continuity Plans

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Guidance for COVID-19 Prevention in K-12 Schools, August 5, 2021

Considerations for Schools, rev. May 19, 2020

Interim Guidance for Schools and Day Camps, May 2020

Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), March 25, 2020

INSTITUTE OF EDUCATION SCIENCES PUBLICATIONS

Addressing Trauma in Educational Settings, Module 1: Impacts and Symptoms of Trauma and Relevant Strategies to Support Students, Webinar, November 2020

NATIONAL CENTER FOR LEARNING DISABILITIES PUBLICATIONS

Promising Practices to Accelerate Learning for Students with Disabilities During COVID-19 and Beyond

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION PUBLICATIONS

Coronavirus Communications Crisis for Public Schools guide

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

U.S. DEPARTMENT OF LABOR POSTERS

Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act

POLICY ANALYSIS FOR CALIFORNIA EDUCATION (PACE) PUBLICATIONS

Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being, February 2021

COVID-19 MITIGATION PLAN (continued)

Management Resources continued:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Confronting COVID-19-Related Harassment in Schools, August 2021

ED COVID-19 Handbook, Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools, August 2021

ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs, August 2021

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

WEB SITES

CSBA: <http://www.csba.org>

California Collaborative for Educational Excellence: <https://ccee-ca.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health: <https://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov>

California Division of Occupational Safety and Health: <https://www.dir.ca.gov/dosh>

California Interscholastic Federation: <https://cifstate.org/covid-19/index>

Office of the Governor: <https://www.gov.ca.gov>

Office of Management and Budget: <https://www.whitehouse.gov/omb>

State of California Safe Schools for All Hub: <https://schools.covid19.ca.gov>

U.S. Department of Labor: <https://www.dol.gov>

World Health Organization: <https://www.who.int>

CSBA Sample Board Policy

Business and Noninstructional Operations

BP 3516.5(a)

EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

(cf. 6112 - School Day)

Note: Education Code 41420 requires every district to have at least 175 days of instruction to receive full average daily attendance (ADA) reimbursement. However, pursuant Pursuant to Education Code 41422 and 46392, a district may apply to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance due to emergency events when one or more schools are prevented from meeting this minimum requirement because of such as a fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard, strike involving transportation services to students provided by a nonschool entity, or other "extraordinary condition" so that it may receive full average daily attendance ADA apportionment reimbursement.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

(cf. 3580 - District Records)

(cf. 6111 - School Calendar)

Note: Education Code 46393, as added by AB 130 (Ch. 44, Statutes of 2021), requires districts submitting affidavits regarding emergency events occurring after September 1, 2021 to certify that the district has a plan for offering independent study to impacted students.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall

EMERGENCY SCHEDULES (continued)

require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

(cf. 6158 - Independent Study)

Note: Vehicle Code 34501.6 mandates the Governing Board of any district that provides student transportation to adopt procedures that limit the home-to-school operation of school buses when atmospheric conditions reduce visibility to 200 feet or less; see AR 3543 - Transportation Safety and Emergencies for language implementing this mandate. The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely **advanced** notice **in advance** of any resulting changes in the school calendar or school day schedule.

Legal Reference: (see next page)

EMERGENCY SCHEDULES (continued)

Legal Reference:

EDUCATION CODE

41420 Required length of school term

41422 Schools not maintained for 175 days

46010 Total days of attendance

46100-~~46192~~ **46208** Attendance; maximum credit; minimum day

46390 Calculation of ADA in emergency

46391 Lost or destroyed ADA records

46392 Decreased attendance in emergency situation

46393 Certification of plan for independent study

VEHICLE CODE

34501.6 School buses; reduced visibility

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions - Form J-13A

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

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CSBA Sample Board Policy

Certificated Personnel

BP 4131(a)

STAFF DEVELOPMENT

Note: Staff development is not one of the enumerated items within the scope of collective bargaining pursuant to Government Code 3543.2. However, the Public Employment Relations Board (PERB) has found that some aspects of staff development may be negotiable if they are related to an enumerated subject of bargaining, such as working hours, wages, or other enumerated terms or conditions of employment; **see** (United Faculty of Contra Costa Community College District v. Contra Costa Community College District). Because the terms "staff development" and "training" are not always clear, their negotiability, in the absence of an agreement, may be determined by PERB on a case-by-case basis.

The following paragraph has been expanded to emphasize the importance of student well-being and related professional development in the area of social-emotional development and learning. Social-emotional learning is a strategy utilized to improve school climate, which benefits all students including students at higher risk of harassment. See Items #4 and 7 below regarding diverse student populations and school climate, respectively.

The Governing Board believes that, in order to maximize student learning, **and** achievement, **and well-being**, certificated staff members must be continuously learning and improving **relevant** ~~their~~ skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, **and** become informed about changes in pedagogy and subject matter, **and strengthen practices related to social-emotional development and learning.**

(cf. 6111 - School Calendar)

Note: Education Code 52060-52077 require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The district's staff development program should be aligned with its priorities and goals as outlined in the LCAP and other applicable district and school plans.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, **when creating, reviewing, and amending in the development of** the district's staff development program. **He/she The Superintendent or designee** shall ensure that the district's staff development program is aligned with district priorities for student **learning**, achievement **and well-being**, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

Note: Items #1-11 below are **optional** and may be revised to reflect district practice.

STAFF DEVELOPMENT (continued)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards

(cf. 6011 - Academic Standards)
 (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
 (cf. 6142.2 - World ~~Foreign~~ Language Instruction)
 (cf. 6142.3 - Civic Education)
 (cf. 6142.5 - Environmental Education)
 (cf. 6142.6 - Visual and Performing Arts Education)
 (cf. 6142.7 - Physical Education and Activity)
 (cf. 6142.8 - Comprehensive Health Education)
 (cf. 6142.91 - Reading/Language Arts Instruction)
 (cf. 6142.92 - Mathematics Instruction)
 (cf. 6142.93 - Science Instruction)
 (cf. 6142.94 - History-Social Science Instruction)

2. Use of effective, subject-specific teaching methods, strategies, and skills

Note: The State Board of Education's California Digital Learning Integration and Standards Guidance, adopted pursuant to SB 98 (Ch. 24, Statutes of 2020), provides recommendations for staff development regarding technology-based learning. It encompasses curriculum and instructional guidance for mathematics, English language arts, and English language development, including a framework for addressing critical standards, formative and diagnostic assessment, recommended aggregate time for instruction and independent work by grade, and guidance on embedding social-emotional supports for students into technology-based learning curriculum. Although this guidance was written in response to COVID-19, it is intended to be used as a resource for the re-envisioning of education and digital teaching and learning.

Education Code 51745-51749.6, as amended by AB 130 (Ch. 44, Statutes of 2021), contain specified requirements for districts offering technology-based instruction pursuant to an independent study program. See BP/AR 6158 - Independent Study.

3. Use of technologies to enhance instruction **and learning, including face-to-face, remote, or hybrid instruction**

(cf. 0440 - District Technology Plan)
 (cf. 4040 - Employee Use of Technology)
 (cf. 4113.5/4213.5/4313.5 - Working Remotely)
 (cf. 6158 - Independent Study)
 (cf. 6163.4 - Student Use of Technology)

Note: Pursuant to Education Code 218, the California Department of Education (CDE) has developed and/or updated resources, available on its web site, for use in schools serving students in grades 7-12 for in-service training for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students, and strategies to increase support for LGBTQ students which

STAFF DEVELOPMENT (continued)

(cf. 5145.9 - Hate-Motivated Behavior)

8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction

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

(cf. 6162.5 - Student Assessment)

Note: The following paragraph has been expanded to include social-emotional learning and trauma-informed practices.

The Collaborative for Academic, Social, and Emotional Learning describes social-emotional learning as, "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

Trauma-informed practices include recognizing and responding appropriately to students who have experienced trauma in order to minimize disruption to learning, academic achievement, and physical and emotional well-being.

10. Knowledge of topics related to student **mental and physical** health, safety, and welfare, **which may include social-emotional learning and trauma-informed practices**

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

11. Knowledge of topics related to employee health, safety, and security

(cf. 3514.1 - Hazardous Substances)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.12 - Title IX Sexual Harassment Complaint Procedures)

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

STAFF DEVELOPMENT (continued)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4158/4258/4358 - Employee Security)

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 44277 encourages districts to establish individualized professional growth programs for teachers and other educators based on a needs assessment and to evaluate such programs based on specified criteria. Districts may assist teachers with preliminary credentials to meet the qualifications required for a professional clear credential, and are required to provide support and guidance to teachers participating in internship programs (Education Code 44325-44328, 44450-44468, and 44830.3) and teachers who possess a short-term staff permit (5 CCR 80021), **a** provisional internship permit (5 CCR 80021.1), or **an** emergency permit (Education Code 44300; 5 CCR 80023-80026.6); see AR 4112.2 - Certification and AR 4112.21 - Interns.

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)
(cf. 4112.21 - Interns)
(cf. 4131.1 - Teacher Support and Guidance)

~~Note: Pursuant to Education Code 44277, as amended by SB 1060 (Ch. 199, Statutes of 2014), acceptable professional learning activities must meet specified criteria.~~

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

STAFF DEVELOPMENT (continued)

(cf. 3350 - Travel Expenses)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement **and well-being**.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200 Educational equity

218 Lesbian, gay, bisexual, transgender, queer, and questioning student resources

220 Prohibition of discrimination

44032 Travel expense payment

44259.5 Standards for teacher preparation

44277 Professional growth programs for individual teachers

44300 Emergency permits

44325-44328 District interns

44450-44468 University internship program

~~44570-44578 Inservice training, secondary education~~

44830.3 District interns

45028 Salary schedule and exceptions

48980 Notification of parents/guardians; schedule of minimum days

51745-51749.6 Independent study

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

99200-~~99204 99206~~ Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

11135 Discrimination

PENAL CODE

422.55 Hate crime

CODE OF REGULATIONS, TITLE 5

13025-13044 Professional development and program improvement

80021 Short-term staff permit

80021.1 Provisional internship permit

80023-80026.6 Emergency permits

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

6601-~~6692 6702~~ Preparing, Training, and Recruiting High Quality Teachers and Principals

Legal Reference continued: (see next page)

STAFF DEVELOPMENT (continued)

Legal Reference: (continued)

UNITED STATES CODE TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

12101-12213 Americans with Disabilities Act

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB ~~Order~~ Dec. No. 804, 14 PERC P21-085

Management Resources:

CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core, Governance Brief, May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Digital Learning Integration and Standards Guidance, June 2021

Social and Emotional Learning in California, A Guide to Resources, October 2018

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession (CSTP), 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Professional Learning: <http://www.cde.ca.gov/pd>

California Department of Education, Supporting LGBTQ+ Students:

<https://www.cde.ca.gov/pd/ee/supportlgbtq.asp>

California Subject Matter Projects: <http://csmj.ucop.edu>

Collaborative for Academic, Social, and Emotional Learning: <https://case1.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Public Employment Relations Board: <https://perb.ca.gov>

(12/13 7/15) 9/21

CSBA Sample Board Policy

Instruction

BP 6120(a)

RESPONSE TO INSTRUCTION AND INTERVENTION

Note: The following policy is **optional** and should be modified to reflect district practice.

"Response to **instruction and** intervention" (RTI²) is a strategy of organizing instruction and support resources in the general education program to help **improve learning and behavioral outcomes** ~~close the achievement gaps~~ for all students, including students at risk, students with disabilities, and English learners. **It allows for, based on individual student needs, early identification, intensive instruction and intervention, and progress monitoring for students who are struggling academically and/or behaviorally.** In this strategy, a student who is suspected of having a learning disability or who is showing academic delays is provided intensive instruction and intervention for a specified period of time before the educational problems increase in intensity and special education seems the only viable option. During this period, the student's academic progress is frequently measured to see if the interventions are sufficient to help the student catch up with his/her peers. If the student fails to show significant progress, this failure to "respond to intervention" can be viewed as evidence of a specific learning disability, thus qualifying the student for evaluation of the need for special education services.

Multi-Tiered System of Supports (MTSS) is described by the California Department of Education (CDE) as an integrated, comprehensive framework for districts that focuses on common core state standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of supports necessary for academic, behavioral, and social success. MTSS is connected to the eight state priorities in the local control and accountability plan, and encompasses inclusive academic instruction as reflected in the California state standards and frameworks, RtI², behavior instruction such as positive behavioral interventions and supports and restorative practices, and social-emotional learning. Districts that have an established MTSS may integrate the RtI² system into such framework.

