

October 20, 2021 GFUESD Board Agenda

Location: Spring Valley School, 2771 Pentz Rd., Oroville, CA 95965

Time: 4:30 PM

*For persons wishing to review the full agenda packet, one is available in the lobby at each school site. 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. Call to Order – Time:**

Board of Trustees

Deborah Ingvaldsen President \_\_\_\_\_

Don Saul Trustee \_\_\_\_\_

Richard Miller Clerk \_\_\_\_\_

Matthew Morris Trustee \_\_\_\_\_

Josh Peete Superintendent \_\_\_\_\_

Pearl Lankford Executive Assistant \_\_\_\_\_

**2. 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 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.*

**3. Flag Salute**

**4. Approval to Vary the Sequence**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**5. Public Comments:**

**6. Reports**

6.1 Superintendent Report/Board Goals

6.2 CSEA

6.3 GFTA

6.4 Parents' Club

6.5 Board Members

**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

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**8. Information for Discussion –**

October 20, 2021 GFUESD Board Agenda

Location: Spring Valley School, 2771 Pentz Rd., Oroville, CA 95965

Time: 4:30 PM

**Vaccine Mandates/Oct. 18, 2021**

**Intervention Program Update**

**9. Motion to Convene to Public Hearing – ESSER III**

**10. Public Hearing ESSER III**

**11. Motion to Reconvene**

**12. Action Items/New Business**

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

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**12.2 Approve ESSER III Expenditure Plan (REF)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**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)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**12.4 2021.2022 Facility Inspection Tool (FIT) (REF)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**12.5 GFTA Sunshine Proposal (REF)**

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**13. Motion to Convene to Closed Session \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_**

Conference with Labor Negotiator – Josh Peete

Employee Discipline, Dismissal, Release

**14. Closed Session Report**

**15. For the Good of the Order**

**16. Adjournment -**

## GFUED June 24, 2021 Board Minutes

Meeting Location: Concow School  
2771 Pentz Rd. Oroville, CA 95965/Conference Call number 605.475.4811

Code: 412229

Time: 3:00 PM

*For persons wishing to review the full agenda packet, one is available in the lobby at each school site. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent (530) 533-9467 at least two days before the meeting date.*

### 1. CALL TO ORDER – TIME:3:04

#### BOARD OF TRUSTEES

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

Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

### 2. PUBLIC COMMENTS - None

### 3. FLAG SALUTE - None

### 4. APPROVAL TO VARY THE SEQUENCE – No Motion

### 5. PUBLIC COMMENTS - None

### 6. Discussion – 21/22 School Year - Superintendent Josh Peete discussed Portable Classroom Possibilities.

### 7.0 Action Items

#### 7.1 Approve LCAP (REF)

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

#### 7.2 Approve Budget (REF)

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

#### 7.3 Approve Developer Fee Study (REF)

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

**7.4 Approve Ratified GFTA 3% Effective 7/1/21 (REF)**

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

**8.0 Adjournment: Time: 3:11 PM Motion: Miller Second: Morris Vote: 4-0**

## September 15, 2021 Golden Feather UESD Board Minutes

Location: Spring Valley School 2771 Pentz Rd. Oroville, CA 95965 Time: 4:30 PM

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### **1.0 CALL TO ORDER – TIME:4:15 PM**

#### **BOARD OF TRUSTEES**

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

Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

Public Comments – Student Desirae Miller spoke about the possibility of changing the school calendar next year.

### **2.0 FLAG SALUTE – Led by Mr. Saul**

### **3.0 APPROVAL TO VARY THE SEQUENCE - None**

### **4.0 PUBLIC COMMENTS - None**

### **5.0 MOTION TO ADJOURN TO PUBLIC HEARING – Sufficiency of Instructional Materials**

Mr. Saul made a motion to adjourn to public hearing. Seconded by Mr. Miller, the board voted 3-0. Ayes: Ingvaldsen, Saul, Miller.

### **6.0 PUBLIC HEARING – No comments**

### **7.0 MOTION TO RECONVENE**

Mr. Saul made a motion to reconvene. Seconded by Mr. Miller, the board voted 3-0. Ayes: Ingvaldsen, Saul, Miller.

