

Golden Feather Board of Trustees - Annual Organizational Meeting
2771 Pentz Rd. Oroville, CA 95965
December 15, 2021 Board Mtg. 4:30 PM

For persons wishing to review the full agenda packet, one is available in the lobby at the district office. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent (530) 533-3467 at least two days before the meeting date.

1.0 Roll Call Time:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President
Richard Miller	Clerk
Don Saul	Trustee
Matthew Morris	Trustee

Josh Peete	Superintendent
Pearl Lankford	Executive Assistant

2.0 Flag Salute

3.0 Public Comments – *This is the time at which the President invites anyone in the audience; including district employees, wishing to address the Board on a matter not on the agenda to stand, state your name, and address for the record. Presentations will be limited to (3) minutes; maximum of (20) minutes to each subject matter. The board is prohibited by law from taking action or discussing any item presented if it is not listed on the agenda, unless permitted by law. For those wishing to address items on the agenda, time will be available as each agenda item is introduced.*

4.0 Approval to Vary the Sequence

5.0 Motion to Adjourn to the Annual Organizational Meeting

6.0 Annual Organizational Meeting

6.1 Election of Officers

President _____ Motion _____ Second _____ Vote _____

Clerk _____ Motion _____ Second _____ Vote _____

6.2 Designation of Date/Time of Regular Board Meetings

Date/Time _____ Motion _____ Second _____ Vote _____

6.3 Motion to reconvene

Motion _____ Second _____ Vote _____

7.0 Reports

7.1 Superintendent Report / Board Goals

7.2 CSEA

7.3 GFTA

7.4 Parents' Club

7.5 Board Members

8.0 Consent Calendar

These items are routine and will be enacted by one motion. Board members may request that an item be removed from the Consent Calendar for discussion or action.

8.1 Minutes 10.20.21 and 11.17.21

8.2 Warrants 11.13.21-12.9.21

Motion_____Second_____Vote_____

9.0 Information For Discussion

9.1 Board Vacancy Update

9.2 NVCF Grant

10.0 Action Items-New Business

10.1 2021-2022 First Interim - REF

Motion_____Second_____Vote_____

10.2 Capital Facilities Report 20/21 - REF

Motion_____Second_____Vote_____

10.3 Approve Butte County Superintendents Letter to the Governor – REF

Motion_____Second_____Vote_____

10.4 Counseling Services Increase in hrs (8). – REF

Motion_____Second_____Vote_____

10.5 Revised Board Policy – Independent Study Agreement - REF

Motion_____Second_____Vote_____

10.6 Resolution – Notice of Withdrawal from North Valley Schools Insurance Group - REF

Motion_____Second_____Vote_____

10.7 21.22 Kindercare MOU - REF

Motion_____Second_____Vote_____

10.8 Resignation – Jordan Huff - REF

Motion_____Second_____Vote_____

10.9 Educator Effectiveness Block Grant - REF

Motion_____Second_____Vote_____

11.0 Motion to Convene to Closed Session

Motion_____Second_____Vote_____

*Closed Session

Report Out:

*For the Good of the Order

12.0 Motion to Adjourn

Motion_____Second_____Vote_____



Mary Sakuma
Superintendent
msakuma@bcoe.org

Ann Bates
Senior Executive Assistant
abates@bcoe.org

Board of Education

Amy Christianson

Mike Walsh

Brenda J. McLaughlin

Alan White

Karin Matray

Julian Diaz

Vacant

1859 Bird Street
Oroville, CA 95965
(530) 532-5761
Fax (530) 532-5762
www.bcoe.org

An Equal Opportunity
Employer

Date: October 13, 2021

To: District Executive Assistants

From: Ann Bates, Senior Executive Assistant to Mary Sakuma, Butte County
Superintendent of Schools

Re: Date of Annual Organizational Board Meeting
Meeting must take place no sooner than the second Friday in December.

Education Code § 35143 *The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office.*

Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

Education Code § 72000(c)(2)(A) *makes the same provision for a community college district.*

To comply with this requirement, please note the action of your district governing board by completing the statement that appears below. Do indicate if local charter provisions or other rules prevail relative to such an organizational meeting. Please return one copy to Mary Sakuma, County Superintendent, within 10 days of the organizational meeting, retaining a copy for your district files.

Pursuant to § 35143 and § 72000(c)(2)(A) of the **Education Code** the Governing Board of the _____ School District, at its meeting on _____, 2021, has selected _____, 2021, as the date of the annual organizational meeting of said board.

The meeting will be held at _____ beginning at _____.

Secretary/Clerk

Date

"WHERE STUDENTS COME FIRST"



Mary Sakuma
Superintendent
msakuma@bcoe.org

Ann Bates
Senior Executive Assistant
abates@bcoe.org

Board of Education

Mike Walsh
Karin Matray
Brenda J. McLaughlin
Amy Christianson
Alan White
Julian Diaz
Daniel Alexander

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Annual Organization of Governing Board

Education Code § 35022 Every school district governing board consisting of five or more members shall, at its initial meeting and at each annual meeting, elect a president from among its members.

Education Code § 35025 The governing board of any school district may employ a person not a member of the board to act as secretary and bookkeeper for the board, and may delegate to such secretary the duties prescribed in paragraphs (a) and (c) of Section 35250.

Education Code § 35038 In any district the governing board of which is required to elect a clerk, the superintendent of schools of the county shall appoint one of the members of the governing board to fill the office of district clerk if a clerk is not elected by the governing board on the date prescribed, or if, except as provided in Section 35039, a vacancy occurs in the position of district clerk.

Education Code § 35143 The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

Education Code § 72000(c)(2)(A) makes the same provision for a community college district.

School District: _____ Date: _____

CERTIFICATION

Name of trustee elected district clerk _____

Mailing address of clerk for official mail _____

Name of trustee elected president _____

Name of employee appointed secretary _____

Who will receive official mail? _____ Clerk _____ Secretary

Regular monthly meeting day/s _____

Regular time of meeting _____ a.m./p.m.

Regular meeting place _____

Adopted at the annual meeting of the governing board on _____

Signed (Clerk, Secretary) _____

Please note that the County Superintendent should be notified of any change in regular meetings and that signatures of all authorized officials should be on file in the Office of the County Superintendent.

"WHERE STUDENTS COME FIRST"



Secretary of State
Registry of Public Agencies
(Government Code section 53051)

SF-405

IMPORTANT — Read Instructions before completing this form.