The California Department of Education (CDE) has expanded the term RTI to "response to instruction and intervention" (RtI²) to include the full spectrum of instruction to meet the academic and behavioral needs of students and as a method to reduce the disproportionate representation of certain subpopulations of students identified as needing special education. RtI² is consistent with the identification of students under the Individuals with Disabilities Education Act (20 USC 1400-1482). According to the CDE, RtI² integrates resources from general education, categorical programs, and special education into a comprehensive system of core instruction and interventions to benefit every student. As part of the state's Quality Assurance Process, the CDE will examine whether districts have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

The following policy is **optional** and should be modified to reflect district practice.

The Governing Board desires to **improve learning and behavioral outcomes for all students by providing** ~~provide~~ a high-quality, data-driven educational program **that** ~~to~~ meets the learning and behavioral needs of each student and ~~to help~~ **reduces** disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance **and/or are struggling behaviorally** shall receive intensive instruction and intervention supports designed to meet ~~their~~ individual learning needs, **with progress monitored.**

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)*(cf. 0000 - Vision)**(cf. 0200 - Goals for the School District)**(cf. 0415 - Equity)**(cf. 0460 - Local Control and Accountability Plan)**(cf. 6000 - Concepts and Roles)**(cf. 6011 - Academic Standards)*

The Superintendent or designee shall convene a team **of that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support,** certificated personnel, other district staff, and parents/guardians ~~as appropriate,~~ to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement **and social-emotional well-being.**

*(cf. 0500 - Accountability)**(cf. 4115 - Evaluation/Supervision)**(cf. 5123 - Promotion/Acceleration/Retention)**(cf. 5147 - Dropout Prevention)**(cf. 6164.2 - Guidance/Counseling Services)**(cf. 6171 - Title I Programs)**(cf. 6174 - Education for English Learners)**(cf. 6179 - Supplemental Instruction)*

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and shall be aligned with the district curriculum and assessments. **The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.**

*(cf. 6141 - Curriculum Development and Evaluation)**(cf. 6142.91 - Reading/Language Arts Instruction)**(cf. ~~6142.92~~ 6142.93 - Mathematics Instruction)**(cf. 6162.5 - Student Assessment)**(cf. 6162.51 - State Academic Achievement Tests)**(cf. 6190 - Evaluation of the Instructional Program)*

Note: The CDE has identified core components of the RtI² model. The remainder of this policy reflects these core components and should be modified to reflect district practice.

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

Note: The CDE has identified **ten** core components of the RtI² model, **reflected below in Item #s 1-10**. **CDE's web site contains resources for each listed component**. The remainder of this policy reflects these core components and should be modified to reflect district practice.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction

2. High expectations

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

3. Assessments and data collection

4. Problem-solving systems approach

5. Research-based interventions

6. Positive behavioral support

7. Fidelity of program implementation

8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee Staff shall ensure that parents/guardians are involved at all stages of the instructional, and intervention, and progress monitoring process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and information about the performance data that has and will be collected.

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)*(cf. 5020 - Parent Rights and Responsibilities)**(cf. 6020 - Parent Involvement)*

Note: RtI² is consistent with the identification of students under the Individuals with Disabilities Education Act (20 USC 1400-1482). can be viewed as evidence of a specific learning disability, thus qualifying the student for evaluation of the need for special education services.

RtI² may reduce referrals for special education, including a reduction in the disproportionate representation of certain subpopulations of students identified as needing special education. As part of the state's Quality Assurance Process, ~~the~~ CDE will examine whether districts have a disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

However, the U.S. Department of Education's Office of Special Education Programs Memorandum 11-07 states that districts have an obligation to ensure that evaluations of students suspected of having learning disabilities are not delayed or denied due to implementation of response to intervention (RTI) strategies. Additionally, in M.M. v. Lafayette School District, the Ninth Circuit Court of Appeals held that the district violated the Individuals with Disabilities Education Act procedural requirements by failing to ensure that RTI data was documented and carefully considered by the entire individualized education program team, and failing to provide the parents with the RTI data, resulting in the parents being unable to give informed consent for both the initial evaluation and the special education services, even when the district did not use the RTI data to determine eligibility. See AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

10. Consideration of further evaluation utilizing RtI² data

When data from the RtI² system indicate that a student may have a specific learning disability, ~~the~~ **The RtI² system may be utilized as one component when considering student may be referred the referral of a student** for evaluation for special education or other services

*(cf. 6159 - Individualized Education Program)**(cf. 6159.4 - Behavioral Interventions for Special Education Students)**(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)**(cf. 6164.5 - Student Success Teams)**(cf. 6164.6 - Identification and ~~Education Evaluation~~ Under Section 504)*

~~The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research based instructional practices and strategies. In addition, the district's RtI² system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.~~

*(cf. 4131 - Staff Development)**(cf. 4331 - Staff Development)*

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

~~Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.~~

~~(cf. 5020 Parent Rights and Responsibilities)~~

~~(cf. 6020 Parent Involvement)~~

Legal Reference:

EDUCATION CODE

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34

300.301-300.11 Evaluations, reevaluations, and additional procedures for identifying children with specific learning disabilities

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

COURT DECISIONS

M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Disproportionality Calculation Methodologies

NATIONAL COUNCIL ON DISABILITY PUBLICATIONS

IDEA Series: Every Student Succeeds Act and Students with Disabilities, February 2018

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

Management Resources: (see next page)

RESPONSE TO INSTRUCTION AND INTERVENTION (continued)

Management Resources: (continued)

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

National Center for Learning Disabilities RTI Action Network: <http://www.rtinetwork.org>

National Council on Disability: <https://ncd.gov>

U.S. Department of Education: <http://www.ed.gov>

CSBA Sample Board Policy

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.

Pursuant to Education Code 66204, each district that maintains a high school is also required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

~~At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)~~

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course, as defined. Any such course must have been approved by the University of California as a "category c" (mathematics) course in the university's "a-g" course admission criteria; see BP 6143 - Courses of Study.

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission, **which may be counted toward additional graduation requirements in mathematics.** (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or world language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below.

The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 - Career Technical Education and BP 6178.2 - Regional Occupational Center/Program for program details pertaining to CTE.

5. One course in visual or performing arts, world language, or career technical education (CTE). For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code 51225.3)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

- (cf. 6142.2 - World Language Instruction)*
- (cf. 6142.6 - Visual and Performing Arts Education)*
- (cf. 6178 - Career Technical Education)*
- (cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education, **or** service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation. See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3.

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- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*
 - (cf. 6142.4 - Service Learning/Community Service Classes)*
 - (cf. 6142.8 - Comprehensive Health Education)*

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions from District-Adopted Graduation Requirements

Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or an immigrant student who is in the third or fourth year of high school and is participating in a newcomer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student, or within 30 days of a student beginning participation in a newcomer program, the district is required to provide notice to the student, the person holding the right to make education decisions for the student, and the student's social worker or probation officer of the availability of the exemption and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a migrant student, or a student participating in a newcomer program, as applicable.

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4670. See BP/AR 1312.3 - Uniform Complaint Procedures.

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer **into a school** or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

(cf. 6175 - Migrant Education Program)

Note: Pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021), the district is required to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in four years.

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

Note: Pursuant to Education Code 51225, as added by AB 104, the district is required to provide a student who was enrolled in the student's third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation pursuant to Education Code 51225.3, as described below.

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

Note: Items #1-4 below are optional and may be revised to reflect district practice.

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: Education Code 51430, as amended by AB 1350 (Ch. 66, Statutes of 2020), authorizes districts to award a retroactive diploma under the circumstances described in item #4 below.

4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

Note: The following **optional** section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Legal Reference:

EDUCATION CODE

- 47612 Enrollment in charter school
- 48200 Compulsory attendance
- 48204.4 Parents/guardians departing California against their will
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Acceptance of coursework
- 48980 Required notification at beginning of term
- 49701 Interstate Compact on Educational Opportunity for Military Children
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra instruction
- 51225 2020-21 exemption from graduation requirements**
- 51225.1 Exemption from district graduation requirements
- 51225.2 Student in foster care defined; acceptance of coursework, credits, retaking of course
- 51225.3 High school graduation
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.5 Honorary diplomas
- 51225.6 Compression-only cardiopulmonary resuscitation
- 51228 Graduation requirements
- 51230 Credit for community emergency response training
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51413 Diplomas
- 51420-51427 High school equivalency certificates
- 51430 Retroactive high school diplomas
- 51440 Retroactive high school diplomas
- 51450-51455 Golden State Seal Merit Diploma
- 51745 Independent study restrictions
- 56390-56392 Recognition for educational achievement, special education
- 66204 Certification of high school courses as meeting university admissions criteria
- 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

- 1600-1651 Graduation of students from grade 12 and credit toward graduation
- 4600-4670 Uniform complaint procedures

COURT DECISIONS

- O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

- CSBA: <http://www.csba.org>
- California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>
- University of California, List of Approved a-g Courses:
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>
<https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements>

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Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Instruction

AR 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following administrative regulation is **optional** and should be modified to reflect district practice.

Notifications

Note: Districts are encouraged to provide notice to students, parents/guardians, and the public regarding the exemptions from graduation requirements and credit recovery opportunities pursuant to Education Code 51225, as added by AB 104 (Ch. 41, Statutes of 2021); see the accompanying Board policy.

Requirements for graduation, ~~and~~ specified alternative means for completing the prescribed course of study, **and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225** shall be made available to students, parents/guardians, and the public. (~~Education Code 51225.3~~)

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

(cf. 6145.6 - International Exchange)

(cf. 6146.11 - Alternative Credits Toward Graduation)

~~*(cf. 6145.6 - International Exchange)*~~

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: The following **optional** paragraph is for use by any district that has elected to allow students to complete a career technical education course as an alternative to the visual or performing arts or foreign language course requirement for high school graduation pursuant to Education Code 51225.3, ~~as amended by AB 1330 (Ch. 621, Statutes of 2011)~~; see accompanying Board policy.

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

(cf. 5145.6 - Parental Notifications)

(cf. 6143 - Courses of Study)

(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

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CSBA Sample Board Policy

Instruction

BP 6164.4(a)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Note: **If the Special Education Local Plan Area (SELPA) in which the district participates maintains a policy on this topic, then the following policy and administrative regulation may be deleted and/or modified for consistency with the SELPA's procedures. Districts that delete and/or modify this policy should consult legal counsel as appropriate.**

Education Code 56300 and 34 CFR 300.111 require each district, SELPA, or county office of education to actively seek out all residents from birth to age 21 (~~not "through" age 21~~) who have disabilities as defined by Education Code 56026. The district, SELPA, or county office is also required to include a "child find" process to identify children with disabilities placed by their parents/guardians in private schools; see BP/AR 6164.41 - Children with Disabilities Enrolled by Their Parents in Private Schools.

Pursuant to Education Code 56320.1, Identification—identification, evaluation, assessment, and instructional planning procedures for children younger than age 3 must conform with Education Code 56425-56432 and the California Early Intervention Services Act (Government Code 95000-95029). **Pursuant to Government Code 95014, The the** California Department of Education and local education agencies are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairments; the Department of Developmental Services and its regional centers must provide services to all other eligible children in this age group. **The law—Government Code 95014** also requires regional centers and local education agencies to coordinate family service plans for infants and toddlers and their families. Education Code 56441.11 sets forth eligibility criteria for preschool children ages 3-5.

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - Comprehensive Local Plan for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

(cf. 6164.6 - Identification and Education Under Section 504)

Note: Education Code 56301 **mandates** that districts, SELPAs, or county offices have policies and procedures for a continuous "child find" system which addresses the relationships among identification, screening, referral, evaluation, planning, implementation, review, and triennial assessment.

The U.S. Department of Education's Office of Special Education Programs (OSEP) has emphasized that districts are required to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations. In the Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Pursuant to Education Code 56302.5, the term "assessment" as used in state law has the same meaning as "evaluation" provided in 20 USC 1414, the federal **IDEA Individuals with Disabilities Education Act (IDEA)** and accompanying federal regulations. The following policy and administrative regulation use the terms interchangeably.

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall establish a comprehensive **child find** system that includes procedures for the identification, screening, referral, **and regular assessment**, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include **systematic** methods for utilizing referrals from parents/guardians, teachers, **agencies**, appropriate professionals, and **others other members of the public**, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

Note: Education Code 56301 **mandates** policy ensuring the following notification. See the accompanying administrative regulation for specific notification requirements.