### **8.0 REPORTS**

**8.1 SUPERINTENDENT REPORT/BOARD GOALS – Superintendent Josh Peete gave an update of board goals.**

**8.2 CSEA/GFTA – No report**

**8.3 Parents' Club – No report**

**8.4 Board Members – Mr. Saul has been volunteering his time helping repair fences.**

### **9.0 CONSENT CALENDAR**

**9.1 Minutes 6/23/21, 7/21/21 SP, 7/21/21, 8/13/21 (REF)**

**9.2 Warrants 8/13/21 – 9/7/21 (REF)**

**9.3 Transfer Request #3- #6**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0. Ayes: Ingvaldsen, Saul, Miller.

**10.0 INFORMATION FOR DISCUSSION**

- 10.1 Classroom Pets – Looking into liability and current board policy.**
- 10.2 COVID-19 Updates – Following State and local guidelines.**
- 10.3 After School Program – MOU will be soon.**

**11.0 ACTION ITEMS/NEW BUSINESS**

**11.1 RESOLUTION #1 21/22 SUFFICIENCY OF INSTRUCTIONAL MATERIALS (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.2 Dannis Woliver Kelly 21/22 Agreement for Professional Services (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.3 Approve 21/22 Consolidated Application**

Mr. Saul made a motion to table. Seconded by Mr. Miller, the board voted 3-0. Ayes: Ingvaldsen, Saul, Miller.

**11.4 Approve 21/22 Yearbook Coordinator (Klobas)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.5 Approve 21/22 Student Council (Huff/Napoli)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.6 Review Revised Safe Return to In-person Instruction Plan**

Mr. Saul made a motion to table. Seconded by Mr. Miller, the board voted 3-0. Ayes: Ingvaldsen, Saul, Miller.

**11.7 Approve New Hire David Friesse (Op Tech Extra Help)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.8 Approve Candace McClaskey request for reduction of hrs.**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.9 Approve CSEA Ratified Agreement July 1, 2021 – June 30, 2024 (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.10 Approve BSSP Auxiliary Organization Application for Coverage (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.11 Approve Unaudited Actuals (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**11.12 Approve GANN Resolution (REF)**

Mr. Saul made a motion to approve. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**12.0 REPORT OUT – FOR THE GOOD OF THE ORDER – Mr. Saul thanked teachers for attending board meetings.**

**13.0 ADJOURNMENT 6:10**

Mr. Saul made a motion to adjourn. Seconded by Mr. Miller, the board voted 3-0 to approve. Ayes: Ingvaldsen, Saul, Miller.

**1.0 Call to Order – Time: 4:15 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

**2.0 Flag Salute – Led by Mr. Saul**

**3.0 Approval to Vary the Sequence - None**

**4.0 Public Comments - None**

**5.0 Action Items**

5.1 2<sup>nd</sup> Reading of K,1,2,5,6 Houghton Mifflin Social Studies – Mr. Saul made a motion to approve. Seconded by Mr. Morris the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

5.2 Approve Spring Release Consolidated Application – Mr. Saul made a motion to approve. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

5.3 Review Revised Safe Return to In-Person Instruction Plan – Mr. Morris made a motion to approve. Seconded by Mr. Saul, the board voted 4-0 to approve. Ayes: Ingvaldsen, Saul, Miller, Morris.

**6.0 Discussion – Student Essays – No presentation**

7.0 Motion to Convene to Closed Session – Mr. Saul made a motion to convene to closed session. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.

**8.0 Closed Session**

Employee Discipline/Dismissal/Release

Conference with Labor Negotiator – Josh Peete

**9.0 Report Out – Discussion. No Action Taken**

10.0 Adjournment – 5:05 PM. Mr. Miller made a motion to adjourn. Seconded by Mr. Morris, the board voted 4-0. Ayes: Ingvaldsen, Saul, Miller, Morris.



# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Golden Feather Union Elementary School District

Person completing this form: Pearl Lankford/Josh Peete

Title: Executive Assistant to the  
Superintendent

Quarterly Report Submission Date: 10/20/2021

July – September  
October – December  
January – March  
April - June X

Date for information to be reported publicly at governing board meeting: October 20, 2021

## Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Misassignments or Vacancies	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
TOTALS	0		

Print Name of District Superintendent: Josh Peete

Signature of District Superintendent:

Date:

Send to: Educational Support Services, BCOE  
G. Wilson  
5 County Center Drive, Oroville, CA 95965  
gwilson@bcoe.org or fax 530.532.5828



## Checks Dated 09/08/2021 through 10/14/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-210534	09/21/2021	NEC Cloud Comm America, Inc	01-5900		426.87
3005-210834	09/23/2021	Horton, McNulty & Saeteurn LLP	01-5800		3,600.00
3005-210835	09/23/2021	PINES HARDWARE	01-4300		133.94
3005-210836	09/23/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5500		211.84
3005-210837	09/23/2021	Thomas Ace Hardware Inc	01-4300		712.69
3005-210838	09/23/2021	USBANCORP EQUIPMENT FINANCE	01-5600		311.84
3005-211447	09/30/2021	ACSA	01-5300		993.43
3005-211448	09/30/2021	Book Family Farm	01-4300		264.00
3005-211449	09/30/2021	Frontline Technologies	01-5800		4,000.00
3005-211450	09/30/2021	Naitonal Covid19 Testing Solutions LLC	01-5800		800.00
3005-211451	09/30/2021	P G & E	01-5500		4,587.67
3005-211452	09/30/2021	PITNEY BOWES	01-5900		125.48
3005-211453	09/30/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5500		680.04
3005-211454	09/30/2021	Salus Supply LLC	01-4300		858.00
3005-211661	10/05/2021	Peete, Joshua J	01-4300		173.45
3005-211662	10/05/2021	Diaz, Jennifer	01-4300		303.13
3005-211663	10/05/2021	Hawkins, Cristina	01-4300		243.05
3005-211664	10/05/2021	Backflow Distributors Inc	01-4300		442.79
3005-211665	10/05/2021	Gaynor Telesystems Inc	01-5800		168.75
3005-212291	10/12/2021	Peete, Joshua J	01-4300		93.14
3005-212292	10/12/2021	AT&T Mobility	01-5900		979.22
3005-212293	10/12/2021	BASIC LABORATORY INC ACCOUNTS RECEIVABLE	01-5800		187.60
3005-212294	10/12/2021	Ben Toilet Rentals Inc	01-5800		136.85
3005-212295	10/12/2021	Clark Pest Control Accounting Office	01-5800		145.00
3005-212296	10/12/2021	DANNIS WOLIVER KELLEY	01-5800		3,259.50
3005-212297	10/12/2021	JC NELSON SUPPLY CO	01-4300		269.46
3005-212298	10/12/2021	L&L Farms	01-4300		800.00
Total Number of Checks			27		24,907.74

## Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	27	24,907.74
	Total Number of Checks	27	24,907.74
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		24,907.74

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 1

**Memorandum of Understanding  
Between  
Golden Feather Union Elementary District  
and  
Butte County Office of Education**

Purpose

This memorandum of understanding establishes a formal working relationship between **Golden Feather Union Elementary District** and Butte County Office of Education acting as partners in the After School Education and Safety Program (ASES). The goals and objectives of our collaboration are to expand learning opportunities for students, families, and community members; to provide academic, enrichment, mentoring, and tutoring educational support; to develop cultural and linguistic competence; to offer opportunities for after school and summer recreation; to provide center-based and linked health, social, and safety services; to provide technology and career training to students; and to expand school and community participation in drug-free, supervised, and fun activities to be provided in safe learning environments. The After School Education and Safety Program Universal Grant requires sites to provide at least 33% cash or in-kind matching funds (no more than 25% of the match requirement can be fulfilled by facilities or space usage).

Description of Services

**Golden Feather Union Elementary District** will support the After School Education and Safety Program (ASES) at Concow/Spring Valley Elementary by its commitment to support site administration, food services, facility use, and provide the opportunity for connection with the regular day programming particularly in literacy and math. In addition, the district will provide student academic test scores, attendance and behavior data and other materials needed for comprehensive state and local evaluation.

<b>Facility Usage Amount:</b>	\$ 5,470
<b>Custodial Services Amount:</b>	\$ 6,984
<b>Supper Administration:</b>	\$ 26,788
<b>Support Staff:</b>	\$ 5,000

May include but not limited to front office support, and data collection assistance.

<b>Administration:</b>	\$ 7,500
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May include but not limited to representation in governance and evaluation, recruitment, outreach, communication, use of equipment, desk space, technology and the integration of existing educational, enrichment, health, and recreational programs and services.

