

UNIFORM COMPLAINT PROCEDURES

The County Board recognizes that the County Office has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The County Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the County Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8498)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in County Office programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)
13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)

17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8235-8239.1)
23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the County Superintendent of Public Instruction or designee deems appropriate

The County Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The County Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The County Office shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the County Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the County Office shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The County Superintendent or designee shall provide training to County Office staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The County Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the County Office in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including

the right to file the complaint with the California Department of Fair Employment and Housing.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 -Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance.(5 CCR 15580-15584)
6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)
7. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

(5/17) 12/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

UNIFORM COMPLAINT PROCEDURES

Except as the County Board may otherwise specifically provide in other County Office policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying County Board policy.

Compliance Officers

The County Office designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment. The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure County Office compliance with law.

County Superintendent or Designee

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The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the County Superintendent or designee who shall determine how the complaint will be investigated.

The County Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the County Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the County Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the County Office issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all County Office schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the County Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of County Office students, County Office advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the County Office is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying County Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the County Office will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the County Office, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying County Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the County Office web site and may be provided through County Office-supported social media, if available.

The County Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's

policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular County Office school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the County Office shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, County Office staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging County Office violation of applicable state or federal law or regulations governing the programs specified in the accompanying County Board policy may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the County Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the County Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the County Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the County Office shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any

complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the County Office shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the County Office shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the County Office to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the County Board.

The County Board may consider the matter at its next regular County Board meeting or at a special County Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The County Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the County Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's investigation report, and, in the same manner as the complainant, may file a complaint with the County Board if dissatisfied with the decision.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the County Office is in compliance with the relevant law
3. Corrective action(s) whenever the County Office finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the County Office has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with County Office legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or County Office environment may include, but are not limited to, actions to reinforce County Office policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the County Office shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The County Office may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the County Office does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the County Office shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State County Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the County Office, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The County Office failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the County Office found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the County Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint
5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the County Office shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the County Office notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the County Superintendent or designee may download and post a notice available from the CDE web site. (Education Code 8235.5; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8235.5; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the County Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the County Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8235.5; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the County Superintendent or designee. (Education Code 8235.5; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves a limited-English-proficient student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the County Board at a regularly scheduled meeting and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the County Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the County Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the County Board at a regularly scheduled County Board meeting and to the County

County Superintendent of Schools. (5 CCR 4693)

(5/17) 6/21

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

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Note: Education Code 8235.5 requires that the following notice be posted in each classroom with a license-exempt California State Preschool Program (CSPP) (Education Code 8235-8239.1). The notice must include the health and safety requirements that apply to such CSPP programs pursuant to Health and Safety Code 1596.7925, which may be the subject of a complaint under the uniform complaint procedures.

NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS: PRESCHOOL COMPLAINT RIGHTS

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 8235.5, you are hereby notified that any California State Preschool Program that is exempt from licensure must have:

1. Outdoor shade that is safe and in good repair
2. Drinking water that is accessible and readily available throughout the day
3. Safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children
4. Restroom facilities that are available only for preschoolers and kindergartners
5. Visual supervision of children at all times
6. Indoor and outdoor space that is properly contained or fenced and provides sufficient space for the number of children using the space at any given time
7. Playground equipment that is safe, in good repair, and age appropriate

Note: Education Code 8235.5 requires that the notice include the location to obtain a complaint form and provides that posting a notice downloadable from the California Department of Education's web site will satisfy this requirement. The law does not require that complaint forms be placed in any specific location. The following paragraph lists locations where complaint forms may be available and should be modified to reflect district practice, including adding the school and district web site addresses.
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If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>.

However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

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Note: Pursuant to Education Code 8235.5, uniform complaint procedures should be used for complaints alleging that a license-exempt California State Preschool Program (CSPP) does not comply with any of the health and safety requirements specified in Health and Safety Code 1596.7925.

**PRESCHOOL COMPLAINT FORM:
UNIFORM COMPLAINT PROCEDURES**

Education Code 8235.5 requires that the district's uniform complaint procedures be used for the filing of complaints concerning noncompliance with health and safety standards for license-exempt California State Preschool Programs. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? ☐ Yes ☐ No

Contact information: (if response is requested)

Name: _____

Address: _____

Phone number: Day: _____ Evening: _____

E-mail address, if any: _____

Date problem was observed: _____

Location of the problem that is the subject of this complaint:

School name/address: _____

Room number/name of room/location of facility: _____

Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

- ☐ The preschool does not have outdoor shade that is safe and in good repair.
- ☐ Drinking water is not accessible and/or readily available throughout the day.
- ☐ The preschool does not provide safe and sanitary restroom facilities with one toilet and handwashing fixture for every 15 children.
- ☐ Restroom facilities are not available only for preschoolers and kindergartners.

UNIFORM COMPLAINT PROCEDURES(*continued*)

- ☐ The preschool program does not provide visual supervision of children at all times.
- ☐ Indoor or outdoor space is not properly contained or fenced or does not provide sufficient space for the number of children using the space at any given time.
- ☐ Playground equipment is not safe, in good repair, or age appropriate.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation.