There is **No Fee** for a Registry of Public Agencies filing

Copy Fees — First page \$1.00; each attachment page \$0.50;
Certification Fee - \$5.00

This Space For Office Use Only

1. Type of Filing (Check one.)

- ☐ Initial Filing (first Registry of Public Agencies filing for an agency)
☐ Updated Filing (change to an existing Registry of Public Agencies record)

2. Agency Information

a. Full Legal Name of Public Agency

b. Nature of Update (complete if Updated Filing)

c. County

d. Official Mailing Address

3. Chairperson, President, or Other Presiding Officer

a. Name

b. Title

c. Business or Residence Address

4. Clerk or Secretary

a. Name

b. Title

c. Business or Residence Address

5. Other Members of the Governing Board (Enter as many as applicable. Attach additional pages for additional members.)

Name	Business or Residence Address
Name	Business or Residence Address
Name	Business or Residence Address
Name	Business or Residence Address
Name	Business or Residence Address

6. Date and Sign Below (Additional members set forth on attached pages, if any, are incorporated herein by reference and made part of this Form SF-405, Registry of Public Agencies.)

Date

Signature

Type or Print Name

1. Call to Order – Time: 4:30 PM

Board of Trustees

Deborah Ingvaldsen	President	Present
Don Saul	Trustee	Present
Richard Miller	Clerk	Present
Matthew Morris	Trustee	Present
Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

2. Public Comments:

Student P.M. shared 5/6 grade "Persuasive Essay" with board.

3. Flag Salute – Led by Mr. Saul

4. Approval to Vary the Sequence - None

5. Public Comments: - None

6. Reports

- 6.1 Superintendent Report/Board Goals – Superintendent Josh Peete reported on attendance, COVID flowcharts, maintenance lists, and outside lighting for safety improvement of the month.
- 6.2 CSEA – No report
- 6.3 GFTA – Has Sunshine Proposal
- 6.4 Parents' Club – Hosting spaghetti fundraiser – curbside pickup
- 6.5 Board Members – Mr. Saul has been volunteering with maintenance.

7. Consent Calendar

- 7.1 Williams Quarterly (no complaints)
- 7.2 Minutes June 24, September 15, September 22 2021
- 7.3 Warrants 9/8/21 – 10/14/21

Mr. Morris made a motion to approve. Seconded by Mr. Morris, the board voted 4-0 to approve.
Ayes: Ingvaldsen, Saul, Miller, Morris

**8. Information for Discussion –
Vaccine Mandates/Oct. 18, 2021
Intervention Program Update**

9. Motion to Convene to Public Hearing – ESSER III

Mr. Saul made a motion to adjourn to public hearing. Seconded by Mr. Miller, the board voted 3-0 to approve (Mr. Morris stepped out). Ayes: Ingvaldsen, Saul, Miller.

10. Public Hearing ESSER III – No comments

11. Motion to Reconvene

Mr. Morris made a motion to reconvene. Seconded by Mr. Morris, the board voted 4-0 to reconvene. Ayes: Ingvoldsen, Saul, Miller, Morris.

12. Action Items/New Business

12.1 Approve 21.22 After School Education and Safety MOU (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvoldsen, Saul, Miller, Morris.

12.2 Approve ESSER III Expenditure Plan (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvoldsen, Saul, Miller, Morris.

12.3 California Public Health Officer Order: "Vaccine Verification for Workers in Schools" from August 11, 2021 between Golden Feather Union Elementary School District and the California School Employees Association and its Golden Feather Chapter #400 (CSEA). (REF)

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 4-0 to approve. Ayes: Ingvoldsen, Saul, Morris, Miller.

12.4 2021.2022 Facility Inspection Tool (FIT) (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Miller, the board voted 4-0 to approve. Ayes: Ingvoldsen, Saul, Morris, Miller.

12.5 GFTA Sunshine Proposal (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Miller, the board voted 4-0 to approve. Ayes: Ingvoldsen, Saul, Morris, Miller.

13. Motion to Convene to Closed Session : Mr. Morris made the motion. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvoldsen, Saul, Morris, Miller.

Conference with Labor Negotiator – Josh Peete
Employee Discipline, Dismissal, Release

14. Closed Session Report – Discussion. No Action Taken

15. For the Good of the Order

16. Adjournment – Mr. Morris made a motion to adjourn at 6:35 PM. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvoldsen, Saul, Miller, Morris.

Golden Feather School District

November 17, 2021 Board Minutes Concow School 2771 Pentz RD. Oroville, CA 95965 4:30 PM

1.0 Call to Order Time:4:30

Board of Trustees

Deborah Ingvaldsen – President	Present
Don Saul – Trustee	Present
Richard Miller – Clerk	Present
Matthew Morris – Trustee	Present
Josh Peete – Superintendent	Present
Pearl Lankford – Executive Assistant	Present

2.0 Flag Salute - Led by Mr. Saul

3.0 Approval to Vary the Sequence

Mr. Saul made a motion to move discussion after public comments. Seconded by Mr. Morris the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

4.0 Public Comments - Kindergarten Teacher Cristina Hawkins commented on “Insect instruction”. Kinder class did skits on the parts, life cycle, and survival of Ladybugs. Teachers Lexi Southam and Jennifer Diaz commented on the “Stem Taught” program.

5.0 Motion to Adjourn to Public Hearing – Educator Effectiveness Block Grant

Mr. Morris made the motion. Seconded by Mr. Saul, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

6.0 Public Hearing – Educator Effectiveness Block Grant – Superintendent Josh Peete presented the Grant. No public comments.

7.0 Motion to Reconvene to Regular Mtg.

Mr. Saul made the motion. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

8.0 Reports

8.1 Superintendent Report/Board Goals – Enrollment is 74 Students. Ongoing Certificated Professional Development has included Intervention Program and Individualized Coaching. Ongoing Classified Professional Development has included Active Supervision, Frontline, Intervention Program, and COVID-19 Testing. Grant Application has been submitted to NVCF/Butte Strong for Golden Feather Pool.

8.2 CSEA – No Report

8.3 GFTA – Training for Intervention

8.4 Parents’ Club – Spaghetti Fundraiser was a success.

8.5 Board Member – Mr. Saul is still volunteering with the Fencing Project.

9.0 Consent Calendar

9.1 Bill Warrants 10/15/21-11/12/21 (REF)

9.2 Williams Quarterly – No Complaints (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

10.0 Discussion Items

10.1 Board Vacancy – Needs to be reposted – will interview at Dec. Mtg.

10.2 Project and Grant Update – Mr. Saul would like to invite Penny Timboe to our next board mtg.

10.3 Comprehensive Safety Plan – Was presented to Advisory Group this month. Sheriff and Fire will have input. Plan to adopt in February.