<b>In-kind dollar amount of program support:</b>	<b>\$ 51,742</b>
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Terms

The terms of this MOU shall commence on July 1, 2021, and shall extend through June 30, 2022 or 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.

**Golden Feather Union Elementary District**

**Butte County Office of Education**

\_\_\_\_\_  
Josh Peete - Superintendent

\_\_\_\_\_  
Mary Sakuma - Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Custodial cost estimate based on a per classroom amount of \$6,984 which correlates to the amount BCOE charges districts for these services.

Snack/Supper administration cost estimate based on prior year's attendance (total number of students served x \$1.02/\$4.32).

Support staff cost estimate based on \$5,000 per site. Administration cost estimate based on \$5,000 per site.



## ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Golden Feather Union Elementary School District	Josh Peeete Superintendent	jpeeete@gfused.org (530) 533-3467

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

For more information please see the Instructions.

# Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
2021 Local Control Accountability Plan	<a href="https://gftusd.org/files/user/1/file/Golden%20Feather%202021-22%20LCAP%20Final.pdf">https://gftusd.org/files/user/1/file/Golden%20Feather%202021-22%20LCAP%20Final.pdf</a>
2021 Expanded Learning Opportunities Grant Plan	<a href="https://gftusd.org/files/user/1/file/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan.pdf">https://gftusd.org/files/user/1/file/2021%20Expanded%20Learning%20Opportunities%20Grant%20Plan.pdf</a>
2020-2021 Comprehensive School Safety Plan	Available Upon Request
Golden Feather UESD COVID-19 Prevention Program (CPP)	<a href="https://gftusd.org/files/user/1/file/Golden%20Feather%20COVID%2019%20Prevention%20Program%20CPP%2009_15_21.pdf">https://gftusd.org/files/user/1/file/Golden%20Feather%20COVID%2019%20Prevention%20Program%20CPP%2009_15_21.pdf</a>

# Summary of Planned ESSER III Expenditures

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

## Total ESSER III funds received by the LEA

\$617,833
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Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$135,195
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$471,368
Use of Any Remaining Funds	\$11,270

## Total ESSER III funds included in this plan

\$617,833
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# Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies,

strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

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

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

Golden Feather Union Elementary School District has implemented multiple strategies for students, families, community members, classified and certificated staff as well as the governing board to provide input in developing the LCP, LCAP, SPSA, ELO, and this ESSER III plan. Even in the midst of the global Pandemic and school closures due to COVID 19, Golden Feather UESD has made robust efforts to solicit input from all stakeholder groups. Here are the dates that various stakeholders have met either in person, or via zoom beginning with reopening committee meetings and continuing over the course of the academic year 2021-2022 as well as surveys that have taken place to solicit input:

- \* Multiple Online Surveys: Spring / Summer 2021
- \* Back to School Night: Fall 2021
- \* Parent Advisory Meetings: Spring / Fall 2021
- \* Board Meeting: Spring / Fall 2021

Golden Feather Union Elementary School District provided multiple opportunities for the public to provide input at our Board Meetings, specifically at our June, August, September, and October Board meetings.

After reviewing all of the community input, the following are the top priorities that align with the ESSER funding categories:

- \*Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- \*Planning for, coordinating, and implementing activities during long-term closures
- \*Purchasing educational technology (including hardware, software, and connectivity) for students, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- \*Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- \*Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- \*Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by—Administering and using high-quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Implementing evidence-based activities to meet the comprehensive needs of students.

Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Tracking student attendance and improving student engagement in distance education.

- \*School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
- \* Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

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

The Board meets monthly to discuss ESSER and coordination of all plans. Survey data and input from community groups were disaggregated and reviewed to help inform the development of our plan and the priorities for spending.

The majority of the actions in our ESSER III Expenditure Plan align to these priorities, especially in the Strategies for Continuous Safe In-Person Instruction and Addressing the Impact of Lost Instructional Time categories.