Note: Education Code 8235.5 requires complaints identified above to be filed with the preschool administrator or designee. Districts should specify the names and/or locations in the spaces below.

Please file this complaint at the following location:

(preschool administrator or designee)

(address)

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

(Signature)

(Date)

5/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

ACCESS TO COUNTY OFFICE RECORDS

The County Board recognizes the right of members of the public to have access to public records of the County Office. The County Office shall provide any person reasonable access to the public records of the schools and County Office during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

In response to a public records request, the County Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a County Office-provided device or account or through an employee's or County Board member's personal device or account.

The County Office may charge for copies of public records or other materials requested by individuals or groups, unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the County Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of County Office records, members of the public granted access shall examine records in the presence of a County Office staff member.

(1/99) 5/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

5.4

NONDISCRIMINATION/HARRASMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a county office of education (County Office) school or program, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The County Office is committed to providing a safe school environment that allows all students equal access to opportunities in academic and other educational support programs, services, and activities. Unlawful discrimination against a student in any County Office school, program, or activity, including discriminatory harassment, intimidation, and bullying, is prohibited. Any form of retaliation against an individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination is also prohibited.

Unlawful discrimination may result from physical, verbal, nonverbal, or written conduct against a student based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or the student's association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination also occurs when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in any County Office school, program, or activity, or the provision or receipt of educational benefits or services, such as prohibiting a student from enrolling in a class or course on the basis of the student's sex.

When, as permitted by law, the County Office maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, students may choose to access facilities and participate in such programs and activities consistent with their gender identity. In addition, students may choose to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. Each student's gender identity shall be the gender asserted by the student. Transgender and gender-nonconforming students shall be afforded the same rights, benefits, and protections as all County Office students.

Complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying or retaliation may be filed in accordance with the COE's uniform complaint procedures (UCP) pursuant to BP 1312.3 - Uniform Complaint Procedures. For complaints of sexual harassment, it is the responsibility of the COE's Title IX Coordinator to determine whether the complaint should be addressed through UCP or, if the alleged conduct meets the federal definition of sexual harassment pursuant to 34 CFR 106.30, the complaint procedures established in 34 CFR 106.44-106.45. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action shall be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, or bullying, or retaliation in violation of law or County Office policy or procedures shall be subject to appropriate consequence or discipline,

NONDISCRIMINATION/HARRASMENT(*continued*)

which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Antidiscrimination Measures

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Office to prevent or address unlawful discrimination in County Office schools, programs, and activities, including, but not limited to, the following:

1. Designation of a coordinator/compliance officer to handle complaints alleging unlawful discrimination
2. Publicizing of the COE's nondiscrimination policies and complaint procedures
3. Posting of the COE's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the COEs web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Posting of the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
5. Posting of information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status as required pursuant to Education Code 221.61, and a link to the Title IX information included on the California Department of Education's (CDE) web site, in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students (Education Code 221.6, 221.61, 234.6)
6. Posting of a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the COE's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
7. Provision of training and information about the COE's nondiscrimination policies and complaint procedures, including information related to state and federal laws pertaining to the rights of transgender and gender-nonconforming students, to students, parents/guardians, County Office employees, and others as applicable
8. Establishment of a complaint process that ensures a prompt and fair resolution of complaints
9. Provision of annual notification required by law
10. Maintenance of student records in accordance with law
When a former student presents government-issued documentation of a name and/or gender change, the student's records shall be updated accordingly. (Education Code 49062.5)

(1/19) 8/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 -Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Human Resources Director
201 Memorial Drive
Weaverville, CA 96093
(530) 623-2861
melanie@tcoek12.org

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

NONDISCRIMINATION/HARASSMENT(*continued*)

- c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - i. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - ii. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - iii. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - ci. A link to the Title IX information included on the California Department of Education's (CDE) web site
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
 - 6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
 - 7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
 - 8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.
If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
 - 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
 - 10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
 - 11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

NONDISCRIMINATION/HARASSMENT*(continued)*

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

(Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

NONDISCRIMINATION/HARASSMENT(*continued*)

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.
As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a

NONDISCRIMINATION/HARASSMENT(*continued*)

credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)
6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(9/16) 7/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

CEREMONIES AND OBSERVANCES

The County Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the County Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

County Office schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the County Board. The County Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the County Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

(10/94) 5/20

Board
Approved:

TRINITY COUNTY OFFICE OF EDUCATION
Weaverville, CA

5.6

CEREMONIES AND OBSERVANCES**Holidays**

County Office schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day - January 1

Dr. Martin Luther King Jr. Day - Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day - The Monday or Friday of the week in which February 12 occurs

Washington Day - Third Monday in February

Memorial Day - Last Monday in May

Independence Day - July 4

Labor Day - First Monday in September

Veterans Day - November 11

Thanksgiving Day - The Thursday in November designated by the President

Christmas Day - December 25

In addition, schools shall be closed on any day designated by the Governor or President for a holiday, any special or limited holiday on which the Governor provides that the schools shall close, and any other day designated as a holiday by the County Board and/or negotiated with employee organizations. (Education Code 37220)