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals **for special education services who need special education services**. (Education Code 56301)

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 3541.2 - Transportation for Students with Disabilities)~~

~~(cf. 4112.23 - Special Education Staff)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~

~~(cf. 5145.6 - Parental Notifications)~~

~~(cf. 6159 - Individualized Education Program)~~

~~(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)~~

~~(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)~~

~~(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)~~

~~(cf. 6162.51 - State Academic Achievement Tests)~~

Legal Reference: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

44265.5 *Professional preparation for teachers of impaired students*

56000-56885 *Special education programs, especially:*

56043 *Timelines affecting special education programs*

56195.8 *Adoption of policies*

56300-~~56304~~**56305** *Identification of individuals with disabilities*

56320-~~56331~~**56330** *Assessment*

56333-56338 *Eligibility criteria for specific learning disabilities*

56340-56347 *Instructional planning and individualized education program*

56381 *Reassessment of students*

56425-56432 *Early education for individuals with disabilities*

56441.11 *Eligibility criteria, children ages 3-5*

56445 *Transition to grade school; reassessment*

56500-56509 *Procedural safeguards*

GOVERNMENT CODE

95000-95029.5 *California Early Intervention Services Act*

CODE OF REGULATIONS, TITLE 5

3021-3029 *Identification, referral and assessment*

3030-3031 *Eligibility criteria*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act of 1974*

1400-1482 *Individuals with Disabilities Education Act, especially:*

1412 *State eligibility*

1415 *Procedural safeguards*

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 *Evaluation and placement*

104.36 *Procedural safeguards*

300.1-300.818 *Individuals with Disabilities Education Act, especially:*

300.301-300.306 *Evaluations and reevaluations*

300.323 *When IEPs must be in effect*

300.502 *Independent educational evaluation*

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Timothy O. v. Paso Robles Unified School District (9th Cir. 2016) 822 F.3d 1105

M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Compton Unified School District v. Addison, (9th Cir. 2010) 598 F.3d 1181

N.B. and C.B v. Hellgate Elementary School District (9th Cir. 2008) 541 F.3d 1202

Hood v. Encinitas Union School District, (2007) 486 F.3d 1099

Management Resources: (see next page)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

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CSBA Sample Administrative Regulation

Instruction

AR 6164.4(a)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

Referrals for Special Education Services

Note: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program such as Response to Instruction and Intervention (RtI²) strategies have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs (OSEP) Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

In the Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, OSEP encourages districts to reexamine the efficacy of existing child find practices and initiate new activities in light of the educational disruptions caused by the COVID-19 pandemic, including through additional screenings; efforts to increase awareness about special education supports and the effects of the COVID-19 pandemic on students' academic performance and social-emotional, behavioral, and mental health needs; public awareness campaigns about developmental screenings in settings frequented by families such as health departments, physician's offices, public parks, amusement parks, shopping malls, and children's stores; social media campaigns on multiple online platforms; partnering with stakeholders such as parent-teacher organizations; and holding screening events in the community.

Additionally, OSEP emphasizes that students who are experiencing long-term COVID-19 effects must be referred for special education evaluation if their symptoms (such as fatigue, mood changes, or difficulty concentrating) are adversely impacting their ability to participate and learn in the general curriculum.

The obligation of a district to refer a student for special education evaluation is a fact-specific determination that must be made on a case-by-case basis.

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

(cf. 6120 - Response to Instruction and Intervention)
(cf. 6164.5 - Student Success Teams)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Note: Pursuant to 34 CFR 300.301, a parent/guardian or district may request an initial evaluation to determine if a student is a student with a disability. OSEP Memorandum 11-07 emphasizes that if a parent/guardian requests an evaluation, and the district agrees with the parent/guardian that the student may be eligible for special education and related services, the district must evaluate the child. If the district does not suspect that the child has a disability and denies the request for an initial evaluation, the district must provide written notice to the parent/guardian, pursuant to 34 CFR 330.503, explaining the basis for such decision.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff ~~for special education and related services~~ **for an initial evaluation** shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student ~~and their effect~~ **and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment.** (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 **calendar** days, not counting days between the student's regular school sessions or terms or **calendar** days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public

Note: 34 CFR 300.29 defines "native language" as the language normally used by the individual ~~and, for a child, the language regularly used in the home environment.~~

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

(cf. 6159 - Individualized Education Program)

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Note: 34 CFR 300.504 requires the district to provide parents/guardians with written notice prior to conducting the initial evaluation. For contents of the prior written notice, see AR 6159.1 - Procedural Safeguards and Complaints for Special Education.

Education Code 56329 clarifies the factors to consider when making a determination of eligibility (Item #2 below) and specifies circumstances in which a parent/guardian may be entitled to an independent educational evaluation (IEE) (Items #4 and #5 below).

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, **300.502**, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, **if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.**

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by their Parents in Private School)

Parent/Guardian Consent for Evaluations

Note: Pursuant to Education Code 56321 and 34 CFR ~~300.300-300.301~~ and Education Code 56344, the district must first obtain informed parent/guardian consent before conducting (1) an initial evaluation to determine if the student is a student with a disability or (2) a reevaluation to determine if the student continues to be a student with a disability. See AR 6159 - Individualized Education Program for language regarding parent/guardian consent for the provision of special education services, including the right to revoke such consent.

In *M.M. v. Lafayette School District*, the Ninth Circuit Court of Appeals concluded that the district had a procedural duty to provide the parents with their child's response to instruction (RTI) data when the district sought to obtain their informed consent for the initial evaluation. The district's failure to provide the parents with the RTI data as part of the initial evaluation resulted not only in a procedural violation but also a substantive violation of the Individuals with Disabilities Education Act since the failure prevented the parents from meaningfully participating in the IEP process.

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). **The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.**

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

Note: It is recommended that the district maintain a record of its attempts to obtain consent, as provided in Items #1-3 below.

The district shall maintain a record of its attempts to obtain consent, **including which may include:** (~~Education Code 56321, 56341.5; 34 CFR 300.300, 300.322~~)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Note: ~~Education Code 56321 and 34 CFR 300.300 and Education Code 56321~~ provide that if a parent/guardian refuses to consent to an evaluation, the district may, but is not required to, utilize the due process procedures to pursue the evaluation. However, if the district declines to pursue the evaluation, the district ~~shall have satisfied~~ **does not violate** its **child find** obligations under state and federal law.

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, **the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability.** The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with **state California** law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with **state California** law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or **reevaluation, or before** administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. The district shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine the student's educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation. (Education Code 56043, 56344; 34 CFR 300.300, 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (**Education Code 56321; 20 USC 1414**; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the **student's native language or other mode of communication** and **in the** form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

4. Administered by trained and knowledgeable personnel **except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist**
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, **rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).**

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. **For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136.** The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Eligibility Determination

Note: The following section contains procedures for determining a student's eligibility for special education and related services. **Education Code 56334-56338** and 34 CFR 300.307-300.311 ~~and Education Code 56333-56338~~ provide additional procedures for conducting the evaluation and making the determination for eligibility of a student with specific learning disabilities.

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability **as defined in 5 CCR 3030 and 34 CFR 300.8** and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

~~The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)~~

- ~~1. Whether the student may need special education and related services~~
- ~~2. The basis for making the determination~~
- ~~3. The relevant behavior noted during the observation of the student in an appropriate setting~~
- ~~4. The relationship of that behavior to the student's academic and social functioning~~
- ~~5. The educationally relevant health, developmental, and medical findings, if any~~
- ~~6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services~~
- ~~7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate~~
- ~~8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136~~

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

Note: Education Code 56329 requires districts to provide notice about specific factors in making the determination of eligibility as part of the district's evaluation plan. See section above entitled "Initial Evaluation for Special Education Services."

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

~~If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension. (Education Code 56043; 34 CFR 300.306)~~

Independent Educational Evaluation

Note: 34 CFR 300.502 requires the district to provide parents/guardians, upon request **for an IEE**, information about where an IEE may be obtained and the district's criteria for the evaluation, including the location of the evaluation, qualifications of the examiner, and timelines for obtaining the evaluation. These criteria must be the same as the criteria that the district uses for district-initiated evaluations. In addition, Education Code 56329 requires districts to provide notice about parent/guardian rights to an IEE as part of the proposed evaluation plan; see section above entitled "Initial Evaluation for Special Education Services." Districts may wish to modify the following section to include specific criteria developed by the district or special education local plan area, as appropriate.

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

***Public expense* means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)**

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, **including the location of the evaluation and the qualifications of the examiner**, that the district uses for a district-initiated evaluation. (Education Code 56329-34 CFR 300.502)

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

~~An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the district. Public expense means the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (Education Code 56329; 34 CFR 300.502)~~

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide ~~the reason to the district~~ **an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.** (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district ~~can later demonstrate~~ **demonstrates** at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (**Education Code 56329;** 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (**Education Code 56329;** 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION (continued)

reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Note: The following paragraph is for use by districts that offer grades K-1.

Before entering kindergarten or first grade, **as the case may be**, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs **to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children**. (Education Code 56445)

(cf. 5148.3 - Preschool/Early Childhood Education)

(3/09 11/10) 9/21

CSBA Sample Board Policy

Instruction

BP 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Note: If the Special Education Local Plan Area (SELPA) in which the district participates maintains a policy on this topic, then the following policy and administrative regulation may be deleted and/or modified for consistency with the SELPA's procedures. **Districts that delete and/or modify this policy should consult legal counsel as appropriate.**

Pursuant to **Education Code 56171 and** 20 USC 1412(a)(3) ~~and Education Code 56171~~, districts, county offices of education, or SELPAs, as appropriate, are required to locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. ~~As amended by 71 Fed. Reg. 156,~~ 34 CFR 300.131 **and 34 CFR 300.134 requires require** the district, after a timely and meaningful consultation with private school representatives, to conduct a thorough "child find" process to determine the number of ~~parentally placed~~ **parentally-placed** children with disabilities attending private schools located in the district, including those residing outside of the district or in another state. ~~Previously, the Individuals with Disabilities Education Act (IDEA) assigned the responsibility for "child find" to the district where the child resided. However, with these amendments, Pursuant to 34 CFR 300.131,~~ the responsibility for "child find" is that of the district where the private school is located.

Education Code 56301 **mandates** that districts, county offices of education, or SELPAs, as appropriate, have policies and procedures to locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education for language regarding "child find" procedures for other district residents.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46593, lists examples of "child find" activities such as distributing informational brochures, providing regular public service announcements, staffing exhibits at health fairs and other community activities, and creating direct liaisons with private schools. ~~The following paragraph~~ **This policy** may be modified to reflect the specific child find activities that the district will undertake.

The requirements of this policy and administrative regulation do not apply to those situations in which a district has placed a student with a disability in a private school as a means of fulfilling the district's obligations to provide a free appropriate public education (FAPE) or when the parent/guardian has made a unilateral placement of the student in a private school because the provision of FAPE by the district is an issue. See BP/AR 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education.

The Governing Board recognizes its obligations under **state and** federal ~~and state law~~ to **locate**, identify, **evaluate**, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

~~Note: Education Code 56301 mandates that districts, county offices of education, or SELPAs, as appropriate, have policies and procedures to locate, identify, and evaluate all children with disabilities enrolled by their parents/guardians in private schools, including religious schools. See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education for language regarding "child find" procedures for other district residents.~~

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL** (continued)

~~The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46593, lists examples of "child find" activities such as distributing informational brochures, providing regular public service announcements, staffing exhibits at health fairs and other community activities, and creating direct liaisons with private schools. The following paragraph may be modified to reflect the specific child find activities that the district will undertake.~~

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (**Education Code 56171**; 34 CFR 300.131; **Education Code 56171**)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: Pursuant to 34 CFR 300.132 and 300.133, a district must spend a "proportionate share" of federal funds on **parentally-placed parentally-placed** private school children with disabilities. See the accompanying administrative regulation. However, the law is unclear as to the district's obligation to provide services to such children if the district's proportionate share of federal funds has been expended before the end of the school year or if an identified student's needs do not fall within the types of services agreed to in the consultation process with private school representatives. Legal counsel should be consulted as appropriate.

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/**guardians** in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal Reference: (see next page)

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL (continued)**

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56020-56035 Definitions

56170-56177 Children in private schools

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act, **especially:**

1412 State eligibility

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities, especially:

300.130-~~300.140~~ **300.144** Children with disabilities enrolled by their parents in private schools

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Agostini v. Felton, (1997) 521 U.S. 203, ~~117 S.Ct.~~ **1997**

Management Resources:

U.S. UNITED STATES DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

Questions and Answers on Serving Children with Disabilities Placed by Their Parents ~~at~~ in Private Schools, April 2011 ~~March 2006~~

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/about/offices/list/osers/osep>

<http://www.ed.gov/about/offices/list/osers>

CSBA Sample Administrative Regulation

Instruction

AR 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Definitions

Note: 34 CFR 300.131 requires the district to conduct a thorough "child find" process to determine the number of ~~parentally placed~~ **parentally-placed** children with disabilities attending private schools located in the district. The requirements of this administrative regulation do not apply to those situations in which a district has placed a student with a disability in a private school as a means of fulfilling the district's obligations to provide a free appropriate public education (FAPE) or when the parent/guardian has made a unilateral placement of the student in a private school when the provision of FAPE is an issue. See BP/AR 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education.