10.4 COVID-19 Vaccine Resolution/Mandate Letter – In packet

10.5 Saturday School – Concerns include transportation, enrollment cap, lunches, and funds.

10.6 NVCF Funding with PRPD – Grant submitted for Pool

10.7 Board Advance – Scheduled for January 19, 2022 at 4:15 PM at Spring Valley School.

11.0 Action Items

11.1 Set Date of Annual Organization Board Meeting (REF)

Mr. Saul made a motion to set the date for December 15, 2021. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

11.2 Lou Uradzinek Resignation (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Saul, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

11.3 American Modular Systems Change Order#1 Approval (REF)

Mr. Morris made a motion to approve. Seconded by Mr. Saul, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

11.4 COVID-19 Testing Start-up Procedure/Stipend (REF)

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

11.5 APPROVE GASB (REF)

Mr. Morris made a motion to table. Seconded by Mr. Saul, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

11.6 Amendment to California Public Health Office Order: CSEA MOU (REF)

Mr. Miller made a motion to approve. Seconded by Mr. Saul, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

12.0 For the Good of the Order - None

13.0 Motion to Adjourn to Closed Session – Mr Saul made a motion to approve. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

13.1 Public Employee Discipline/Dismissal/Release

13.2 Conference with Labor Negotiator – Josh Peete

Mr. Saul made a motion to reconvene to open. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

Discussion. No Action Taken

Time In:6:15 Time Out:6:30

14.0 Adjournment Time:6:30

Motion: Mr. Morris Second: Mr. Miller Vote: 4-0

Checks Dated 11/12/2021 through 12/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-215017	11/16/2021	ALHAMBRA/SIERRA SPRINGS	01-4300		481.38
3005-215018	11/16/2021	Amigos Tree Services	01-5800		1,000.00
3005-215019	11/16/2021	AT&T	01-5900		2,781.56
3005-215020	11/16/2021	HOME DEPOT CRC/GECFGECF DEPT 32 2649078221	01-4300		1,175.83
3005-215021	11/16/2021	JC NELSON SUPPLY CO	01-4300		581.21
3005-215022	11/16/2021	JEG CONSULTING	01-5800		2,731.87
3005-215023	11/16/2021	NEC Cloud Comm America, Inc	01-5900		272.34
3005-215024	11/16/2021	P G & E	01-5500		3,867.63
3005-215025	11/16/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5500		423.68
3005-215026	11/16/2021	Pollak, Darcy M	01-4300		246.68
3005-215027	11/16/2021	A Beautiful Tree Service	01-5800		780.00
3005-215028	11/16/2021	AT&T	01-5900		249.95
3005-215029	11/16/2021	Ben Toilet Rentals Inc	01-5800		136.85
3005-215030	11/16/2021	Gaynor Telesystems Inc	01-5800		140.96
3005-215031	11/16/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5500		340.02
3005-215032	11/16/2021	RIEBES AUTO PARTS	01-4300		288.27
3005-215033	11/16/2021	Schreder & Assoc Project Mgmt	01-5800		5,511.40
3005-215034	11/16/2021	STATE OF CALIFORNIA DOJ ACCOUNTING OFFICE	01-5800		128.00
3005-215329	11/18/2021	Peete, Joshua J	01-4300		1,188.68
3005-215330	11/18/2021	L&L Farms	01-4300		600.00
3005-215331	11/18/2021	Ryan Shaw Construction	01-5800		6,500.00
3005-215332	11/18/2021	Thomas Ace Hardware Inc	01-4300		79.98
3005-215829	11/30/2021	Peete, Joshua J	01-4300		214.00
3005-215830	11/30/2021	BASIC LABORATORY INC ACCOUNTS RECEIVABLE	01-5800		187.60
3005-215831	11/30/2021	Horton, McNulty & Saetern LLP	01-5800		1,525.00
3005-215832	11/30/2021	JC NELSON SUPPLY CO	01-4300		309.14
3005-215833	11/30/2021	PINES HARDWARE	01-4300		158.46
3005-215834	11/30/2021	R.B. Spencer Inc	01-5800		330.00
3005-215835	11/30/2021	T Mobile USA Inc	01-5900		280.00
3005-216436	12/07/2021	ALHAMBRA/SIERRA SPRINGS	01-4300		864.90
3005-216437	12/07/2021	NOR MAC INC	01-4300		.52
3005-216438	12/07/2021	T Mobile USA Inc	01-5900		373.38
3005-216439	12/07/2021	Thomas Ace Hardware Inc	01-4300		64.09
3005-216440	12/07/2021	USBANCORP EQUIPMENT FINANCE	01-5600		2,088.49
3005-216441	12/07/2021	VERIZON WIRELESS	01-5900		.34
Total Number of Checks			35		35,902.21

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	35	35,902.21

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

ESCAPE ONLINE

Page 1 of 2

Golden Feather Union Elementary School District
Capital Facilities 2020/21
Fund 25

Beginning Balance	208,218.84
Income	
Interest Income	2,175.60
Adjustment to FMV of Cash	(2,900.13)
Transfers In	0.00
Developer Fees	<u>3,771.22</u>
Total Income	3,046.69
Expenditures	0.00
Ending Balance	211,265.53

Detail of Expenditures
N/A

Developer Fees As
A % Of Costs

Total	<u>0.00</u>	0%
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Developer Fee Rates

Residential	\$3.48 per square foot
Commercial/Industrial	\$0.56 per square foot

Note: For the above rates Golden Feather keeps \$2.09 per square foot for residential and \$0.33 per square foot for commercial with the remaining amount going to the high school district.

DRAFT

December 8, 2021

Governor Gavin Newsom
California Governor's Office
1303 10th Street, Suite 1173
Sacramento, CA 95814

Sent Via Electronic Mail

Dear Governor Newsom,

As County Superintendent of Schools and Superintendents of the 13 school districts in Butte County, we have served our communities through each challenging stage of the COVID-19 pandemic. We have implemented the mandates of the California Department of Public Health (CDPH) to ensure in-person learning can occur while continuing to focus on the safety of students and staff. During this time, we have observed overall minimal in-school transmission. The Butte County Public Health COVID-19 website confirmed that as of December 7, 2021, cases in school-aged children make up 11.5% of all confirmed cases in Butte County. Additionally, confirmed cases in children ages 0-17 years have experienced an overall downward trend since early September, while most students were attending school in person.