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the County Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

County Office schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day - On or near September 17

Dr. Martin Luther King, Jr. Day - The Friday before the day schools are closed for

this holiday Abraham Lincoln's Birthday - The school day before the day schools

are closed for this holiday Susan B. Anthony Day - February 15

George Washington's Birthday - The Friday preceding the third Monday in February

Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7

Classified Employee Week - Third week in May

CEREMONIES AND OBSERVANCES(*continued*)

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

Patriotic Exercises

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every County Office school and on or near the County Office office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

(11/99) 5/20

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trinity County Office of Education	Fabio Robles Deputy Superintendent	frobles@tcoek12.org 530-623-2861

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
72,063		

EC 41480

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
County Professional Development Day Event - contract keynote and breakout speakers with focuses on		2500	2500	2500	2500	10,000.00
Subtotal	0.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00

5

- (2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Contract for Edgenuity Trainer for RISE Instructional Staff	1600	1600	1600	1600	1600	8,000.00
Annual CA STEAM Symposium	1000	1000	1000	1000	1000	5,000.00
Professional Development Day Event - contract keynote and breakout speakers with focus on effective, standards aligned instruction		5000	5000	5000	5000	20,000.00
Subtotal	2,600.00	7,600.00	7,600.00	7,600.00	7,600.00	33,000.00

- (3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

- (4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PBIS Conference - Pathway's Wellness Liaisons	1250	1250	1250	1250	1250	6,250.00
Subtotal	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	6,250.00

- (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
PBIS Conference - Pathway's Wellness Liaisons	1250	1250	1250	1250	1250	6,250.00
Project-Based Native American Trainer	563	1500	1500	1500	1500	6,563.00
Subtotal	1,813.00	2,750.00	2,750.00	2,750.00	2,750.00	12,813.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional Development Day Event - contract keynote and breakout speakers with focus on universal design for learning		2500	2500	2500	2500	10,000.00
Subtotal	0.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	0.00	0.00	0.00	0.00	0.00	0.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	0.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00
Subtotal Section (2)	2,600.00	7,600.00	7,600.00	7,600.00	7,600.00	33,000.00
Subtotal Section (3)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (4)	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	6,250.00
Subtotal Section (5)	1,813.00	2,750.00	2,750.00	2,750.00	2,750.00	12,813.00
Subtotal Section (6)	0.00	2,500.00	2,500.00	2,500.00	2,500.00	10,000.00
Subtotal Section (7)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (8)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (9)	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Section (10)	0.00	0.00	0.00	0.00	0.00	0.00
Totals by year	5,663.00	16,600.00	16,600.00	16,600.00	16,600.00	72,063.00

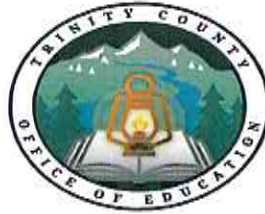
Total planned expenditures by the LEA:
72,063.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Trinity County
OFFICE OF
EDUCATION



PO Box 1256
201 Memorial Drive
Weaverville, California
(530) 623-2861
(530) 623-4489 FAX
<https://www.tcoek12.org>

DATE: November 5, 2021
TO: TCOE Board Members
FROM: Gretchen Deichler, Assistant Superintendent of Business Services
RE: November 17, 2021 Board Meeting Update

Item 5.1 Financial Report – Based on 2021-22 Adopted Budget

1. The Fiscal report provides financial information from October 1 -31, 2021 (4/12 of the year).
 - a. **\$6,371,679 Revenues & \$49,526 Transfers In/Contributions** - A total of \$862,108 or 13.5% of all budgeted revenues have been received to date equal to approximately
 - a. 22.28% of budgeted LCFF
 - b. 3.74% of federal
 - c. 9.59% of state
 - d. 5.07% of local revenues
 - e. 0% of transfers in from other funds
 - b. **\$6,404,181 Expenditures & \$4,750 Transfers Out** – A total of \$1,717,395 or 26.8% of budgeted expenditures have occurred to date equal to approximately
 - a. 30.46% of budgeted salaries and benefits
 - b. 51.99% of supplies
 - c. 30.85% services and operations
 - d. Over % capital outlay – This budget item for the van that was purchased will be added at First Interim.
 - e. 6.20% transfers out to districts/other transfers
 - f. 0% transfers out to other funds
 - g. 0% of support costs
 - c. **\$1,430,428 July 1, 2021 Beginning fund balance**
 - d. **\$1,442,702 June 30, 2022 Ending fund balance**
 - e. **\$310,876 General Fund cash balance 10-31-2021**

Sarah E. Supahan, County Superintendent of Schools

b.1

2. The Fiscal report below is for the R.I.S.E. Academy and provides financial information through October 31, 2021 (4/12 of the year). Here is the summary of the RISE for this month.