~~Parentally placed~~ **Parentally-placed** private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of ~~parentally placed~~ **parentally-placed** private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: **(Education Code 56301; 20 USC 1412(a)(3)-20 USC 1412(a)(10)(A)(iii)**; 34 CFR 300.134; ~~Education Code 56301~~)

1. The child find process and how ~~parentally placed~~ **parentally-placed** private school children suspected of having a disability can participate equitably

Note: In the **Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act**, the U.S. Department of Education (USDOE) lists the following as examples of practices for keeping parents/guardians, teachers, and private school officials informed of the child find process: holding professional development sessions for private school teachers on Individuals with Disabilities Education Act's evaluation and reevaluation requirements; posting flyers in private school facilities to inform stakeholders of the availability of child find; and facilitating round table discussion with community members.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

2. **The manner in which** How parents/guardians, teachers, and private school officials will be informed of the child find process

Note: Pursuant to 34 CFR 300.132 and 300.133, a district must spend a "proportionate share" of federal funds on ~~parentally-placed~~ **parentally-placed** private school children with disabilities. "Proportionate share" is a calculation based on the total number of eligible students in the district that are enrolled in both public and private schools, based on the formula detailed in 34 CFR 300.133.

3. The determination of the proportionate share of federal funds available to serve ~~parentally-placed~~ **parentally-placed** private school children with disabilities and how this share is calculated
4. How the consultation process **among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities** will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services
5. ~~How~~ **The provision of equitable special education and related services including how**, when, and by whom **such** services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

Note: **20 USC 1412 and** 34 CFR 300.136 ~~specifies~~ **specify** that a private school official may file a complaint with the California Department of Education (CDE) if ~~he/she~~ **the official** believes that the district did not engage in meaningful, timely consultation or did not give due consideration to the views of the private school official. The district must forward appropriate documentation to the CDE or, if necessary, to the ~~U.S. Department of Education (USDOE)~~ **USDOE**.

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (**Education Code 56172; 20 USC 1412;** 34 CFR 300.135; ~~Education Code 56172~~)

After the consultation has occurred, the district shall ensure an annual count of the number of ~~parentally-placed~~ **parentally-placed** children with disabilities attending private schools

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

Note: Pursuant to 34 CFR 300.137, a ~~parentally-placed~~ **parentally-placed** private school child has no individual right to receive the special education services that ~~he/she~~ would have **been** received in the public school. Rather, the public school must meet with private school officials and representatives of private school children with disabilities to decide how to spend the money on all of the identified children.

A child with a disability ~~parentally-placed~~ **parentally-placed** in a private school has no individual right to receive some or all of the special education and related services that ~~he/she~~ would **have been** received if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46592, ~~makes clear~~ **clarifies** that the law (20 USC 1412 and 34 CFR 300.131 ~~and 20 USC 1412~~) requires the district where the private school is located, not the district where the child resides, to conduct individual evaluations and subsequent reevaluations of children for purposes of determining the provision of equitable services. **However, the Analysis of Comments to the federal regulations acknowledges that a district of residence could be required to evaluate a child even if it is not the district where the private school is located if the parent requests such an evaluation for purposes of having a program of FAPE made available to the child by the district of residence.**

In its Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School, USDOE has emphasized that districts may not require a private school to implement a response to intervention (RTI) process before evaluating parentally-placed private school children.

The district shall evaluate all identified ~~parentally-placed~~ **parentally-placed** private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 **and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education**, including **obtaining parent/guardian consent and** providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

Note: According to the Analysis of Comments, 71 Fed. Reg. 156, pg. 46593, if after an evaluation, the district where the private school is located determines that the child needs special education and related services, it would be the responsibility of the district where the child resides to make FAPE available. According to the USDOE's , in Questions and Answers on Serving Children with Disabilities Placed by Their Parents at in Private Schools, if the parent/guardian makes clear his/her the intention to keep the child enrolled in private school, then the district of residence need not make FAPE available to the child nor develop an individualized education program (IEP). In such a case, it is recommended that the district obtain written confirmation of that intention from the parent/guardian, as specified below.

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district ~~shall not~~ **is not required to** develop an IEP if the parent/guardian makes clear his/her the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her the child enrolled in private school, including the fact that he/she the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

~~In order to ensure that each child entitled to special education and related services from the district receives an offer of a free appropriate public education (FAPE), the district where the child resides shall develop an individualized education program (IEP) for each identified child who attends a private school located in the district and who resides in the district.~~

~~However, the district shall not develop an IEP if the parent/guardian makes clear his/her intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep his/her child enrolled in private school, including the fact that he/she is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.~~

Note: In the Analysis of Comments, 71 Fed. Reg. 156, pg. 46593, the USDOE acknowledges there may be a situation where two different districts are evaluating the same child, although for different purposes. 34 CFR 300.622 requires parent/guardian consent for the release of information about parentally placed **parentally-placed** private school children.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

Note: 34 CFR 300.138 requires the district to develop an individual services plan (ISP) for each identified child that describes the specific equitable services that will be provided by the district, as agreed to by the district and private school representatives during the consultation process. According to ~~the~~ USDOE's ~~in~~ Questions and Answers on Serving Children with Disabilities Placed by Their Parents ~~at~~ in Private Schools, the individual services plan (ISP) will be more limited than ~~an~~ IEP developed for public school children.

The district shall develop and implement ~~an individual services plan (ISP)~~ for each identified ~~private school~~ child with a disability **enrolled by their parents/guardians in a private school within the district's boundaries** an individual services plan (ISP) that describes the equitable services that the district will provide, as ~~agreed to~~ **determined** by the district **after and private school representatives during** the consultation process **with private school representatives**. (34 CFR 300.138)

Note: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46592-46593 clarifies that the ISP must, to the extent appropriate, meet the IEP content, development, review, and revision requirements **described in 20 USC 1414**.

The ISP shall be developed, reviewed, and revised consistent with **20 USC 1414** ~~34 CFR 300.121-300.324~~. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

Note: 34 CFR 300.142 details how federal funds may be used by the district to pay for the personnel services described below.

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school **except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156**. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

**CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN
PRIVATE SCHOOL** (continued)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without **remodeling or** causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

(3/07 7/16) 9/21

CSBA Sample Board Policy

Instruction

BP 6164.5(a)

STUDENT SUCCESS TEAMS

Note: The following **optional** policy should be revised to reflect district practice. **Utilization of the student success team (SST) process is not required by state or federal law. As such, this Board policy reflects best practices rather than legal requirements.**

The "~~student success team~~" (SST), formerly called "~~student study team~~," is an early intervention process that brings together ~~the student, parents/guardians,~~ **certificated and classified staff, teachers and administrators, and/or the student, as appropriate,** to identify student needs and develop an improvement plan to address those needs. ~~Student success teams are a key component of the special education program and the drop out prevention programs; however, the California Department of Education encourages making this process available to all students in all schools. The following optional policy should be revised to reflect district practice.~~

The Governing Board encourages the collaboration of parents/guardians, **certificated and classified staff** ~~teachers, resource personnel,~~ administrators, **and/or the students, as appropriate,** in evaluating the strengths and needs of students having academic, attendance, **social, emotional,** or behavioral difficulties and in identifying strategies and programs that may assist ~~such the~~ students **in maximizing their potential.** The Superintendent or designee shall establish student success teams (SST) as needed to address individual students' needs.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall establish **and maintain** a process for initiating **the** referrals of students to ~~the SSTs student success team,~~ **which may include referral by district staff, parents/guardians, and/or agency representatives.** The Superintendent or designee may also establish and maintain a process for responding to SST referrals, **which may include a determination by the district as to whether an SST shall be convened for an individual student.**

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

(cf. 5022 - Student and Family Privacy Rights)

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

(cf. 5125 - Student Records)

(cf. 5141.6 - School Health Services)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.2 - Guidance/Counseling Services)

STUDENT SUCCESS TEAMS (continued)

Each **SST student success team** shall develop **a plan to support the student which incorporates** intervention strategies **to assist the student**. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, **social, emotional and/or** behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.5 - Mental Health)

~~*(cf. 5141.6 - School Health Services)*~~

(cf. 5144 - Discipline)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6020 - Parent Involvement)

(cf. 6120 - Response to Instruction and Intervention)

(cf. 6158 - Independent Study)

~~*(cf. 6159 - Individualized Education Program)*~~

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

~~*(cf. 6164.2 - Guidance/Counseling Services)*~~

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

The **SST student success team** shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, **make adjustments to the plan**, and develop additional interventions as needed.

Note: Pursuant to Education Code 56303, a student should be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. However, the U.S. Department of Education's Office of Special Education Programs Memorandum 11-07 emphasizes that districts have an obligation to ensure that evaluations of students suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, such as the SST process.

STUDENT SUCCESS TEAMS (continued)

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

Note: Districts that have established multi-tiered systems of support (MTSS) may integrate SSTs into such frameworks. The California Department of Education describes MTSS as an integrated, comprehensive framework for districts that focuses on common core state standards, core instruction, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for academic, behavioral, and social success. MTSS is connected to the eight state priorities in the local control and accountability plan, and encompasses inclusive academic instruction as reflected in the California state standards and frameworks, response to instruction and intervention, behavior instruction such as positive behavioral interventions and supports and restorative practices, and social-emotional learning.

The following paragraph is optional and should be deleted by districts that do not have an established MTSS.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

(cf. 0460 - Local Control and Accountability Plan)

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

Legal Reference: (see next page)

STUDENT SUCCESS TEAMS (continued)

Legal Reference:

EDUCATION CODE

8800-8807 *Healthy Start support services for children*

48260-48273 *Truancy*

48400-48454 *Continuation education*

49600-49604 *Educational counseling*

51745-~~51749.651749.3~~ *Independent study programs*

52060-52077 *Local control and accountability plan*

54400-54425 *Programs for disadvantaged children*

54440-54445 *Migrant children*

56300-56305 *Identification and referral*

WELFARE AND INSTITUTIONS CODE

4343-4352.5 *Primary interventions program, mental health*

18986.40-18986.46 *Interagency children's services*

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

CDE PUBLICATIONS

~~*SB 65 School Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000*~~

~~*Student Success Teams: Supporting Teachers in General Education, 1997*~~

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

~~*SST: Student Success Teams, 2000*~~

U.S DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, ***multi-tiered systems of support: <http://www.cde.ca.gov/ci/cr/ri>***
~~<http://www.cde.ca.gov/spbranch/ssp>~~

~~*California Dropout Prevention Network: <http://www.edualliance.org/cdppn>*~~

~~*National Dropout Prevention Center: <http://www.dropoutprevention.org>*~~

U.S Department of Education, Office of Special Education Programs:

<https://www2.ed.gov/about/offices/list/osers/osep>

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CSBA Sample Administrative Regulation

Instruction

AR 6164.5(a)

STUDENT SUCCESS TEAMS

Note: The following **optional** administrative regulation maybe revised to reflect district practice.

Utilization of the Student Success Team (SST) process is not required by state or federal law. As such, this administrative regulation reflects best practices rather than legal requirements.

Team Membership

Members of individual student success teams **(SST)** may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. **School Counselor(s)**
65. Resource personnel or specialists, such as a school **counselor**, psychologist, nurse, outreach consultant, special education resource person, **category-funded staff person**, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, **and/or other person(s) relevant to the student's situation, as determined by the district**

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

Note: The Superintendent or designee may appoint a districtwide or schoolwide SST coordinator to coordinate SST meetings and related activities.