On October 1, 2021, your office issued a press release indicating that you are directing CDPH to require a COVID-19 vaccination for all K-12 students once the vaccine is fully approved by the Federal Food & Drug Administration (FDA). At this time, we are aware that this mandate may go into effect as early as July 2022. Currently, there are allowances for families to decline COVID-19 vaccination utilizing medical, religious, and personal exemptions. We support the current exemptions, as the COVID-19 vaccine has not gone through the same vetting process as other vaccines currently required for school attendance by California State law.

The press release on October 1, 2021 also stated that staff vaccines would be required after the student COVID-19 vaccine mandate goes into effect. Currently, staff that do not wish to be vaccinated against COVID-19 have the right to choose to be tested regularly. We have reason to believe that mandatory staff vaccines will result in many educators and support staff choosing to leave their professions, resulting in our educational community struggling to find quality educators and staff. Rather than mandating the vaccine, we request that the testing option for unvaccinated employees remain in place.

We recognize our legal responsibility to comply with State laws, mandates, and the CDPH guidance. We also recognize the challenges these mandates create at schools and in our broader communities. The proposed COVID-19 vaccine mandate has caused significant concern in our community. Our schools have been significantly impacted by walk-outs, with our largest school district already reporting a loss of over one hundred thousand dollars. In addition to lost funds that will greatly impact next year's budget, students have lost additional learning time. The majority of children learn best when they are in school. We, as educators, have gone well beyond our call of duty to rise above the challenges placed before us and have fought to have our children in school.

You must understand the challenges these mandates are creating for our school community. From the beginning of the response to this pandemic, State regulations have been mandated, placing much of the burden for communication, implementation, and enforcement entirely on principals, teachers, staff,

DRAFT

administrators, and school boards. The educational community has experienced difficulties, including learning loss, employee retention, and a significant increase in staff and student mental health issues. The responsibility to implement mandates created with minimal input from the local county or school district level and with limited or delayed support has resulted in time and focus away from our critical mission of serving students and supporting teachers and staff. ' 'The responsibility of implementing mandates has also resulted in extreme division within our educational community. The resulting divisions are eroding the trust and partnerships that are essential in public schools. In listening to our community, we anticipate implementing a vaccination mandate without an exemption for personal beliefs will profoundly impact schools and students as families leave for independent study programs or other alternatives to classroom-based instruction. The divide in our community will deepen, as well as the learning loss students have already experienced.

We presume that the State intends to create a supportive structure for public schools. Thus we request that the State follow through with the necessary support during this challenging time to continue our work educating children and youth with the following:

1. The State of California must maintain medical, religious, and personal exemptions with regard to the COVID-19 vaccination requirement. We must honor the voices of our parents.
2. It is critical to engage the public transparently and coherently by clearly reinforcing that the authority over these mandates lies with the State and informing the public how they can engage with the correct decision-makers in these matters.
3. The creation and implementation of COVID-19 safety guidelines for masks, quarantines, and the establishment of standard classroom instruction, must be tailored to local conditions, and County Public Health Directors should be provided the authority to adjust all CDPH guidance and mandates to fit local conditions.
4. In addition, we request that the State identify what benchmarks must be met to end universal masking in classrooms.

In Butte County, we believe in the importance of safe, in-person instruction for our students. Butte County schools worked diligently around the clock before the start of school in the fall of 2020 to ensure safety measures were in place to enable students and staff to return to in-person learning. Butte County schools were among the first in the State to return to in-person instruction in the fall of 2020. We are asking for your support to allow us to return to the business of educating our students in the safest and most normal way. Our students, our educators, and our communities need your support.

Respectfully,

Mary Sakuma, Butte County Superintendent of Schools
Lauren Albert, Superintendent, Bangor Union Elementary School District
Doug Kaelin, Superintendent, Biggs Unified School District
Kelly Staley, Superintendent, Chico Unified School District
John Bohannon, Superintendent, Durham Unified School District
Joshua Peete, Superintendent, Golden Feather Union Elementary School District
Justin Kern, Superintendent, Gridley Unified School District
Gary Rogers, Superintendent, Manzanita Elementary School District
Dr. Spencer Holtom, Superintendent, Oroville City Elementary School District
Dr. Corey Willenberg, Superintendent, Oroville Union High School District

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Kathleen Andoe Nolind, Superintendent, Palermo Union School District

Tom Taylor, Superintendent, Paradise Unified School District

Patsy Oxford, Superintendent, Pioneer Union Elementary School District

Gregory Blake, Superintendent, Thermalito Union Elementary School District

CC: Toni Atkins, Senate President Pro Tempore, California State Senate

Butte County Board of Supervisors

Nick Hardeman, Chief of Staff, California State Assembly

James Gallagher, California State Assembly Member

Megan Dahle, California State Assembly Member

Jim Nielsen, California State Senator

Anthony Rendon, Speaker, California State Assembly

Dr. Sohil Sud, California Department of Public Health

Danette York, Public Health Director, Butte County

Assignment Reporting: We understand that students are required to report to their teacher(s) as scheduled for submitting assignments:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Online ☐ Small Group **Frequency:** ☐ Weekly ☐ Once
Day: _____ **Time:** During School Hours **Place:** ☐ School Office ☐ School Classroom

Academic Progress: We understand that parents/guardians/caregivers are to receive communication by the teacher regarding the student's academic progress as follows:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Telephone ☐ Email ☐ Written Communication
Frequency: Weekly **Time:** During School Hours **Place:** ☐ BSA ☐ GOES ☐ SLS ☐ CVHS ☐ MLHS ☐ GEO

Assignments: According to district policy for grades TK-8, the maximum length of time allowed between the assignment and the date the assignment is due is five school days. After two missed assignments or appointments, or if the student is not making satisfactory educational progress as defined by the general supervising teacher using the measures prescribed in accordance with paragraph (2) of subdivision (b) of Education Code Section 51747, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

If the student falls below the level of satisfactory educational progress as determined by the general supervising teacher, and evaluation will be conducted to determine whether the student should remain in Independent Study or return to the regular school program.