- f. **\$278,857 Revenues + \$37,127 Contribution*** - A total of \$0 of all budgeted revenues have been received to date.
 - a. 0% of budgeted LCFF
 - b. 0% of federal
 - c. 0% of state
 - d. 0% of local revenues
 - e. 0% *contribution is equal to billback reduction for district expenditures.
- g. **\$315,984 Expenditures** – A total of \$83,557 or 26.5% of budgeted expenditures have occurred to date equal to approximately
 - a. 25.49% of budgeted salaries and benefits
 - b. 14.3% of supplies
 - c. 46.45% services and operations
 - d. 0% capital outlay
 - e. 0% of transfers out
 - f. 0% of support costs
- h. **\$0 July 1, 2020 Beginning fund balance**
- i. **\$0 June 30, 2021 Ending fund balance**
- j. **The 2021-22 Billback Calculations for Each RISE Academy Classroom Estimate as of Adopted Budget:**

TRINITY COUNTY COMMUNITY SCHOOL (RISE) BILLBACK CALCULATION	Grades K - 6 Classroom	COE - RISE	Trinity Alps	Mountain Valley	Other School
TCOE Community School (RISE) Expenditures	A	\$ 130,298	\$ 130,298	\$ -	\$ -
TCOE Community School (RISE) Revenue	B	\$ 20,246	\$ 20,246	\$ -	\$ -
District LCFF Revenue	C	\$ 73,418	\$ 73,418	\$ -	\$ -
District Other Revenue	D	\$ 12,355	\$ 12,355	\$ -	\$ -
Underfunded	E=A-B-C-D	\$ 24,280	\$ 24,280	\$ -	\$ -
District Expenditure Billback Offset	F	\$ 18,018	\$ 18,018	\$ -	\$ -
Net Billback Estimate	G =E-F	\$ 6,263	\$ 6,263	\$ -	\$ -

Sarah E. Supahan, County Superintendent of Schools

TRINITY COUNTY COMMUNITY SCHOOL (RISE) BILLBACK CALCULATION	Grades 7 - 12 Classroom	COE - RISE	Trinity Alps	Mountain Valley
TCOE Community School (RISE) Expenditures	A	\$ 185,685	\$ 154,737	\$ 30,947
TCOE Community School (RISE) Revenue	B	\$ 44,948	\$ 37,457	\$ 7,491
District LCFF Revenue	C	\$ 67,283	\$ 57,543	\$ 9,740
District Other Revenue	D	\$ 10,115	\$ 8,761	\$ 1,354
Underfunded	E=A-B-C-D	\$ 63,339	\$ 50,976	\$ 12,363
District Expenditure Billback Offset	F	\$ 18,018	\$ 18,018	\$ -
Net Billback Estimate	G =E-F	\$ 45,321	\$ 32,958	\$ 12,363

3. Update from various statewide meetings will be provided at the board meeting.

4. Item 5.1 Oversight Update

a. Cash Monitoring

- i. Cash will continue to be monitored for TCOE and districts as more use federal funds that are expended first and reimbursed later. In the past, most often temporary cash transfers have been needed for the district cafeteria funds due to delay of nutrition reimbursements. Delays in receipt of Child Development funds for TCOE require temporary transfers each year.

5. Item Unaudited Actuals will be presented at the November 17, 2021 board meeting and transmitted to CDE on or before November 15, 2021

- a. The due date for submitting the **unaudited actual statement** receipts and expenditures in Education Code Section 42100 is extended through October 15, 2021, for all local educational agencies and, pursuant to Education Code Section 41023, joint powers agencies subject to this requirement, in counties impacted by the wildfires identified in this Order. The due date for the county superintendent of schools to verify the accuracy of the statements and to transmit a copy to the Superintendent of Public Instruction, and to transmit the county office unaudited actual statement of receipts and expenditures in Education Code Section 1628, is extended through November 15, 2021, in counties impacted by the wildfires identified in this Order.



November 05, 2021

To: Gretchen Deichler, Assistant Superintendent of Business Services

From: Jeff Morris, Facilities Fiscal Analyst

Re: Current Status re School Facilities

KEY CAMPUS STATUS (RECENT AND UPCOMING MAJOR PROJECT SITES)

FEMA COORDINATION – All fires in Trinity have been included in a Federal Disaster declaration. TCOE staff is assisting districts with their Requests for Public Assistance (RPA) and other processes.

ESSER (II and III) – TCOE facilities staff is working TCOE team members and individual districts to identify key projects and ensure that processes are followed effectively.

LONGER TERM FACILITIES PLANNING – Per several conversations with CDE, it is unlikely ESSER III dollars can be utilized for this purpose. We are exploring other funding sources.

STAFF HOUSING – The County of Trinity has secured a few Master Lease Agreements with local landlords that may have the opportunity for short term (6 month – 1 year) utilization by school staff as transitional housing for those new to Trinity. County of Trinity Housing Specialist will be meeting with Sarah Supahan and Jeff Morris to compare notes and talk through future strategies during the week of 11.15.21.