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings

STUDENT SUCCESS TEAMS (continued)

3. Consult with appropriate school **staff, including teachers and/or** district resource personnel
4. Arrange for observation of the student **in the problem situation as needed**
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, **such as relevant student data, educational history, and work samples, as appropriate**

(cf. 5022 - Student and Family Privacy Rights)

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

(cf. 5125 - Student Records)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

6. Help the student and parents/guardians prepare for the meeting

7. Facilitate the team meetings

8. Develop a plan to support the student which incorporates intervention strategies

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School Health Services)

(cf. 5144 - Discipline)

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6152 - Class Assignment)

(cf. 6152.1 - Placement in Mathematics Courses)

(cf. 6158 - Independent Study)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

STUDENT SUCCESS TEAMS (continued)

- 98.** Ensure that the student's progress is monitored, ~~and~~ that follow-up meetings are regularly scheduled, **and that adjustments are made to the plan and related interventions as necessary**

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HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13a	Date: 10/20/21
Agenda Item Description: Adopt ESSER III Expenditure Plan & Safe Return to In-Person Instruction & Continuity of Services Plan	
Background: As part of the federal American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021, local education agencies (LEAs) must complete a Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan. The expenditure plan requires LEAs to describe how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. LEAs must conduct meaningful consultation with stakeholders and provide public input processes in the development of its expenditure plan. A school district must submit its ESSER III Expenditure Plan to its county office of education (COE) for review and approval, after public adoption by its governing board, on or before October 29, 2021. A COE must submit its plan to the CDE for review and approval, after public adoption by its governing board, via email at LCAPreview@cde.ca.gov . LEAs must submit the ESSER III Legal Assurances to receive an allocation of funding. The first apportionment deadline was June 25, 2021. LEAs that adopted a safe return to school plan, such as the COVID-19 Safety Plan required by the California Department of Public Health Guidance and Assembly Bill 86, prior to March 11, 2021, were allowed to use this existing plan to fulfill the requirement, as long as stakeholder consultation was conducted. The ESSER III Fund Application will close on December 17, 2021. LEAs will have until September 30, 2024, to expend these funds.	
Status: Pending Board Approval	
Fiscal Impact: Adoption is required in order to receive allocation of funding	
Educational Impact: Funding will address students' academic, social, emotion and mental health needs as well as opportunity gaps exacerbated by COVID-19.	
Recommendation: Recommend Board adopt ESSER III Expenditure Plan & Safe Return to In-Person Instruction & Continuity of Services Plan	



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530-826-3261

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students’ academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA’s Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021-2024 Local Control Accountability Plan (LCAP)	https://www.husdschools.org/Page/2004
HUSD Expanded Learning Opportunities Plan (ELO)	https://www.husdschools.org/Page/2026
HUSD 2021-2022 Reopening Plan	Available Upon Request
2021-2024 COVID Funding Expenditures	Available Upon Request

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,218,197.00

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$55,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,118,197
Use of Any Remaining Funds	\$45,000

Total ESSER III funds included in this plan

\$1,208,620.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

The District is relying heavily on the input received by the community and school stakeholders for the development of the Local Control & Accountability Plan, the Re-Entry Plan and the COVID-19 Prevention Plan. The District also continues to seek input from parents and community members through monthly Principal Coffees, and regular meetings of the Governing Board.

A description of how the development of the plan was influenced by community input.

The community has placed a strong emphasis on in-person instruction served by the regular classroom teacher using a project based approach to learning. The ESSER III Funds will be used to decrease student to staff ratios and implement a robust specialist program that serves all children academic, social, and emotional needs. Based on the community and stakeholder input, the funds will also be used to provide focused supplemental tutoring and instruction to those students that are in need of supplemental services.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$55,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Additional Personal Protective Equipment	Funds will be used to continuously implement safety cleaning and protection measures.	\$5,000
N/A	Additional Custodial Personnel	Funds will be used to hire additional custodial staff to ensure effective cleaning and disinfecting of classrooms.	\$50,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,118,197

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Action #1, Goal #1	Additional Teachers	Additional Teachers will be maintained to effectively implement Tier 1 and 2 of District MTSS Plan	\$998,197
LCAP Action #1, Goal #4	Additional Para Educators	Additional Para Professionals will be maintained to effectively implement Tier 1 and 2 of District MTSS Plan	\$75,000
LCAP Action #1, Goal #9	Additional COVID Coordinator	These funds will be used to provide .5 additional support for all COVID related academic loss of instructional time and learning loss. This position would coordinate with all school sites to ensure appropriate academic materials are maintained and all policies are followed.	\$45,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$45,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Updated Classroom Technology	The district will provide an Intercom/Phone/Bell system for students to support on-time arrival to class and bell-to-bell instruction for the purpose of addressing academic needs of students and opportunity gaps of students that have been disproportionately impacted by COVID-19.	\$10,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Updated Flexible Seating	These funds would be used to provide updated flexible seating to allow distance, space, and allow students to be able to have flexible seating based on individual needs.	\$15,000
N/A	Indirect Costs	State approved allowance for program administration	\$20,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Ongoing monitoring of District interventions and supports	Progress will be monitored through Goal 1 and Goal 2 of the District LCAP. Metrics and baselines have been developed to monitor the academic and social emotional progress of students and the district as a whole.	Information will be shared bi-monthly at District Board meetings and will be reported annually through the updates District LCAP.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13b	Date: 10/20/2021
Agenda Item Description: Approve updated bid from Steel-Crete for safety measures on the Hamilton Elementary fence	
Background: Steel-Crete has installed a fence at Hamilton Elementary School. In order to complete the project to DSA specifications, additional safety measures need to be implemented including: <ul style="list-style-type: none">• installation of 1 ½" bottom tube to close gap on fence• increase side fence at rolling gate from 12' to 17' 4"• upgrade three man gates from single plate to support crash bar	
Status: Pending Board Approval	
Fiscal Impact: Cost is \$10,221.50	
Educational Impact: None	
Recommendation: Recommend board approve updated bid from Steel-Crete for safety measures on the Hamilton Elementary fence	

SHIP TO:
Hamilton High School
620 Canal Street
Hamilton City, CA
95951

HAMILTON UNIFIED SCHOOL DISTRICT PURCHASE ORDER

BILL TO:
Hamilton Unified School District
P.O. Box 488
Hamilton City, CA 95951
Phone: (530) 826-3261
Fax: (530) 826-0440

**PURCHASE
ORDER NUMBER:**
22 -

This Purchase Order number
must appear on all documents
and packages.

REQ# _____

VENDOR NAME

Steel-crete

QUOTE NO.

ADDRESS

1692 Mangrove Ave #504

CITY

Chico

STATE

CA

ZIP CODE

95928

PHONE NO.

530-624-4986

FAX NO.

DATE OF ORDER

10-01-2021

DATE REQUIRED

10-20-2021

BUDGET/ACCOUNT

ORDERED BY

Alan Jaksch

Is this a Title budget? (example: I, II, III, etc.)

If yes, you must acquire Jeremy Powell's signature here:

Signature

QUANTITY	UNIT COST	DESCRIPTION	AMOUNT
1		Upgrade 3 Man Gates to support crush Bar	2083 ⁰⁰
1		Add 5.4 Feet to side fence at 101	150 ⁵⁰
1	7986 ⁰⁰	Install 1 1/2" Bottom Tube - To close Gap Per DSA Requirements (specs)	7986 ⁰⁰

Subtotal 10,221.50

Shipping

Tax 7.25%

Total 10,221.50

You must obtain two signatures - one at school site level & one at district level.

AUTHORIZED BY

Authorized Signers: Jeremy Powell, Kathy Thomas, Cris Oseguera, Kristen Hamman or Jolene Towne

AUTHORIZED BY

Authorized Signers: Jeremy Powell, Kathy Thomas, Cris Oseguera, Kristen Hamman or Jolene Towne

OFFICE USE ONLY

BUDGET ACCOUNT NUMBER

SITE REVIEWED

DATE OF VERIFICATION

DATE ORDERED



STEEL-CRETE INC.

1692 Mangrove Avenue, #504, Chico, CA 95928 - (530) 624-4986

Lic. 803951

PROJECT:	Hamilton Elementary Fence	Job#	2132
	COR #2	Date-	10/1/2021

SUBMITTED TO: Tiffany Wilhelm

SUBMITTED BY: Craig Johnson

Field Work Change Request

Description of Work:	
1) Each of the 3 Man Gates needs to be upgraded from a single plate to support the crash bar to:	
a) Install a prefabricated lock box for a door handle on the exterior.	
b) Install expanded metal on each side of the gate & around the crash bar.	
c) Install a 12" kick plate @ the bottom of each gate.	
Total Material-	\$660
Total Shop Labor-	\$1,425 (15mh)
2) Increase side fence @ rolling gate from 12' to 17'-4"	
Total Material-	\$88
Total Field Labor-	\$62.50 (1/2mh)
3) Install 1-1/2" sq. tube @ bottom of each fence panel. A sketch has been sent to & approved by	
Alan. 2-3/4" gap will be held between bottom of fence panel & top of 1-1/2" tube. Tubes will be	
powder coated & installed using brackets & screws similar to the panels.	
Total Material-	\$2,986
Total Field Labor-	\$5,000 (40 mh)
Total-	\$10,221 [±]

Daily Work Log

Date-			
Man Hours-			
Location-			
Equipment-			
Approved By-			
Signature-			

If you should have any questions or concerns please contact me at:

Phone: 530-520-6776

Email: Craig@Steel-Crete.com

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13c	Date: 10/20/2021
Agenda Item Description: Approve CSEA Salary Study Job Adjustments	
Background: Per Article 21.2 of the CSEA Agreement, the District and CSEA will form a joint committee for the purposes of salary/duty assessment the following job alike or similar jobs will be grouped for reevaluation. The District and Unit may regroup any or all classification upon mutual agreement. <ol style="list-style-type: none">1. Child Nutrition Assistant currently paid on Range 5, move to Range 6.2. District Custodian currently paid on Range 6, move to Range 8.	
Status: Pending Board approval.	
Fiscal Impact: Cost is the difference increase for current employees (prior to 20-21 & 21-22 salary increases for Board approval 10/27/21): Child Nutrition Assistant, current on Range 5 <ul style="list-style-type: none">• Based on <u>two</u> current employees: Work days x hours per day x hourly rate = annual salary• Annual cost (does not include statutory deductions): \$36,745.25 Child Nutrition Assistant, NEW on Range 6 <ul style="list-style-type: none">• Based on current employees: Work days x hours per day x hourly rate = annual salary• NEW annual approximate cost (does not include statutory deductions): \$38,826.50 Approximate cost difference to HUSD annually = +\$2,081.25 District Custodian, current on Range 6 <ul style="list-style-type: none">• Based on <u>two</u> current employees: Work days x hours per day x hourly rate = annual salary• Annual cost (does not include statutory deductions): \$44,534.35 District Custodian, NEW on Range 8 <ul style="list-style-type: none">• Based on current employees: Work days x hours per day x hourly rate = annual salary• NEW annual approximate cost (does not include statutory deductions): \$48,175.13 Approximate cost difference to HUSD annually = +\$3,640.78 (the district currently has a District Custodian vacancy so the cost difference will increase by approximately +\$1,700 (does not include statutory deductions)) Moderate salary increases for employees have been built into the 2021-22 original budget.	
Educational Impact: None.	
Recommendation: Recommend Board approve the CSEA Salary Study Job Adjustments.	

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
Hamilton Elementary School Multipurpose Room
277 Capay Avenue, Hamilton City, CA 95951
Wednesday, September 22, 2021**

5:30 p.m. Public session for purposes of opening the meeting only
 5:30 p.m. Closed session to discuss closed session items listed below (For Board Only)
 6:00 p.m. Reconvene to open session no **later** than 6:30 p.m.

1.0 OPENING BUSINESS:

- a. Call to order and roll call [at 5:30 p.m.](#)

<u> </u> ✓ Hubert “Wendell” Lower, President	<u> </u> ✓ Rod Boone, Clerk	<u> </u> ✓ 5:53 p.m. Gabriel Leal
<u> </u> ✓ Genaro Reyes	<u> </u> ✓ Ray Odom	

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. [None](#)

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District’s Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session. [No action to report out.](#)

5.0 PUBLIC SESSION/FLAG SALUTE: [6:16 p.m. lead by Mr. Reyes](#)

6.0 ADOPT THE AGENDA: (M)

[Motion to adopt the agenda by Mr. Leal 2nd by Mr. Boone.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports. – [No reports](#)
- b. ASB President Report for Hamilton High School by Lexi Villegas - [Absent](#)
- c. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 4)
 - ii. Nutrition Services Report by Sean Montgomery (p. 5)
 - iii. Operations Report by Alan Joksch (p.7)
- d. Principal and Dean of Student Reports
 - i. Kathy Thomas, Hamilton Elementary School Principal (handout)
 - ii. Maria Reyes, District Dean of Students (written) (p. 8)
 - iii. Cris Oseguera, Hamilton High School Principal (handout)
 - iv. Sylvia Robles, Adult School (written) (p. 9)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 10)
- f. Superintendent Report by Jeremy Powell (written) (p. 11)

8.0 PRESENTATIONS:

- a. Hamilton Elementary School by Kathy Thomas, Hamilton Elementary Principal (handout)
- b. Brief Tour of Hamilton Elementary School Facilities lead by Ms. Thomas
- c. Educational Specifications by Tim Haley & Mike Cannon (p. 12)
 - i. Mr. Haley presented
 - ii. Mr. Haley & Mr. Cannon responded to board member questions

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 106)
 - i. Dr. Powell reviewed the handout with corrections to enrollment numbers
- b. Bond Status (Fund 21) Update (p. 108)
 - i. Dr. Powell reviewed and noted the addition of report to cover the 2021-22 school year

11.0 DISCUSSION ITEMS:

- a. None

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.
None

13.0 ACTION ITEMS:

- a. Approve substitute teacher pay increase (p. 112)
 - i. Dr. Powell remarked that approval for pay increase applies only to the 2021-22 school year
- Motion to approve by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- b. Approve Gaynor Telesystems Contract for installing and cabling outside horns for both HHS and HES (p. 114)
 - i. Dr. Powell reviewed the contract
- Motion to approve by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- c. Approve Robertson Erickson proposal for surveying and civil engineering services relating to improvements for the HES Trash Enclosure Area using bond funds (p. 117)
 - i. Mr. Lower asked about the role of the Citizens Bond Oversight Committee for this item
 - ii. Dr. Powell explained the role of the Citizens Bond Oversight Committee to oversee bond expenditures as appropriate
- Motion to approve by Mr. Reyes 2nd by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- d. Approve Robertson Erickson proposal for surveying and civil engineering services relating to improvements for the Ella Barkley Parking Lot using general fund (p. 122)
- Motion to approve by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- e. Approve HUSD Humboldt State University MOU for Student Teaching, Observation or Field Work (p. 129)
 - i. After a brief discussion about the role of student teachers and their roles as substitutes with input from school principals and CBO a motion was made to approve.