Duration of Agreement (Month, Trimester, Year):

TK-3:

SUBJECTS	Grade Level (<i>circle one</i>)	Total Points	Points Earned	Grade
<input type="checkbox"/> English	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Math	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Science	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Social Science	TK / K / 1 / 2 / 3			
<input type="checkbox"/> P.E. (100+ minutes/week)	1 / 2 / 3			
<input type="checkbox"/> Supplemental Activities	TK / K / 1 / 2 / 3			

4-8th:

SUBJECTS	Grade Level (<i>circle one</i>)	Total Points	Points Earned	Grade
<input type="checkbox"/> English	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Math	4 / 5 / 6 / 7 / 8			

<input type="checkbox"/> Science	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Social Science	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> P.E. / Health (100+ minutes/week)	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Supplemental / Elective	4 / 5 / 6 / 7 / 8			

Student-Parent-Educator Conference Not Requested by Parent

Satisfactory Educational Progress: A students' satisfactory educational progress will be evaluated using the following measures:

- A students' achievement and engagement in the program, as indicated by their performance on applicable student-level measures of student achievement and engagement pursuant to paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060, i.e. Local Control and Accountability Plan.
- A student's completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
- A student's learning required concepts as determined by the supervising teacher.
- A student's progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

(d) Procedures for **tiered** reengagement strategies for all pupils who are not generating attendance for more than three schooldays or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to subdivision (g). These procedures shall include, but are not necessarily limited to, all of the following:

- (1) Verification of current contact information for each enrolled pupil.
- (2) Notification to parents or guardians of lack of participation within one school day of the ~~absence~~ recording of a non-attendance day or lack of participation.
- (3) A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- (4) A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g).

A tiered re-engagement process will be initiated if the student is in violation of master agreement, if the student does not generate attendance for more than three school days or if the student is missing 60 percent of the instructional days in a /chool week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory pursuant to Section 51747.5 for more than greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to subdivision (g).

Tiered re-engagement process includes:

Step 1 - Teacher contact with student and verification of current contact information.

Step 2 - Teacher contact with parent or guardians within one school day of recording of a non-attendance day or lack of participation.

Step 3 - Teacher sends home written warning letter and a referral to school counselor to determine pupil needs, including connection with health and social services as necessary.

Step 4 - The student will be required to receive additional in-person learning support

Step 5 - Referral back to a daily attendance school (in-person instruction on the Spring Valley campus). A pupil-parent-educator conference to review this written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted.

Post Agreement Evaluation:

Number of total days attendance credit given:	____ Days of Month ____ / ____ Days of Month ____
Supervising Teacher's Evaluation/Certificate: <i>My signature below indicates that I, the assigned supervising teacher, have personally evaluated the student's work, OR that I have reviewed the evaluation made by other certificated teachers.</i>	
Supervising Teacher Signature	Date

Golden Feather UESD

INDEPENDENT STUDY MASTER AGREEMENT

Grades 4-8

The independent study master agreement is for the **2021/2022** school year. Independent Study is a voluntary, optional educational alternative in which no pupil may be required to participate; a classroom option has been offered and is always available. Before signing a written agreement, and upon the request of the parent or guardian of a pupil, the LEA shall conduct a phone, video conference, or in-person pupil-parent-educator conference to reconsider the independent study's programs impact on the pupil's achievement and well-being. In the case of a suspended expulsion student, pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction has been offered and is available at all times. All resources and services of this school are also available to the student. If a student has a current Individualized Education Program it must specifically provide for enrollment in Independent Study.

Quality and Quantity; Rights and Privileges; Resources and Services: The Independent Study option is to be substantially equivalent in quality, quantity, and intellectual challenge to classroom instruction. Students who choose to engage in Independent Study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

Student Name: _____ ID#: _____ Grade: _____

Address: _____ Student Phone #: _____

City: _____ Zip Code: _____ Birth Date: _____

Duration of Agreement (Month, Trimester, Year): _____

TEACHER COMPLETION SECTION

Scheduled Appointments:

Students in 4th – 8th grades will have opportunities for both daily live interaction and at least weekly synchronous instruction for all pupils throughout the school year. Failure to attend a scheduled appointment may result in an evaluation to determine whether the student may remain in the independent study program.

Duration of Agreement: Beginning Date _____ Ending Date _____

Reporting: We understand the student is required to report to his/her teacher(s) as scheduled.

Synchronous <small>(At minimum 1 day per week)</small>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time					
End Time					
In-person or Online					

Frequency: Weekly (at minimum)

Live Interaction <small>(Each day synchronous instruction is not scheduled)</small>	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time					
End Time					
In-person, Phone, or Online					

Frequency: Daily

Objectives / Methods of Study:

The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject descriptions. The specific objectives, methods of student, methods of evaluation and resources for each assignment covered by this agreement will be described on the weekly assignment calendar.

SUBJECTS	Grade Level (<i>circle one</i>)	Total Points	Points Earned	Grade
<input type="checkbox"/> English	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Math	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Science	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Social Science	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> P.E. / Health (100+ minutes/week)	4 / 5 / 6 / 7 / 8			
<input type="checkbox"/> Supplemental / Elective	4 / 5 / 6 / 7 / 8			

Assignments / Method of Evaluation:

Student learning will be demonstrated through online and in-person course assessments, projects, activities, written assignments and oral assignments.

Students will be evaluated on the basis of some or all of the above methods. Progress and grades will be discussed weekly between the teacher and student. The maximum length of time allowed between the assignment and due date will be one week. Report of grades will be given to each student at the end of each grading period.

Assignments: According to district policy for grades TK-8, the maximum length of time allowed between the assignment and the date the assignment is due is five school days. After two missed assignments or appointments, or if the student is not making satisfactory educational progress as defined by the general supervising teacher using the measures prescribed in accordance with paragraph (2) of subdivision (b) of Education Code Section 51747, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

Satisfactory Educational Progress: A students' satisfactory educational progress will be evaluated using the following measures:

- A students' achievement and engagement in the program, as indicated by their performance on applicable student-level measures of student achievement and engagement pursuant to paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060, i.e. Local Control and Accountability Plan.
- A student's completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
- A student's learning required concepts as determined by the supervising teacher.
- A student's progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If the student falls below the level of satisfactory educational progress as determined by the general supervising teacher, and evaluation will be conducted to determine whether the student should remain in Independent Study or return to the regular school program.

Assignment Reporting: We understand that students are required to report to their teacher(s) as scheduled for submitting assignments:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Online ☐ Small Group **Frequency:** ☐ Weekly ☐ Once
Day: _____ **Time:** During School Hours **Place:** ☐ School Office ☐ School Classroom

Academic Progress: We understand that parents/guardians/caregivers are to receive communication by the teacher regarding the student's academic progress as follows:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Telephone ☐ Email ☐ Written Communication
Frequency: Weekly **Time:** During School Hours **Place:** ☐ BSA ☐ GOES ☐ SLS ☐ CVHS ☐ MLHS ☐ GEO

A tiered re-engagement process will be initiated if the student is in violation of master agreement, if the student does not generate attendance for more than three school days or if the student is missing 60 percent of the instructional days in a /chool week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory pursuant to Section 51747.5 for more than greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to subdivision (g).