BURNT RANCH

- *Previous Project Close Out:* TCOE staff is finalizing an analysis of the detailed project costs. Once complete, we will be sending the district that assessment and then assisting them with forwarding information to OPSC for their “soft review” prior to the official audit process.
- *Well / Water Supply:* We held a zoom meeting with key parties and also contacted OPSC to confirm next steps. PACE will be working on an expanded design that will inform our full application and cost estimate. Possible to have funding in May of 2022.
- *BRESO Generator:* PG&E generator be switched out once the new “school owned” generator arrives. ETA is now before 12/31/2021.
- *Potential Solar Project:* TCOE assisted with distributing an Request for Qualifications and is working with an Energy Company to do a basic assessment.
- *Shade Structure:* CDE ESSER II funding approval received and bid awarded. District is working with contractor regarding design, scheduling of site work, etc. Pre-DSA designs are expected to be received by 11/15 and project should be moving forward fairly quickly once those are in the queue.

6.1.1.

CHYBA (California Heritage Youth Build Academy) – CHYBA has the potential opportunity to relocate their campus in a joint effort with the McConnell Foundation, K2 Development and Hill Country Clinic on a site in Redding. TCOE staff is assisting in building outlines of the basic concepts and vetting potential funding opportunities such as financing through the California School Facility Authority (subset of CA Treasurer's office).

COFFEE CREEK – There has been a question regarding the water quality status of the District's existing well due to debris flow from the 2021 River Fire and the recent rains. Trinity County Environmental Health has taken water samples that are currently being analyzed. Cal OES has been incredibly supportive and is at the ready with up to 500 cases of bottled water donated by Niagara if the need arises.

DOUGLAS CITY

- School is considering apply for the NCSIG annual \$ 5,000 grant to enhance cameras and security systems.
- *Windows Project*: District will be working with the contractor to schedule installation date during off school hours / vacation weeks.
- *Shade Structure*: District will issue a new bid solicitation in December of 2021.
- *CAL OES / FEMA Request for Public Assistance*: We helped the district to submit their initial RPA and are available to assist with the balance of the reimbursement process.
- *Future Modernization* – Some delay due to wildfires and other issues. Will reschedule to address in early November 2021.

JUNCTION CITY

- *Water System Replacement* – Still in process. Design application has reached the CA Water Board and TCOE staff is coordinating communication between Water Board contact, CRWA, project engineer and the district.
- *Closing out original construction* – District is engaging an architect to assist in closing out both projects. We hope to have this complete by the end of this calendar year.
- *CAL OES / FEMA Request for Public Assistance*: We helped the district to submit their initial RPA and are available to assist with the balance of the reimbursement process.
- *Future Modernization* – Some delay due to wildfires and other issues. Will reschedule to address in early November 2021.

LEWISTON

- *Main Project* – Project is substantially complete.
- *Unresolved ADA issues* – TCOE is working with DSA, OPSC and the District to potentially secure additional funding. Requirement memo from DSA is the key piece and we are awaiting receipt.
- *Additional Projects, Modernization Funds, etc.* – TCOE staff is working with LESD staff and board members to review overall short- and long-term steps for improving the overall campus including use of technology and related infrastructure. Key next project is full HVAC (currently swamp coolers and a boiler) replacement that will also require electrical panel replacement, etc.

MOUNTAIN VALLEY

- MVUSD's final funding piece for reconstruction is now slated for the January 2022 State Allocation Board meeting.
- MVUSD's facility lead is exploring training opportunities for maintenance staff. TCOE staff is researching and it may result in a larger aggregated opportunity for staff county wide.

SOUTHERN TRINITY

- **HVAC replacement (AB 841)** – TCOE staff will be delving into this application process in earnest starting the week of 11.15.2021

TRINITY ALPS

- *Trinity High School Gym* – While project is progressing at a faster pace the early projection on a finished product is Dec. 27, 2021 with early February 2022 at the other end of the spectrum.
- *Main THS Campus* – Architect N,M&R has hired former TAUSD maintenance lead, Jeff Morris (contractor) who along with the TAUSD team and existing N,M&R staff, are putting a solid implementation plan together. The initial public bid documents have been released and the collaborative team is making great progress on vetting out key issues and timelines.

TRINITY CENTER - No significant update

TRINITY COUNTY OFFICE OF EDUCATION – No significant update.

TCOE
Deputy Superintendent
Report to the Board for November 2021

Curriculum and Instruction Steering Committee (CISC) Happenings:

Tim and I will be attending the November CISC meeting via Zoom Thursday and Friday.

Early Childhood Education (ECE):

Our School Readiness programs are doing well. We are currently working to understand the new Universal Transitional Kindergarten requirements for school districts. Jennifer has attended several meetings at the state level on the subject and our team here at TCOE will be meeting in the next couple of weeks to discuss how our office can support districts with all the requirements to come. It is expected to be rolled out beginning in the 2022-2023 school year, expanding annually until it is available to all the state's 4-year-olds by 2025-2026. The plan is to gradually phase in younger students each year.