Motion to approve by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- f. Approve changing the October 27, 2021 regular HUSD Board Meeting to Wednesday, October 20, 2021. (p. 132)

Motion to approve by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- g. Adopt Resolution 21-22-102, Certification that each pupil in each school in the District has Sufficient Textbook and instructional materials that are aligned to the State Content Standards and are consistent with the Content and Cycles of the Curriculum Framework adopted by the SBE in ELA, Math, Social Studies and Science for the 2021-22 school year (previously reviewed at the Public Hearing held August 25, 2021) (p. 133)

Motion to adopt Resolution 21-22-102 by Mr. Odom 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on August 25, 2021 (p. 135)
- b. Approve 2021-22 Teacher Consent Forms (p. 140)
- c. Warrants and Expenditures (p. 152)
- d. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None
 - ii. In
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. 9th x 1

- e. Personnel Actions as Presented:

- i. New hires:

Cierra McCarthy	District Universal – Maintenance & Transportation	HUSD
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- ii. Resignations/Retirement:

Cierra McCarthy	District Custodian	HUSD
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Motion to approve consent agenda by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

15.0 ADJOURNMENT: 7:51 p.m. in memory of David Liligren and Sandra Estrada

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
Hamilton Elementary School Multipurpose Room
277 Capay Avenue, Hamilton City, CA 95951
Wednesday, September 22, 2021**

5:30 p.m. Public session for purposes of opening the Regular Meeting
 5:30 p.m. Regular Meeting Closed Session Begins (For Board Only)
 6:00 p.m. Reconvene Regular Meeting to open session no **later** than 6:30 p.m.
***Special Board Meeting at conclusion of Regular Meeting**

1.0 OPENING BUSINESS:

a. Call to order and roll call at 7:51 p.m.

Hubert "Wendell" Lower, President Rod Boone, Clerk Gabriel Leal
 Genaro Reyes Ray Odom

2.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

3.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.
 None

4.0 ACTION ITEMS:

a. Approve Quote from Accurate Plumbing to install tankless water heater systems

Motion to approve by Mr. Leal 2nd by Mr. Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

5.0 ADJOURNMENT: at 7:54 p.m.

X

 Rod Boone
 HUSD Board Clerk

X

 Jeremy Powell, Ed.D.
 Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, October 6, 2021**

5:30 p.m. Public session for purposes of opening the meeting only
 5:30 p.m. Closed session to discuss closed session items listed below (For Board Only)
 6:00 p.m. Reconvene to open session no **later** than 6:30 p.m.

1.0 OPENING BUSINESS:

a. Call to order and roll call at 5:30 p.m.

 A Hubert “Wendell” Lower, President √ Rod Boone, Clerk √ Gabriel Leal
 √ Genaro Reyes √ Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. [None](#)

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District’s Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session. [No action to report out](#)

5.0 PUBLIC SESSION/FLAG SALUTE: [At 6:00 p.m. Lead by Mr. Leal](#)

6.0 ADOPT THE AGENDA: (M)

[Motion to adopt the agenda by Mr. Leal 2nd by Mr. Reyes.](#) [Motion Carried 4-0](#)

Leal: AYE	Lower: Absent
Boone: AYE	Reyes: AYE
Odom: AYE	

7.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.
[No public comment](#)

8.0 ACTION ITEMS:

a. Adopt Board Resolution No. 21-22-103: GANN Limit (p. 5)

- Ms. Hamman reviewed the GANN Limit

Motion to adopt Resolution No. 21-22-103 by Mr. Leal 2nd by Mr. Odom.

Motion Carried 4-0

Leal: AYE	Lower: Absent
Boone: AYE	Reyes: AYE
Odom: AYE	

b. Review and Approved 2020-21 Unaudited Actuals (p. 6)

- Ms. Hamman reviewed the unaudited actuals and answered questions

Motion to approve 2020-21 unaudited actuals by Mr. Reyes 2nd by Mr. Leal.

Motion Carried 4-0

Leal: AYE	Lower: Absent
Boone: AYE	Reyes: AYE
Odom: AYE	

c. Adopt the High School Educational Specification (p. 160)

- Dr. Powell and Mike Cannon reviewed the Educational Specification process
- Mr. Odom expressed disappointment that the diagrams of the Ed Spec don't confirm maintaining the position of the current football field
- Mike Cannon indicated that the Ed Spec mainly specifies relationships and that locations of adjacent components will be considered by the architect during the design process

Motion to adopt High School Educational Specification by Mr. Leal 2nd by Mr. Reyes. Motion Carried 4-0

Leal: AYE	Lower: Absent
Boone: AYE	Reyes: AYE
Odom: AYE	

9.0 ADJOURNMENT: at 6:25 p.m.

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000884/00	AERIES SOFTWARE INC	000000000									
220186	PO-022255	09/01/2021	ACommR-0098	1	01-0000-0-1110-1000-5890-000-0000-00000	NN	F			2,500.00	2,500.00
			TOTAL PAYMENT AMOUNT							2,500.00	2,500.00
000235/00	COLUSA FFA										
220171	PO-022247	09/10/2021	2021001 COLUSA REDHAWK CLASSIC	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F			650.00	650.00
			TOTAL PAYMENT AMOUNT							650.00	650.00
001160/00	FIESTA FRESH GRILL	566556001									
220172	PO-022248	09/14/2021	PD 9/20/21 STAFF LUNCHES	1	01-0000-0-1110-1000-4300-000-000-00000	NY	F			950.00	950.00
			TOTAL PAYMENT AMOUNT							950.00	950.00
002092/00	FRIENDS OF HAMILTON CITY FFA	264501577									
220183	PO-022252	09/07/2021	FALL MEETING REGISTRATION	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F			325.00	325.00
			TOTAL PAYMENT AMOUNT							325.00	325.00
000145/00	GLENN COUNTY AIR POLLUTION										
220187	PO-022256	08/31/2021	IN0277231	1	01-8150-0-0000-8100-5890-100-000-00000	NN	F			279.76	279.00
220187	PO-022256	08/31/2021	IN0277232	2	01-8150-0-0000-8100-5890-800-000-00000	NN	F			258.24	259.00
			TOTAL PAYMENT AMOUNT							538.00	538.00
000552/00	HEARTLAND SCHOOL SOLUTIONS	000000000									
220112	PO-022196	08/31/2021	HSSREC016902	1	13-5310-0-0000-3700-5890-000-000-00000	NN	F			2,199.00	2,199.00
			TOTAL PAYMENT AMOUNT							2,199.00	2,199.00
000070/00	HOUGHTON MIFFLIN CO										
220147	PO-022228	09/08/2021	710229085	1	01-7425-0-1110-1000-4200-800-000-00000	NN	F			525.26	525.26
			TOTAL PAYMENT AMOUNT							525.26	525.26
			TOTAL BATCH PAYMENT							7,687.26 ***	7,687.26

012 HAMILTON UNIFIED SCHOOL DIST. J52154
 BATCH 14; OCTOBER 27, 2021

ACCOUNTS PAYABLE PRELIST
 BATCH: 0014 BATCH 14; OCTOBER 27, 2021

APY500 L.00.19 09/17/21 11:48 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount

TOTAL DISTRICT PAYMENT					7,687.26	****	0.00	7,687.26
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TOTAL FOR ALL DISTRICTS:					7,687.26	****	0.00	7,687.26
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Number of checks to be printed: 7, not counting voids due to stub overflows, 7,687.26

Kristen Hamman 9/17/21	
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000617/00	ANDREW MARTIN								
PV-000021	08/30/2021	FFA NATIONAL CONV MEALS		01-7010-0-3800-1000-5200-100-000-00000	NN			253.00	253.00
		TOTAL PAYMENT AMOUNT						253.00 *	253.00
000686/00	ASHLEY HAUTALA	000000000							
PV-000023	08/30/2021	FFA NATIONAL CONV MEALS		01-7010-0-3800-1000-5200-100-000-00000	NN			253.00	253.00
		TOTAL PAYMENT AMOUNT						253.00 *	253.00
001075/00	AT&T								
PO-000403	09/12/2021	SEPT 17018672:HS/DIST	1	01-0000-0-0000-2700-5990-000-000-00000	NN P			0.00	190.29
PO-000403	09/12/2021	SEPT 17020116:ELEM	1	01-0000-0-0000-2700-5990-000-000-00000	NN P			0.00	113.70
		TOTAL PAYMENT AMOUNT						303.99 *	303.99
000762/00	CRYSTAL CREAMERY								
PO-000445	07/26/2021	19529409	1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	111.53
PO-000445	07/26/2021	19529409	2	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	111.52
		TOTAL PAYMENT AMOUNT						223.05 *	223.05
000424/00	DELL MARKETING	742616805							
220149	PO-022230	09/16/2021	10519140122	1	01-9150-0-0000-2420-4300-000-000-00000	NN F		205.68	205.68
		TOTAL PAYMENT AMOUNT						205.68 *	205.68
001267/00	FASTRAK	000000000							
PV-000027	08/30/2021	I712161501773 :8/15/21 TOLL		01-0000-0-1110-1000-5200-100-000-00000	NN			12.00	12.00
		TOTAL PAYMENT AMOUNT						12.00 *	12.00
000460/00	FLORA FRESH								
220059	PO-022175	09/13/2021	00969797	1	01-0350-0-6000-1000-4300-100-052-00000	NN P		564.40	564.40
220117	PO-022201	09/15/2021	970101	1	11-6391-0-4110-1000-4300-000-023-00000	NN P		400.86	400.86
		TOTAL PAYMENT AMOUNT						965.26 *	965.26

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001198/00	FLORAL RESOURCES								
220116 PO-022200	09/01/2021	00156334	1	11-6391-0-4110-1000-4300-000-023-00000	NN P			106.18	106.18
			TOTAL PAYMENT AMOUNT					106.18 *	106.18
000024/00	GAYNOR TELESYSTEMS INC 942330370								
220076 PO-022162	09/16/2021	39999-40000	1	01-3212-0-0000-8500-6200-000-000-00000	NN F			71,235.64	71,235.64
			TOTAL PAYMENT AMOUNT					71,235.64 *	71,235.64
000113/00	HAMILTON CITY COMMUNITY SVC								
PO-000414	09/01/2021	SEPT/OCT DIST 620 CR203	1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	667.72
PO-000414	09/01/2021	SEPT/OCT HS 620 CR203	2	01-0000-0-0000-8100-5590-100-000-00000	NN P			0.00	1,001.57
PO-000414	09/01/2021	SEPT/OCT ELEM 277 CAPAY	3	01-0000-0-0000-8100-5590-800-000-00000	NN P			0.00	2,384.70
PO-000414	09/01/2021	SEPT/OCT ELLAB 290 6TH	4	01-0000-0-0000-8100-5590-300-000-00000	NN P			0.00	79.49
PO-000414	09/01/2021	SEPT/OCT ADULTED 535 SAC	5	11-6391-0-4110-8100-5590-000-000-00000	NN P			0.00	79.49
PO-000414	09/01/2021	SEPT/OCT PRESCH 300 6TH	6	12-6105-0-1110-8100-5590-000-000-00000	NN P			0.00	79.49
			TOTAL PAYMENT AMOUNT					4,292.46 *	4,292.46
000445/00	IT SAVVY								
220040 PO-022133	07/27/2021	01289662;BARRACUDA	1	01-9150-0-0000-2420-5890-000-000-00000	NN F			1,495.80	1,495.80
			TOTAL PAYMENT AMOUNT					1,495.80 *	1,495.80
001431/00	JANICE LOHSE								
PV-000022	08/30/2021	FFA NATIONAL CONV MEALS		01-7010-0-3800-1000-5200-100-000-00000	NN				253.00
			TOTAL PAYMENT AMOUNT					253.00 *	253.00
001388/00	LARRY'S PEST & WEED CONTROL 141953612								
PO-000440	09/08/2021	SEPT 2021:W14306	1	01-0000-0-0000-8100-5590-000-000-00000	NY P			0.00	560.00
			TOTAL PAYMENT AMOUNT					560.00 *	560.00
000680/00	LIZ COX								
PV-000025	08/30/2021	REIMB SPANISH BOOKS FOR CLASS		01-0000-0-1110-1000-4300-800-000-00000	NN				321.62
			TOTAL PAYMENT AMOUNT					321.62 *	321.62