Tiered re-engagement process includes:

Step 1 - Teacher contact with student and verification of current contact information.

Step 2 - Teacher contact with parent or guardians within one school day of recording of a non-attendance day or lack of participation.

Step 3 - Teacher sends home written warning letter and a referral to school counselor to determine pupil needs, including connection with health and social services as necessary.

Step 4 - The student will be required to receive additional in-person learning support

Step 5 - Referral back to a daily attendance school (in-person instruction on the Spring Valley campus). A pupil-parent-educator conference to review this written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted.

Resources:

All students are provided with chromebooks. If needed, provisions to assist with connectivity (internet) are available.

Academic and other support will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individual educational program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports.

Student Agrees To:

I will complete assigned work each day. I agree to meet with my supervising teacher as specified in this master agreement. I will abide by all Golden Feather UESD rules and regulations. I understand that independent study students cannot participate in class field trips, swimming days, or other in-person class activities. I understand that failure to progress could result in dismissal from independent study. My student rights and options have been explained to me.

Parent/Guardian Agrees To:

I had the opportunity to have a pupil-parent-conference (via phone, video conference, or in-person) to ask questions about this educational option. I agree to be responsible in complying with all aspects of this agreement, including the "student" section above. I agree to supervise the work of my student. I understand that failure to do so may result in my student being transferred from independent study to campus classes or to another school and/or legal action may be taken. I agree to supervise my student in pursuit of his/her school agreement. I agree to work in conjunction with the supervising teacher to provide a meaningful educational option. I must arrange for transportation to scheduled meetings. I/we will call/email in advance if a student is to be absent from an appointment. ☐ Student-Parent-Educator Conference Not Requested by Parent

I am liable for the cost of replacement or repair for any school issued materials that are lost, stolen, or willfully damaged or destroyed.

Parent Name:	Phone#:	Email:
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Parents will receive daily updates regarding student progress. If additional parent communication is needed regarding academic progress, what is your preferred communication method?

☐ Email ☐ Text ☐ Phone

Student Signature

Date

Supervising Teacher Signature

Date

Parent/Guardian/Caregiver Signature

Date

Additional Teacher Signature

Date

Other

Date

SpEd Case Manager (if applicable)

Date

Post Agreement Evaluation:

Number of total days attendance credit given:	____ Days of Month ____ / ____ Days of Month ____
Supervising Teacher's Evaluation/Certificate: My signature below indicates that I, the assigned supervising teacher, have personally evaluated the student's work, OR that I have reviewed the evaluation made by other certificated teachers.	
_____ Supervising Teacher Signature	_____ Date

Golden Feather UESD
INDEPENDENT STUDY MASTER AGREEMENT
Grades TK-3

The independent study master agreement is for the **2021/2022** school year. Independent Study is a voluntary, optional educational alternative in which no pupil may be required to participate; a classroom option has been offered and is always available. Before signing a written agreement, and upon the request of the parent or guardian of a pupil, the LEA shall conduct a phone, video conference, or in-person pupil-parent-educator conference to reconsider the independent study's programs impact on the pupil's achievement and well-being. In the case of a suspended expulsion student, pursuant to Ed Code 48915 or 48917, an alternative of classroom instruction has been offered and is available at all times. All resources and services of this school are also available to the student. If a student has a current Individualized Education Program it must specifically provide for enrollment in Independent Study.

Quality and Quantity; Rights and Privileges; Resources and Services: The Independent Study option is to be substantially equivalent in quality, quantity, and intellectual challenge to classroom instruction. Students who choose to engage in Independent Study are to have equality of rights and privileges with the same access to existing services and resources as students in the regular school program.

Student Name: ID#: Grade:

Address: Student Phone #:

City: Zip Code: Birth Date:

Duration of Agreement (Month, Trimester, Year):

TEACHER COMPLETION SECTION

Scheduled Appointments:

Students in TK through grade 3 will have opportunities for daily synchronous instruction. Failure to attend a scheduled appointment may result in an evaluation to determine whether the student may remain in the independent study program.

Duration of Agreement: Beginning Date _____ Ending Date _____

Reporting: We understand the student is required to report to his/her teacher(s) as scheduled.

Synchronous	Monday	Tuesday	Wednesday	Thursday	Friday
Start Time					
End Time					
In-person or Online					

Frequency: Daily

Objectives / Methods of Study:

The student is to complete the subjects listed below. Subject objectives reflect the curriculum adopted by the district's governing board and are consistent with district standards, as outlined in the district's subject descriptions. The specific objectives, methods of student, methods of evaluation and resources for each assignment covered by this agreement will be described on the weekly assignment calendar.

SUBJECTS	Grade Level (<i>circle one</i>)	Total Points	Points Earned	Grade

<input type="checkbox"/> English	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Math	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Science	TK / K / 1 / 2 / 3			
<input type="checkbox"/> Social Science	TK / K / 1 / 2 / 3			
<input type="checkbox"/> P.E. (100+ minutes/week)	1 / 2 / 3			
<input type="checkbox"/> Supplemental Activities	TK / K / 1 / 2 / 3			

Assignments / Method of Evaluation:

Student learning will be demonstrated through online and in-person course assessments, projects, activities, written assignments and oral assignments.

Students will be evaluated on the basis of some or all of the above methods. Progress and grades will be discussed weekly between the teacher and student. The maximum length of time allowed between the assignment and due date will be one week. Report of grades will be given to each student at the end of each grading period.

Assignments: According to district policy for grades TK-8, the maximum length of time allowed between the assignment and the date the assignment is due is five school days. After two missed assignments or appointments, or if the student is not making satisfactory educational progress as defined by the general supervising teacher using the measures prescribed in accordance with paragraph (2) of subdivision (b) of Education Code Section 51747, an evaluation will be made to determine whether Independent Study is an appropriate strategy for this student.

Satisfactory Educational Progress: A students' satisfactory educational progress will be evaluated using the following measures:

- A students' achievement and engagement in the program, as indicated by their performance on applicable student-level measures of student achievement and engagement pursuant to paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060, i.e. Local Control and Accountability Plan.
- A student's completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
- A student's learning required concepts as determined by the supervising teacher.
- A student's progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If the student falls below the level of satisfactory educational progress as determined by the general supervising teacher, and evaluation will be conducted to determine whether the student should remain in Independent Study or return to the regular school program.