LCAP (Local Control and Accountability Plan):

We are trying something new this month with our school administrators. Tim Nordstrom recorded a video on the new LCAP supplement to the annual update and has shared it with our administrators to view prior to our administrator's meeting on November 30th. At that meeting we will allot time for questions and answers. We are hoping this new strategy will help with disseminating information and encourage questioning and clarification at the admin meeting and make the best use of everyone's time. We will see how administrators view this option.

Trinity County Professional Learning Network (PLN): We are looking to use this model to start other networks for other educational staff such as teachers and paraeducators. With the new educator effectiveness funds available to districts this may be a worthwhile venture.

Expanded Learning:

We have completed all of our site visits except for Van Duzen. All of the site visits have gone very well. We will visit Van Duzen in January and then plan for our winter workshop. Our fall workshop was well attended and Julia and I worked with coordinators on the new regulations and quality improvement planning. Julia has done an excellent job learning after school and being a support to our coordinators.

Adult Education:

Jason Palmer, one of our RISE teachers, just completed the Fall Love and Logic Parenting course. We had 3 participants. In the spring, Megan Belecki will be facilitating another workshop.

RISE ACADEMY

b.2

We have 8 students enrolled in our High School classroom with 3 pending intake meetings. We also have 8 students enrolled in our elementary classroom with no intakes at this time. Jason has coordinated gym membership at Tuff Gym for physical education time for our students, we are excited about this for our kids.

Pathways to Success Program:

Our program continues to provide needed services to all of our students countywide. Steve has worked with Sarah, Anthony, Tim and I on a Help Hotline for our schools. Steve continues to work with several schools on calming rooms and also establishing positive behavior support systems in several schools.

California Social Emotional Learning Community of Practice (CSEL COP): Nothing to report, Steve continues to attend the state and regional COPs and continues to run our county COP.

Citizen Bond Oversight Committee Updates: Nothing to report.

Child Abuse Prevention Council updates: Nothing to report.

Other: I continue to support Trinity Center with Superintendent/Principal duties. Tim Nordstrom and I attended Trinity Center's Fall festival with a mobile STEAM booth for students and their families. My wife and I represented TCOE at the Halloween event in Weaverville on October 31st. It was an amazing night full of fun with the many kids and their families that drove through.

TRINITY CO-OP

Trinity County Office of Education

Fall Guidance

Expenditure Plan ESSER III

TCOE is in the process of approving plans. We will reach out for any clarifications and/or missing information before sending out your official approval letter.

Dashboard Release

The 2021 Dashboard should be released by the end of the month. Past practice is a private release to districts prior so be on the lookout for any private preview emails.

Educator Effectiveness Plan

Needs to be heard in a public meeting of the governing board of the school district before its adoption in a subsequent public meeting. This must take place on or before December 30, 2021.

PD Day Follow-up

Please send your PD Day evaluations to Julia at jdixon@tcoek12.org. We will hold our first planning meeting for PD Day 2022 in the spring, be on the look out for an email invite.

SB 14 - Effective Oct. 8, 2021

Approved by the Governor on October 8, 2021, SB 14 amends Education Code section 48205(a)(1) to allow for an excused student absence for illness: "...including an absence for the benefit of the pupil's mental or behavioral

health."

SB 224 - Effective Jan. 1, 2022

Requires school districts, county offices of education, and charter schools, which offer one or more courses in health education to students in middle school or high school, to provide in the courses instruction in mental health education.

Kudos

I'd like to give a kudos to all of our district and school administrators for their strength, wisdom and perseverance through what has got to be one of the most difficult school year beginnings we have ever had. When you ever doubt yourself, remember what you have already survived, and know that you have what it takes to make it through. -Sarah

TCOE testing team who comes to Lewiston. We appreciate the ease of testing and making all staff feel comfortable, especially with such differing beliefs around testing. Their humor in a tense time is welcomed. -Mary

Shout out to all our PD Day participants. Thank you to Katie for your flexibility for our lunch venue change and for everyone's patience as we worked through providing a hybrid presentation. - Tim

WHO DO YOU APPRECIATE?



We would like to take time to recognize each other. If you have "kudos" for a fellow administrative colleague*(s), please send them to Tim at anytime.

***Kudos = compliments or congratulations**

Part of 6.2

Homework and Practice: A Synthesis of the Research

By Doug Reeves

April 14, 2019

There are few more emotional topics in education than homework. Advocates of homework contend that it is necessary because students need practice. The other side in the debate claims that homework is little more than an exercise in mindless compliance – “busywork,” in the terminology students often use. Here is a summary of recent research on the subject.