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000942/00	SCHOOL TECH SUPPLY		000000000							
220136	PO-022219 09/10/2021	50423;GOGUARDIAN 3YR 21-24		1 01-3212-0-1110-1000-5890-000-000-00000	NN	F		36,750.00	36,750.00	
		TOTAL PAYMENT AMOUNT						36,750.00 *	36,750.00	
001274/00	TIFFANY WILHELM									
	PV-000026 09/16/2021	10/4-5 AERIES CONF MEALS		01-0000-0-0000-2700-5200-000-000-00000	NN				50.00	
		TOTAL PAYMENT AMOUNT						50.00 *	50.00	
000550/00	TREE WORX		463659446							
220025	PO-021605 09/23/2021	ELEM FENCE LINE TREES		1 01-0000-0-0000-8100-5890-000-048-00000	NY	F		29,000.00	29,000.00	
220191	PO-022265 09/23/2021	ELEM TREE REMOVAL		1 01-0000-0-0000-8100-5890-000-048-00000	NY	F		3,400.00	3,400.00	
		TOTAL PAYMENT AMOUNT						32,400.00 *	32,400.00	
001035/00	UNIVERGE BLUE-NEC CLOUD		000000000							
220121	PO-000451 09/01/2021	SEPT DIST-2021;IN93144		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P		0.00	78.93	
220121	PO-000451 09/01/2021	SEPT HS-2021;IN93144		2 01-0000-0-0000-2700-5990-100-000-00000	NN	P		0.00	118.39	
220121	PO-000451 09/01/2021	SEPT ELEM-2021;IN93130		3 01-0000-0-0000-2700-5990-800-000-00000	NN	P		0.00	197.69	
		TOTAL PAYMENT AMOUNT						395.01 *	395.01	
000543/00	US SPECIALTY COATINGS									
	PO-000427 08/02/2021	209092		1 01-8150-0-0000-8100-4300-000-000-00000	YN	P		0.00	731.12	
		TOTAL PAYMENT AMOUNT						731.12 *	731.12	
		TOTAL USE TAX AMOUNT							53.01	
000485/00	VOLTAGE SPECIALISTS		204425558							
	PO-000437 08/24/2021	14914;MONITOR FIRE ELLA/ELEM		1 01-8150-0-0000-8100-5630-000-000-00000	NY	P		0.00	700.00	
		TOTAL PAYMENT AMOUNT						700.00 *	700.00	
		TOTAL BATCH PAYMENT						156,377.45 ***	156,377.45	
		TOTAL USE TAX AMOUNT							53.01	
		TOTAL DISTRICT PAYMENT						156,377.45 ****	156,377.45	
		TOTAL USE TAX AMOUNT							53.01	
		TOTAL FOR ALL DISTRICTS:						156,377.45 ****	156,377.45	
		TOTAL USE TAX AMOUNT							53.01	

Number of checks to be printed: 27, not counting voids due to stub overflows.

Printed: 09/28/2021 11:14:27

Prepared by	156,377.45	Date	9/27/21
Authorized by	53.01		
	156,377.45		

012 HAMILTON UNIFIED SCHOOL DIST. J52875
 BATCH 16: OCTOBER 27, 2021

ACCOUNTS PAYABLE PRELIST
 BATCH: 0016 BATCH 16: OCTOBER 27, 2021

APY500 L.00.19 09/27/21 11:29 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount

000008/00	CALIFORNIA'S VALUED TRUST H/W										
	PO-000444	09/23/2021	OCTOBER 2021		1	01-0000-0-0000-0000-9571-000-000-000000	NN	P		0.00	36,002.63
	PO-000444	09/23/2021	OCTOBER 2021		2	01-0000-0-0000-0000-9572-000-000-000000	NN	P		0.00	60,276.36
	PO-000444	09/23/2021	OCTOBER 2021		3	01-0000-0-0000-0000-9573-000-000-000000	NN	P		0.00	2,934.11
	TOTAL PAYMENT AMOUNT										99,213.10 *

002047/00	DANNIS WOLIVER KELLEY 943172834										
	PO-000423	09/23/2021	JULY 2021	ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-000000	NE	P		0.00	8,168.50
	TOTAL PAYMENT AMOUNT										8,168.50 *

000522/00	LESLIE ANDERSON-MILLS 573472011										
	PO-000433	09/23/2021	OCTOBER 2021	- CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-000000	NY	P		0.00	791.67
	TOTAL PAYMENT AMOUNT										791.67 *

000584/00	STANDARD										
	PO-000408	09/23/2021	SEPTEMBER 2021		1	01-0000-0-0000-0000-9573-000-000-000000	NN	P		0.00	296.48
	TOTAL PAYMENT AMOUNT										296.48 *

TOTAL BATCH PAYMENT	108,469.75	***	0.00	108,469.75
TOTAL DISTRICT PAYMENT	108,469.75	****	0.00	108,469.75
TOTAL FOR ALL DISTRICTS:	108,469.75	****	0.00	108,469.75

Number of checks to be printed: 4, not counting voids due to stub overflows. 108,469.75

<i>John Tm</i>	<i>9/27/21</i>
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Reg Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

002079/00	ACCURATE PLUMBING	260514529							
220207	PO-022283	09/10/2021	25810-HS BATHROOM REPAIRS	1	01-8150-0-0000-8100-5630-000-000-00000	NY	F	590.00	590.00
TOTAL PAYMENT AMOUNT								590.00 *	590.00

000010/00 ALHAMBRA & SIERRA SPRINGS

PO-000406	07/27/2021	JULY DIST;9858589	072721	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P	0.00	15.39
PO-000406	07/27/2021	JULY HS;9858589	072721	2	01-0000-0-0000-2700-4300-100-000-00000	NN	P	0.00	23.08
PO-000406	07/27/2021	JULY ELEM;9858589	072721	3	01-0000-0-0000-2700-4300-800-000-00000	NN	P	0.00	60.96
PO-000406	07/27/2021	JULY ELLAB;9858589	072721	4	01-0000-0-3200-1000-4300-300-000-00000	NN	P	0.00	0.00
PO-000406	07/27/2021	JULY MAINT;9858589	072721	5	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	7.00
PO-000406	08/27/2021	AUG DIST;9858589	082721	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P	0.00	23.78
PO-000406	08/27/2021	AUG HS;9858589	082721	2	01-0000-0-0000-2700-4300-100-000-00000	NN	P	0.00	35.67
PO-000406	08/27/2021	AUG ELEM;9858589	082721	3	01-0000-0-0000-2700-4300-800-000-00000	NN	P	0.00	80.43
PO-000406	08/27/2021	AUG ELLAB;9858589	082721	4	01-0000-0-3200-1000-4300-300-000-00000	NN	P	0.00	41.96
PO-000406	08/27/2021	AUG MAINT;9858589	082721	5	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	59.45
PO-000406	09/27/2021	SEPT DIST;9858589	092721	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P	0.00	47.56
PO-000406	09/27/2021	SEPT HS;9858589	092721	2	01-0000-0-0000-2700-4300-100-000-00000	NN	P	0.00	71.34
PO-000406	09/27/2021	SEPT ELEM;9858589	092721	3	01-0000-0-0000-2700-4300-800-000-00000	NN	P	0.00	147.39
PO-000406	09/27/2021	SEPT ELLAB;9858589	092721	4	01-0000-0-3200-1000-4300-300-000-00000	NN	P	0.00	32.98
PO-000406	09/27/2021	SEPT MAINT;9858589	092721	5	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	72.94
PO-000406	07/27/2021	JULY ADULT ED;9858589	072721	6	11-6391-0-4110-1000-4300-000-000-00000	NN	P	0.00	0.00
PO-000406	08/27/2021	AUG ADULT ED;9858589	082721	6	11-6391-0-4110-1000-4300-000-000-00000	NN	P	0.00	0.00
PO-000406	09/27/2021	SEPT MAINT;9858589	092721	6	11-6391-0-4110-1000-4300-000-000-00000	NN	P	0.00	0.00
TOTAL PAYMENT AMOUNT								719.93 *	719.93

000053/00 CALIFORNIA WATER SERVICE CO 000000000

PO-000422	09/22/2021	OCT AD ED;3624177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	19.24
PO-000422	09/22/2021	OCT DIST;7314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	608.74
PO-000422	09/22/2021	OCT HS;7314177777		2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	913.11
PO-000422	09/22/2021	OCT ELEM;0669743652		3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	1,325.67
PO-000422	09/22/2021	OCT ELLAB;6314177777		4	01-0000-0-0000-8100-5590-300-000-00000	NN	P	0.00	319.15
PO-000422	09/22/2021	OCT ELEM;4328876467		3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	432.93
TOTAL PAYMENT AMOUNT								3,618.84 *	3,618.84

000028/00 CORNELL DISTRIBUTING 000000000

220209	PO-000420	08/06/2021	402899	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.90	339.00
220209	PO-000420	08/06/2021	402899	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.10	169.50
220209	PO-000420	08/12/2021	402280	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	226.00
220209	PO-000420	08/12/2021	402280	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	113.00
220209	PO-000420	08/16/2021	402844	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	93.72

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net	Amount

000028 (CONTINUED)

220209	PO-000420	08/16/2021	402844	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	48.28
220209	PO-000420	08/15/2021	402875	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	208.16
220209	PO-000420	08/15/2021	402875	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	104.08
220209	PO-000420	08/23/2021	402898	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	114.00
220209	PO-000420	08/26/2021	402701	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	216.83
220209	PO-000420	08/26/2021	402701	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	108.41
220209	PO-000420	08/30/2021	402713	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	94.60
220209	PO-000420	08/30/2021	402713	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	47.40
220209	PO-000420	08/23/2021	402898	2	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	57.00
TOTAL PAYMENT AMOUNT										1,939.98 *	1,939.98

000764/00 DANIELSON CO

	PO-000425	09/03/2021	256871	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	549.60
	PO-000425	09/03/2021	256996	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	2,181.99
	PO-000425	09/03/2021	256996	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	87.00
	PO-000425	09/13/2021	257834	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	153.57
	PO-000425	09/13/2021	257834	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,269.27
	PO-000425	09/13/2021	257834	4	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	189.88
	PO-000425	09/03/2021	256995	4	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	68.53
	PO-000425	09/03/2021	256995	3	13-5320-0-0000-3700-4300-000-049-00000	NN	P			0.00	61.96
	PO-000425	09/03/2021	256995	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,279.43
	PO-000425	09/03/2021	256995	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	309.80
	PO-000425	09/13/2021	257840-FUEL SURCHG	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	8.00
	PO-000425	09/13/2021	257840	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,273.84
	PO-000425	09/20/2021	258419	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,977.65
	PO-000425	09/20/2021	258419	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	189.84
	PO-000425	09/20/2021	258419	3	13-5320-0-0000-3700-4300-000-049-00000	NN	P			0.00	29.00
	PO-000425	09/20/2021	258419	4	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	240.84
	PO-000425	09/20/2021	258463	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	2,087.95
	PO-000425	09/20/2021	258463	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	126.27
TOTAL PAYMENT AMOUNT										12,084.42 *	12,084.42

000424/00 DELL MARKETING

742616805

220146	PO-022227	09/29/2021	10522353117-XPS-13 LAPTOPS	1	01-9812-0-1110-1000-4400-100-000-00000	NN	F			3,497.40	3,497.24
TOTAL PAYMENT AMOUNT										3,497.24 *	3,497.24