Assignment Reporting: We understand that students are required to report to their teacher(s) as scheduled for submitting assignments:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Online ☐ Small Group **Frequency:** ☐ Weekly ☐ Once
Day: _____ **Time:** During School Hours **Place:** ☐ School Office ☐ School Classroom

Academic Progress: We understand that parents/guardians/caregivers are to receive communication by the teacher regarding the student's academic progress as follows:

Manner of Reporting (may include any or all): ☐ In-Person ☐ Telephone ☐ Email ☐ Written Communication
Frequency: Weekly **Time:** During School Hours **Place:** ☐ BSA ☐ GOES ☐ SLS ☐ CVHS ☐ MLHS ☐ GEO

A tiered re-engagement process will be initiated if the student is in violation of master agreement, if the student does not generate attendance for more than three school days or if the student is missing 60 percent of the instructional days in a /chool week, or 10 percent of required minimum instructional time over four continuous weeks of a local educational agency's approved instructional calendar, pupils found not participatory pursuant to Section 51747.5 for more than greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span, or pupils who are in violation of the written agreement pursuant to subdivision (g).

Tiered re-engagement process includes:

Step 1 - Teacher contact with student and verification of current contact information.

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Step 3 - Teacher sends home written warning letter and a referral to school counselor to determine pupil needs, including connection with health and social services as necessary.

Step 4 - The student will be required to receive additional in-person learning support

Step 5 - Referral back to a daily attendance school (in-person instruction on the Spring Valley campus). A pupil-parent-educator conference to review this written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted.

Resources:

All students are provided with chromebooks. If needed, provisions to assist with connectivity (internet) are available.

Academic and other support will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individual educational program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, students in foster care or experiencing homelessness, and students requiring mental health supports.

Student Agrees To:

I will complete assigned work each day. I agree to meet with my supervising teacher as specified in this master agreement. I will abide by all Golden Feather UESD rules and regulations. I understand that independent study students cannot participate in class field trips, swimming days, or other in-person class activities. I understand that failure to progress could result in dismissal from independent study. My student rights and options have been explained to me.

Parent/Guardian Agrees To:

I had the opportunity to have a pupil-parent-conference (via phone, video conference, or in-person) to ask questions about this educational option. I agree to be responsible in complying with all aspects of this agreement, including the "student" section above. I agree to supervise the work of my student. I understand that failure to do so may result in my student being transferred from independent study to campus classes or to another school and/or legal action may be taken. I agree to supervise my student in pursuit of his/her school agreement. I agree to work in conjunction with the supervising teacher to provide a meaningful educational option. I must arrange for transportation to scheduled meetings. I/we will call/email in advance if a student is to be absent from an appointment. ☐ Student-Parent-Educator Conference Not Requested by Parent

I am liable for the cost of replacement or repair for any school issued materials that are lost, stolen, or willfully damaged or destroyed.

Parent Name:	Phone#:	Email:
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Parents will receive daily updates regarding student progress. If additional parent communication is needed regarding academic progress, what is your preferred communication method?

☐ Email ☐ Text ☐ Phone

Student Signature Date

Supervising Teacher Signature Date

Parent/Guardian/Caregiver Signature Date

Additional Teacher Signature Date

Other Date

SpEd Case Manager (if applicable) Date

Post Agreement Evaluation:

Number of total days attendance credit given:	_____ Days of Month _____ / _____ Days of Month _____
Supervising Teacher's Evaluation/Certificate: <i>My signature below indicates that I, the assigned supervising teacher, have personally evaluated the student's work, OR that I have reviewed the evaluation made by other certificated teachers.</i>	
Supervising Teacher Signature	Date

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION #21-____

**NOTICE OF WITHDRAWAL
FROM NORTH VALLEY SCHOOLS INSURANCE GROUP (NVSIG)**

WHEREAS, the Golden Feather Union Elementary School District (GFUESD) is a member of North Valley Schools Insurance Group Joint Powers Authority (NVSIG)'s workers' compensation coverage program; and,

WHEREAS, GFUESD seeks to participate in a different joint powers authority's workers' compensation program with coverage and services similar or equal to the coverage available through NVSIG at rates less than the rates available through NVSIG;

NOW, THEREFORE, BE IT HEREBY RESOLVED, that the Board of Trustees of GFUESD approves this Notice of Withdrawal from North Valley Schools Insurance Group as of June 30, 2022; and be it

FURTHER RESOLVED, that the GFUESD Superintendent or designee is authorized to withhold this Notice of Withdrawal from service upon NVSIG if information received prior to December 30, 2021, indicates withdrawal from NVSIG is not in the best interests of the GFUESD; and be it

FURTHER RESOLVED, that the GFUESD Superintendent or designee's withholding of this resolution from service upon NVSIG shall render this Resolution #21-____ null and void.

APPROVED, PASSED and ADOPTED by the Board of Trustees of GFUESD this 15TH day of December, 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____, President

ATTEST:

_____, Secretary



**Memorandum of Understanding
Between
Butte County Office of Education
Expanded Learning Program
and
The Golden Feather Elementary School District**

2021 – 2022 School Year

PURPOSE:

This Memorandum of Understanding establishes a formal working relationship between Butte County Office of Education – Expanded Learning Program and the Golden Feather Union Elementary School District acting as partners in supporting the Kinder Care transition program at Spring Valley Elementary. The BCOE Expanded Learning Program will provide a safe and nurturing transition program from the time the kindergarten end of day bell rings until the start of the Concow at Spring Valley After School Program.

AGREEMENT FOR USE OF FUNDS:

The Butte County Office of Education – Expanded Learning Program, under the direction of Julie Jarrett, agrees to support the Concow at Spring Valley Kinder Care Program in the following areas:

1. One BCOE staff person to provide direct supervision to no more than 20 kindergarteners during the transition time between the kindergarten end of day bell and the start of the after school program.
2. BCOE staff person will directly supervise and engage participating kindergarteners with grade level appropriate expanded learning activities.
3. At the end of the transition time, BCOE Expanded Learning staff will escort participating kindergarteners to the Spring Valley cafeteria for after school program participant sign-in and snack.

Financial Obligation:

Kinder Care Coordinator – Raynee Sewall will be paid \$22.58/hour for approximately 2.5 hours for each direct service day, vacation day or absence due to illness. Please note the 2.5 hours includes 30 minutes of prep time. Ms. Sewall keeps two separate timesheets. One as After School Program Site Coordinator and one for Kinder Care. The Kinder Care Program is invoiced directly from her labor report for Kinder Care hours only (labor report is always attached to invoice). The labor report shows actual costs and will take into account minimum days or days with unique schedules. All wages, employer costs, accrued vacation and sick leave paid by BCOE for this position shall be reimbursed to BCOE by the Golden Feather Union Elementary School District.