1. Students *do* need practice. Therefore, the relevant question is: What sort of practice is most effective? Anders Ericsson is the leading researcher in the field of expert performance and expert practice. Ericsson, not Malcolm Gladwell, is the real originator of “the 10,000-hour rule.” His conclusion is that it is not the number of hours of practice that leads to expertise, but rather the use of “gold-standard practice.” Two students can have the same number of hours of practice in calculus, music, or reading, and some will stagnate and others will make exceptional progress. The characteristics of gold-standard practice include immediate feedback, explicit coaching on how to improve, and differentiation so that practice is slightly outside of their comfort zone – neither too easy nor too difficult. If the purpose of homework is practice, then the probability that typical homework assignments meet the criteria for gold-standard practice is zero. Some outstanding teachers, such as Harvard physics professor Eric Mazur, have radically changed the way that students practice. They work on problems during class – not in their dorm rooms – so that Professor Mazur can immediately identify and address misconceptions. Michael Doll, a nationally recognized high school math teacher, uses similar techniques, explaining that “we need to make it safe for students to admit mistakes and discuss what they don’t know.” Homework that is always conveniently right creates the illusion

of perfection and prevents students and teachers from having honest conversations about learning. Both Mazur and Doll make the point that the shift to in-class practice rather than homework is not a lowering of standards; students are learning more college physics and high school math, as evidenced by their final exam performance.

2. Students and parents do benefit from collaborative academic pursuits. When I hear parents talk about titanic struggles, often ending in tears, with their children at every level – elementary, middle, and high school – it doesn’t call to mind the phrase “collaborative academic pursuits.” If we really want work done at home, then constructive ideas include reading aloud, joint meal preparation (with recipes doubled, tripled, or halved), and interviewing family members for a family history are all wonderful alternatives to angry arguments about completing the odd-numbered problems one through thirty.

3. Most homework assignments have no impact on student academic performance. In her synthesis of 37 studies on homework, Alexandria Neason concluded that the value of homework for elementary school students is zero, and the impact for students in middle and high school is negligible. Although practice is necessary, the sorts of tasks entailed in the vast majority of homework are not effective practice.

4. Homework, combined with toxic grading practices such as the average to calculate semester grades, discourages students from making intellectual breakthroughs that represent the best in teaching and learning. Many people have experienced the phenomenon of struggle and mistakes, followed by learning and performance. That is precisely the sort of intellectual resilience and persistence that we should encourage in every student. Yet the use of averages and the weighting of homework to calculate final grades essentially tells the student, “It doesn’t make any difference how you perform at the end of the semester that matters, because we are still going to punish you for the mistakes you made

at the beginning of the semester.” Imagine if the instructions in the program for the end-of-year concerts and athletic competitions instructed the audience, “Please do not applaud or otherwise recognize these students, because we have evidence that they made many mistakes in rehearsals and practices earlier in the year for which they need to be held accountable.” As absurd as that sounds, it is the logic behind the weighting of homework and the use of the average to calculate end-of-semester grades.

Certainly people of good will disagree on homework policies. The reasoned middle ground is neither “all homework, all the time, because that’s what worked for me” nor “never assign homework because its irrelevant and

harmful.” Rather, the reasoned middle ground is engaging in practice that matters – gold-standard practice with feedback, coaching, and differentiation. As for work done at home, there are many great alternatives to traditional homework assignments. As MIT Professor Alan Lightman suggests, we might even let them play with friends, organize a game without adult assistance, and discover the world beyond school.

Followup activity from Marc Brackett

1) What are the facial expressions, body language, and vocal cues that you or your students display when experiencing each of the following emotions:

Joy

Face: _____
Body: _____
Voice: _____

Complete the same activity for **Sadness, Disgust, Fear, Anger and Surprise.**

2) What are some of the situations that tend to cause YOUR students to experience each of the following emotions when you are teaching:

Example for **Joy**: *Students feel joyful when they make a sports team or get a good grade.*

Joy: _____
Sadness: _____
Disgust: _____
Fear: _____
Anger: _____
Surprise: _____

TRINITY TEACHERS

Trinity County Office of Education

Fall Guidance

Spelling Bee

4-9th Trinity County Spelling Bee is Monday,
March 7, 2022 @ 5:30PM
Where: TBD

4-6th Elementary State Spelling Bee is
Saturday, May 14, 2022 at the San Joaquin
County Office of Education in Stockton.

History Day

Wed. March 9, 2022
Where: TBD

California Science Test

The January 2020 California State Board of Education-approved revised California Science Test (CAST) blueprint will be implemented for the 2021–22 administration. With the revised blueprint in place, students will receive fewer test questions, and all students will be administered a minimum of three performance tasks. The addition of a third performance task will allow for all three science domains to be represented in both operational Segment A and Segment B and will contribute to accurate domain-specific reporting, increasing the reliability of the three science domains. The performance tasks on the CAST will include constructed-response items that ask students to use their own words to respond to CAST questions.

The CDE provided CAST practice test constructed-response annotated example guides for teachers, parents/guardians, and students. These guides and information about the annotated samples are posted on the

CAASPP Online Practice Test Scoring Guides and Directions for Administration web page.

Just in time for test administrators who administer the CAST, the new flyer "Organization of the CAST," which the CDE produced with design input from the Sacramento County Office of Education (SCOE), is available on the [CAASPP CAST web page](#). It also is linked to the [CDE CAST web page](#). This flyer includes details on the configuration and organization of the CAST.