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000109/00	DEPARTMENT OF SOCIAL SERVICES										
220201	PO-022274	09/01/2021	FAC#115400763;ANNUAL LIC FEES	1	12-6105-0-1110-1000-5890-000-000-00000	NN	F			242.00	242.00
										TOTAL PAYMENT AMOUNT	242.00 *
000428/00	FORTUNA UNIFIED SCHOOL DISTRIC										
220205	PO-022281	09/27/2021	GROW AGED;NOV 4-5 REGIST	1	01-7010-0-3800-1000-5200-100-000-00000	NN	F			350.00	350.00
										TOTAL PAYMENT AMOUNT	350.00 *
000429/00	FRANCOTYP-POSTALIA INC										
220208	PO-022284	09/10/2021	TCD#500000589-80 POSTAGE RESER	1	01-0000-0-0000-2700-5990-000-000-00000	NN	F			2,000.00	2,000.00
220208	PO-022284	09/10/2021	TCD#500000589-80 POSTAGE RESER	2	01-0000-0-1110-1000-5990-100-000-00000	NN	F			3,000.00	3,000.00
										TOTAL PAYMENT AMOUNT	5,000.00 *
000162/00	GRAINGER										
	PO-000409	09/22/2021	9063097092	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	227.82
										TOTAL PAYMENT AMOUNT	227.82 *
000072/00	HILLYARD INC										
	PO-000412	09/22/2021	604471910	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	277.16
	PO-000412	09/22/2021	604471883	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	402.32
	PO-000412	09/15/2021	604462628	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	62.36
	PO-000412	09/15/2021	604462630	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	94.81
	PO-000412	09/22/2021	604471908	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	969.52
	PO-000412	09/22/2021	604471909	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	536.96
	PO-000412	09/22/2021	604471907	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	57.21
										TOTAL PAYMENT AMOUNT	2,400.34 *
001138/00	JOHNNY ON THE SPOT 464458679										
220210	PO-022285	07/06/2021	JULY 2021 HS;I20013	1	01-3212-0-1110-1000-5890-000-000-00000	N1	P			77.16	77.16
220210	PO-022285	07/06/2021	JULY 2021 HS;I20013	2	01-3212-0-1110-1000-5890-100-000-00000	N1	P			115.74	115.74
220210	PO-022285	07/06/2021	JULY 2021 ELEM;I20017	3	01-3212-0-1110-1000-5890-800-000-00000	N1	P			379.35	379.35
220210	PO-022285	08/03/2021	AUG 2021 DIST;I21553	1	01-3212-0-1110-1000-5890-000-000-00000	N1	P			77.16	77.16
220210	PO-022285	08/03/2021	AUG 2021 HS;I21553	2	01-3212-0-1110-1000-5890-100-000-00000	N1	P			115.74	115.74
220210	PO-022285	08/31/2021	AUG 2021 ELEM;I23043	3	01-3212-0-1110-1000-5890-800-000-00000	N1	P			379.35	379.35
220210	PO-022285	09/28/2021	AUG 2021 ELEM;I24675	3	01-3212-0-1110-1000-5890-800-000-00000	N1	P			379.35	379.35
220210	PO-022285	09/28/2021	AUG 2021 DIST;I24674	1	01-3212-0-1110-1000-5890-000-000-00000	N1	P			77.16	77.16

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

001138 (CONTINUED)

220210	PO-022285	09/28/2021	AUG 2021 HS;I24674	2	01-3212-0-1110-1000-5890-100-000-00000	NN	P	115.74	115.74
TOTAL PAYMENT AMOUNT								1,716.75 *	1,716.75

000592/00 MISSION UNIFORM & LINEN

PO-000405	09/30/2021	515622658	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	52.84	
PO-000405	09/30/2021	515622659	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	99.75	
TOTAL PAYMENT AMOUNT								152.59 *	152.59

000356/00 NASCO 000000000

220182	PO-022251	09/21/2021	156183	1	01-4127-0-1110-1000-4300-100-000-00000	NN	P	904.87	904.87
TOTAL PAYMENT AMOUNT								904.87 *	904.87

000027/00 ORLAND HARDWARE

PO-000417	09/27/2021	478032	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	136.71	
220061	PO-022155	09/27/2021	478355	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P	10.53	10.53
220060	PO-022170	09/27/2021	477935	1	01-7010-0-3800-1000-4300-100-000-00000	NN	P	46.03	46.03
TOTAL PAYMENT AMOUNT								193.27 *	193.27

000084/00 PG&E

PO-000416	09/16/2021	SEPT 9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	5,313.64	
PO-000416	09/16/2021	SEPT 9921774729-6-HS	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	7,970.44	
TOTAL PAYMENT AMOUNT								13,284.08 *	13,284.08

000763/00 PROPACIFIC FRESH

PO-000407	09/07/2021	6885229	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,164.66	
PO-000407	09/07/2021	6885229	2	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	155.26	
PO-000407	09/07/2021	6885232	2	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	77.63	
PO-000407	09/07/2021	6885232	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	576.16	
PO-000407	09/20/2021	6888213	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	294.58	
PO-000407	09/13/2021	6888724	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	661.44	
PO-000407	09/13/2021	6886719	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	673.12	
PO-000407	09/20/2021	6888192	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	649.13	
PO-000407	09/20/2021	6888192	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	119.60	
TOTAL PAYMENT AMOUNT								4,371.58 *	4,371.58

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Reg Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001510/00	RAY MORGAN COMPANY								
PO-000413	07/20/2021	JULY DIST;3391480 COLOR USE	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	90.85
PO-000413	07/20/2021	JULY DIST;3391480 B&W USE	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	19.82
PO-000413	07/20/2021	JULY HS;3391480 B&W USE	8	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	30.40
PO-000413	07/20/2021	JULY ELEM;3391480 B&W USE	9	01-0000-0-1110-1000-4300-800-000-00000	NN P			0.00	52.33
PO-000413	07/20/2021	JULY ELLAB;3391480 B&W USE	10	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	4.11
PO-000413	08/24/2021	SEPT 2021:3428195-DIST	1	01-0000-0-0000-2700-5620-000-000-00000	NN P			0.00	166.44
PO-000413	08/24/2021	SEPT 2021:3428195-HS	2	01-0000-0-1110-1000-5620-100-000-00000	NN P			0.00	370.12
PO-000413	08/24/2021	SEPT 2021:3428195-ELEM	3	01-0000-0-1110-1000-5620-800-000-00000	NN P			0.00	995.19
PO-000413	08/24/2021	SEPT 2021:3428195-ELLAB	4	01-0000-0-3200-1000-5620-300-000-00000	NN P			0.00	104.03
PO-000413	08/24/2021	AUG DIST:3428195-COLOR	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	91.13
PO-000413	08/24/2021	AUG DIST:3428195-B&W	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	44.94
PO-000413	08/24/2021	AUG HS:3428195-B&W	8	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	202.52
PO-000413	08/24/2021	AUG ELEM:3428195-B&W	9	01-0000-0-1110-1000-4300-800-000-00000	NN P			0.00	111.23
PO-000413	08/24/2021	AUG ELLAB:3428195-B&W	10	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	3.66
PO-000413	09/20/2021	OCT 2021:3460064-DIST	1	01-0000-0-0000-2700-5620-000-000-00000	NN P			0.00	166.44
PO-000413	09/20/2021	OCT 2021:3460064-HS	2	01-0000-0-1110-1000-5620-100-000-00000	NN P			0.00	370.12
PO-000413	09/20/2021	OCT 2021:3460064-ELEM	3	01-0000-0-1110-1000-5620-800-000-00000	NN P			0.00	995.19
PO-000413	09/20/2021	OCT 2021:3460064-ELLAB	4	01-0000-0-3200-1000-5620-300-000-00000	NN P			0.00	104.03
PO-000413	09/20/2021	SEPT DIST;3460064 B&W	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	35.66
PO-000413	09/20/2021	SEPT DIST;3460064 COLOR	7	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	95.50
PO-000413	09/20/2021	SEPT HS;3460064 B&W	8	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	237.45
PO-000413	09/20/2021	SEPT ELEM;3460064 B&W	9	01-0000-0-1110-1000-4300-800-000-00000	NN P			0.00	300.78
PO-000413	09/20/2021	SEPT ELLAB;3460064 B&W	10	01-0000-0-3200-1000-4300-300-000-00000	NN P			0.00	12.46
PO-000413	07/20/2021	JULY ADULT ED;3391480 B&W USE	11	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	10.58
PO-000413	08/24/2021	SEPT 2021:3428195-ADULT ED	5	11-6391-0-4110-1000-5620-000-000-00000	NN P			0.00	202.58
PO-000413	08/24/2021	AUG ADULT ED:3428195-B&W	11	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	9.27
PO-000413	09/20/2021	OCT 2021:3460064-ADULT ED	5	11-6391-0-4110-1000-5620-000-000-00000	NN P			0.00	202.58
PO-000413	09/20/2021	SEPT ADULT ED;3460064 B&W	11	11-6391-0-4110-1000-4300-000-000-00000	NN P			0.00	9.85
PO-000413	07/20/2021	JULY PRESCH;3391480 B&W USE	12	12-6105-0-1110-1000-4300-000-000-00000	NN P			0.00	4.11
PO-000413	08/24/2021	SEPT 2021:3428195-PRESCH	6	12-6105-0-1110-1000-5620-000-000-00000	NN P			0.00	104.03
PO-000413	08/24/2021	AUG PRESCH:3428195-B&W	12	12-6105-0-1110-1000-4300-000-000-00000	NN P			0.00	3.66
PO-000413	09/20/2021	OCT 2021:3460064-PRESCHOOL	6	12-6105-0-1110-1000-5620-000-000-00000	NN P			0.00	104.03
PO-000413	09/20/2021	SEPT PRESCH;3460064 B&W	12	12-6105-0-1110-1000-4300-000-000-00000	NN P			0.00	12.46
TOTAL PAYMENT AMOUNT									5,267.55 *
000913/00	SHASTA COLLEGE AG LEADERSHIP								
220206	PO-022282	09/01/2021	INV#103-13304;10/14/21	REGIST	1	01-7010-0-3800-1000-5200-100-000-00000	NN F	130.00	130.00
TOTAL PAYMENT AMOUNT									130.00 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000138/00	SPORTSMAN'S DEN								
220142	PO-022223	09/23/2021	61873;ATHLETIC MED SUPPLY	1	01-0000-0-1110-1000-4300-100-006-00000	NN	F	716.24	786.24
TOTAL PAYMENT AMOUNT						786.24	*		786.24
000743/00	WEST COAST PAPER								
	PO-000429	07/21/2021	12411560	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	32.09
TOTAL PAYMENT AMOUNT						32.09	*		32.09
TOTAL BATCH PAYMENT						57,509.59	***	0.00	57,509.59
TOTAL DISTRICT PAYMENT						57,509.59	****	0.00	57,509.59
TOTAL FOR ALL DISTRICTS:						57,509.59	****	0.00	57,509.59

Number of checks to be printed: 21, not counting voids due to stub overflows. 57,509.59
 Printed: 09/30/2021 18:21:17

<i>Chris Davies</i>	<i>9/30/21</i>
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000377/00	WASTE MANAGEMENT								
PO-000402	10/01/2021	OCT ELEM;40238285009	3	01-0000-0-0000-8100-5590-800-000-00000	NN P			0.00	287.65
PO-000402	10/01/2021	OCT ELEM;40238215004	3	01-0000-0-0000-8100-5590-800-000-00000	NN P			0.00	403.47
PO-000402	10/01/2021	OCT DIST;40238905009	1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	287.65
PO-000402	10/01/2021	OCT DIST;40236285003	1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	867.50
PO-000402	10/01/2021	OCT HS;40236285003	2	01-0000-0-0000-8100-5590-100-000-00000	NN P			0.00	1,301.26
TOTAL PAYMENT AMOUNT									3,147.53 *

TOTAL BATCH PAYMENT	21,520.72 ***	0.00	21,520.72
TOTAL DISTRICT PAYMENT	21,520.72 ****	0.00	21,520.72
TOTAL FOR ALL DISTRICTS:	21,520.72 ****	0.00	21,520.72

Number of checks to be printed: 8, not counting voids due to stub overflows. 21,520.72

Chris DeVries 10/8/21	
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
001495/00	BLACKBOARD INC	522081178									
220216	PO-022291	10/11/2021	318228	INV	1372658	1	01-0001-0-1110-1000-5890-000-000-00000	NN	F	1,261.00	1,261.00
										TOTAL PAYMENT AMOUNT	1,261.00 *
001296/00	BOYS & GIRLS CLUB OF	680294846									
220215	PO-022290	10/11/2021	SUMMER JULY 2021	SUMR JL21		1	01-0000-0-1110-1000-5890-800-049-00000	NY	F	7,000.00	7,000.00
										TOTAL PAYMENT AMOUNT	7,000.00 *
										TOTAL BATCH PAYMENT	8,261.00 *** 0.00 8,261.00
										TOTAL DISTRICT PAYMENT	8,261.00 **** 0.00 8,261.00
										TOTAL FOR ALL DISTRICTS:	8,261.00 **** 0.00 8,261.00
										Number of checks to be printed:	2, not counting voids due to stub overflows. 8,261.00

Chris DeVries	10/11/21
Prepared by	Date
Authorized by	Date