Payment shall be made in full upon receipt of bi-annual invoice submitted by Butte County Office of Education Expanded Learning Department. Invoicing to district will occur in January (first day of school through winter holiday) and June (January 1st through last day of school).

Terms:

The terms of this MOU shall commence on first day of school 2021, and shall extend through last day of school 2022, respectively unless either partner gives prior written notice of termination. This MOU may be modified or terminated in thirty (30) days upon written notice of intention to terminate the agreement with or without cause.

BCOE Expanded Learning Program

Golden Feather Union Elementary School District

Julie Jarrett, Director

Josh Peete, Superintendent

Date

Date

Butte County Office of Education

Michelle Zevely, Associate Superintendent

Date

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Feather Union Elementary School District	Mr. Josh Peete - Superintendent	jpeete@gfusd.org 530.533.3467

The Educator Effectiveness Block Grant (EEBG) is a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

As a condition of receiving funds for educator effectiveness, LEAs shall develop and adopt a plan for expenditure of funds, which requires the plan to be explained in a public meeting of the governing board of the school district, county board of education, or governing body of the charter school before its adoption in a subsequent meeting. Funds may be expended for the purposes identified in Assembly Bill 130, Chapter 44, Section 22 and Assembly Bill 167, Chapter 252, Section 9 and mentioned below in the "Planned Use of Funds" section. These expenditures may take place over fiscal years 2021–22, 2022–23, 2023–24, 2024–25, and 2025–26. LEAs may use these allocated funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The funding is distributed in an equal amount per unit of full-time equivalent certificated and classified staff as reported in California Longitudinal Pupil Achievement Data and California Basic Educational Data System for the 2020–21 fiscal year. This funding for certificated and classified staff shall not exceed the total certificated staff and classified staff count.

Expenditure Plan

Total Educator Effectiveness Block Grant funds awarded to the LEA
\$34,739

The following table provides the LEA's expenditure plan for how it will use EEBG funds to provide professional learning for teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students in order to promote educator equity, quality, and effectiveness. The allowable use categories are listed below.

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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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	1a.) Induction program for new teachers over the course of the grant.	\$10,000
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Educator Effectiveness Block Grant 2021 for Page 1 of 6

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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.		
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.	2a.) Professional development in STEAM aligned content standards and strategies for all staff. 2b.) Instructional materials and resources for the new STEAM 2c.) Reading intervention program training 2d.) Instructional materials and resources for the reading intervention program	\$5,000
3. Practices and strategies that reengage pupils and lead to accelerated learning.		
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.	4a.) Mental health counselor training 4b.) Training for social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that	\$4,000

	improve pupil well-being.	
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 school site'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.	5a.) Implementation of Multi-Tiered Systems of Support (MTSS) schoolwide practices to include Positive Behavior Interventions and Support (PBIS) strategies with all students.	\$5,400
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.	6a.) Training for staff 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.	\$10,339

Educator Effectiveness Block Grant 2021 for Page 2 of 6

Allowable Use of Funds	Planned Use of Funds (Actions)	Planned Expenditures
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.		

8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).		
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.		
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.	\$	
Subtotal		\$34,739

Educator Effectiveness Block Grant Plan Instructions

Introduction

A program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness.

For additional information regarding Educator Effectiveness Block Grant funding please see the web page at <https://www.cde.ca.gov/fg/aa/ca/educatoreffectiveness.asp>.

Purpose and Requirements

As noted in the Introduction, a program providing funds to county offices of education, school districts, charter schools, and state special schools to provide professional learning and to promote educator equity, quality, and effectiveness: ● To ensure professional development meets educator and pupil needs, local educational agencies are **encouraged to allow school site and content staff to identify the topic or topics of professional learning**. Professional learning provided pursuant to this section shall do both of the following:

- Be **content focused**, incorporate **active learning**, support **collaboration**, use **models** of effective practice, provide **coaching** and **expert support**, offer **feedback** and **reflection**, and be of **sustained duration**.
- As applicable, be aligned to the **academic content standards** adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.4, 60605.8, and 60605.11, and the model curriculum adopted pursuant to Section 51226.7, as those sections read on June 30, 2020, and former Section 60605.85, as that section read on June 30, 2014.

Areas that to be considered for funding as outlined in Education Code include:

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

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- (5) Practices to create a **positive school climate**, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitered systems of support, transforming a school'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.
- (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.
- (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.
- (8) **New professional learning networks** for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c) - *see slide 12 for subdivision (c)*.
- (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.
- (10) Instruction, education, and strategies for certificated and classified educators in **early childhood education, or childhood development**.

Instructions to complete the template:

Total Educator Effectiveness Block Grant funds awarded to the LEA

Provide the total amount of Educator Effectiveness Block Grant funds the LEA is awarded.

Allowable Use of Funds Table

The table is in three parts, **Allowable Use of Funds**, **Planned Use of Funds (Actions)**, and **Planned Expenditures**. Data is only required in the **Planned Use of Funds** and **Planned Expenditures** columns.

(1) Allowable Use of Funds

The LEA must specify the amount of EEBG funds that it intends to use to implement a planned action. This column is prepopulated with the allowable uses of funds. There is no need to input additional information in this column. **(2)**

Planned Use of Funds (Actions)

- Provide a description of the action(s) the LEA will implement using EEBG funds. The description can be brief and/or in list form. Include the group that will receive the professional learning (teachers, administrators, paraprofessionals who work with students and classified staff that interact with students).

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- An LEA has the flexibility to include planned use of funds/actions described in one or more areas list under **Allowable Use of Funds**. It is not required to include actions for every allowable use of funds listed.

(3) Planned Expenditures

Specify the amount of funds the LEA plans to expend to implement the action(s). The amount of funds included in this section should reflect the total funds planned to be expended over the life of the grant.

Fiscal Requirements

As a condition of receiving funds, a school district, COE, charter school, or state special school shall do **both** of the following: • On or before **December 30, 2021**, develop and adopt a plan delineating the expenditure of funds apportioned pursuant to this section, including the professional development of teachers, administrators, paraprofessionals, and classified staff. The plan shall be **presented in a public meeting of the governing board** of the school district, county board of education, or governing body of the charter school, **before its adoption in a subsequent public meeting**.

- On or before **September 30, 2026**, report **detailed expenditure information** to CDE, including, but not limited to, specific **purchases** made and the **number of teachers, administrators, paraprofessional educators, or classified staff** that received professional development. The CDE shall determine the format for this report.

Funding apportioned pursuant to this section is subject to the **annual audits** required by Section 41020.