2021–22 Tools for Teachers Shared Practices Webinar Series

During the 2021–22 school year, the CDE will be offering the Tools for Teachers Shared Practices Webinar Series to support the use of interim and formative assessments in the classroom. The following one-hour webinars are included in the series:

- "Making Elementary Science Sizzle with Tools for Teachers," November 9
- "Tools for Teachers Resources at Your Fingertips," January 25
- "A Teacher's Best-Kept Secret: Interim Assessments and Tools for Teachers," March 1

For more information on these webinars, including target audiences and registration links, visit the [Upcoming Training Opportunities web page](#).

Teacher?
I prefer the
term
**Educational
Rockstar.**

Accuracy, Fairness, and Respect: The Case for Simple A, B, C, D, F Grading

By Douglas Reeves

June 28, 2021

Introduction: The traditional 4-point scale, with A=4, B=3, C=2, D=1, and F=0, has been used throughout the almost 400-year history of public education in the United States. This article establishes the rationale that the traditional system, not the “new” system of the 100-point scale established in the early 1900’s, is the most accurate, fair, and respectful way to grade students

Accuracy: In order for a grade to be accurate, it must reflect student achievement based on state academic standards. Accuracy is based on performance, not points. The principle of accuracy rejects the common practice that, with a few extra points on the 100-point scale, a student can move from a B to an A with extra credit points rather than demonstrating the performance required for an A grade. The principle of accuracy is also responsive to the demand for “real world” grades for students entering college, or the work force. No student makes the Dean’s List and no employee is promoted based on meaningless extra credit points. It’s performance, not points, that matters. For example, consider the student practices throughout the track season, working hard, making mistakes, getting feedback from the coach, and then, after respecting and applying that feedback, wins the track championship. The officials at the state finals do not take away that student’s medal because she made mistakes in practice, but rather award the gold medal at the time the race was run. The same example is true for computer programmers, musicians, writers, and every other field. It’s how we finish the race that counts, not the mistakes made in practice.

Fairness: In order for a system to be fair, it must be consistent. Imagine a high school basketball season in which at every away game, the shape of the ball, the dimensions of the court, the numbers of players on the field, and every other rule was changing. What would the players do? They would say that the game is unfair and very likely stop playing this unfair game. This is precisely what happens when the same students with the same homework, quizzes, class participation, and tests would achieve widely different grades. In studies involving more than 10,000 teachers and administrators, the same student with the same homework, quizzes, and tests, could have grades ranging from A to F. This the reason that., when asked how they achieved a grade, the most common student responses are “I don’t know” or “She didn’t like me.” Those responses are not reflective a fair and accurate grading system.

Respect: Teachers deserve respect. There are two sorts of conversations that happen at the end of every grading period. The disrespectful conversation sounds like this. “Gee, Ms. Jackson, how many points do I need to get to move from a B+ to and A-? I’ll do anything, or my Mom and Dad will kill me!” Thus begins the point game, in which negotiation, rather than proficiency, becomes the basis for grades. A more respectful conversation sounds like this: “How can I move from a B to an A?” The teacher responds, “You submitted a fine essay that showed a claim, arguments, evidence, and conclusions. That was strong B-level work. But if you want to earn an A, you need to have a claim and counter-claim, evidence, and opposing evidence, and then conclude your essay with an evaluation of the two sides of the argument with an evaluation of the credibility of the alternative evidence.” The student may respond with greater work and insight, or the student may say, “But earning an A is a lot of work!” and thus settle for a B. In this scenario, an A really means something, and students who think that playing the point game is more important than actual performance are able to learn that it is performance, not points, that matters most.

Notice of Annual Organizational Meeting of the Board

School District: _____

Date: _____

Time: _____

Location: _____



Trinity County Office
of Education

Sarah E. Supahan

Trinity County
Superintendent of Schools

P.O. Box 1256 ☎ 201 Memorial Drive, Weaverville, CA 96093-1256
(530) 623-2861 ☎ FAX (530) 623-4489
<https://www.tcoek12.org>

Special Reserve Fund 40

Trinity County Office of Education

Resolution No. 21-22-08

BE IT RESOLVED that the Trustees of the Trinity County Office of Education in accordance with Education Code Section 42840, 17462 and 17462, hereby resolves to establish a Special Reserve Fund 40 for the following purposes:

This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes (Education Code Section 42840). This fund may also be used to account for any other revenues specifically for capital projects that are not restricted to fund 21, 25, 30, 35, or 49. Other authorized resources that may be deposited to the Special Reserve Fund for Capital Outlay Projects (Fund 40) are proceeds from the sale or lease-with-option-to-purchase of real property (Education Code Section 17462) and rentals and leases of real property specifically authorized for deposit to the fund by the governing board (Education Code Section 41003).

THEREFORE, BE IT RESOLVED that the Special Reserve Fund 40 be established for the 2021-2022 fiscal year and subsequent years, as deemed necessary.

The foregoing Resolution was adopted by the members of the governing Board of Trinity County Office of Education by the following vote:

AYE: _____

NO: _____

ABSENT: _____

ABSTAIN: _____

WHEREUPON, the President declared the foregoing Resolution adopted, and SO ORDERED

Steve Canale, President
Trinity County Board of Education