Below are the identified priorities that have been identified by our school community and select actions that directly correlate:

- \*Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth. Increase instructional time; case management for youth in foster care and who are homeless; Increased teaching support; increase.
- \* Instructional Paraprofessionals; targeted case management for students with chronic absence; Extension of the school year
- \*Planning for, coordinating, and implementing activities during long-term closures: Zoom licenses for staff; Chromebooks for students; Technology for teachers in the classroom; Online tools / licenses / programs for student learning beyond the adopted curriculum; Educational Technology PD for staff
- \*Purchasing educational technology (including hardware, software, and connectivity) for students, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment. Chromebooks for students;
- \*Providing mental health services and supports, including through the implementation of evidence-based full-service community schools. School and Community Wellness Advisor; School Counselor; School Psychologist; Behavior Specialists;
- \* Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Providing a summer program as an option for district students.
- \*Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the local educational agency, including by—Administering and using high-quality assessments to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction. Implementing evidence-based activities to meet the comprehensive needs of students. Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment. Tracking student attendance and improving student engagement in distance education. Operate a fully staffed intervention program that targets reading through adopted curriculum.

\*School facility repairs and improvements to reduce risk of virus transmission and to support student health needs. Purchase additional furniture for staff and students;

\* Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

## Actions and Expenditures to Address Student Needs

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

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

### Strategies for Continuous and Safe In-Person Learning

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

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

\$135,195

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Comprehensive School Safety Plan: Pandemic pg. 65	Furniture	Furniture for staff / students that promotes distance, adding barriers, and other COVID-19 best practices	\$20,000
N/A	Online Subscriptions / Supplemental Materials	Online subscriptions for the district, staff, and students / supplemental instructional materials / online access for independent study students 21/22, 22/23 and 23/24.	\$30,000
N/A	COVID-19 Testing / Program	COVID-19 Testing / Program Supplies 21/22, 22/23, 23/24	\$10,000
Comprehensive Safety Plan: Pandemic pg. 65	Maintenance / Building Improvements	Repairs and Improvements to Reduce / Prevent the Spread of COVID-19	\$30,000
N/A	Additional Health Services	School nursing services and health aid	\$45,195



## Addressing the Impact of Lost Instructional Time

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

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

\$471,368

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #2	Intervention Program	Intervention Teacher for 22/23 and 23/24 (including medical + benefits)	\$180,782
N/A	Specialist Preparation Teacher	Specialist Prep Teacher to provide classroom teachers time to work with independent study students for 23/24 (including medical + benefits)	\$90,391
ELO Plan	Summer School	Provide summer school opportunities for 22/23 and 23/24	\$50,000
LCAP Annual Update	Staff / Student Devices	Tech Devices for Students / Staff 21/22, 22/23 and 23/24	\$30,000
N/A	School Counselor	.5 School Counseling Services	\$45,195
LCAP Goal #1	Professional Development	Staff professional development by funding a Coordinator of Innovative Instruction and Support. Contracting with BCOE for support with SEL, behavior, and academic systems implementation	\$75,000

## Use of Any Remaining Funds

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

### Total ESSER III funds being used to implement additional actions

\$11,270

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Admin / Indirect	Other Admin / Indirect Costs	\$11,270

## Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Intervention Teacher, Specialist Preparation Teacher, Online Teacher, Subscriptions / Supplemental Materials	Academic progress monitoring assessments	Every 6 Weeks
School Counselor	The school counselor will operate off a referral system. Referred students will meet weekly with the counselor to meet social / emotional / mental health needs. Students that no longer need counseling will exit and no longer receive services. The counselor will use a universally recognized screening tool identify student needs.	Weekly
Summer School	Pre and post assessments	Annually
Staff / Student Devices	Maintain at least a 1:1 student/staff to device ratio.	Annually
Indirect Costs	Meetings with BCOE admin and fiscal support to ensure accountability regulations are met	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Furniture	Purchase orders / classroom observation	Annually
COVID-19 Testing / Program	Staff / Student attendance	Weekly
Maintenance / Building Improvements	Facilities Inspection Report (FIT)	Annually
Additional Health Services	Attendance reports	Monthly
Professional Development	Professional development calendar	Annually

# ESSER III Expenditure Plan Instructions

## Introduction

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

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

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

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

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/tg/cr/arpact.asp>.

*For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact [EDReliefFunds@cde.ca.gov](mailto:EDReliefFunds@cde.ca.gov).*

## Fiscal Requirements

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

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

- Addressing learning loss among students, including underserved students, by:
  - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
  - Implementing evidence-based activities to meet the comprehensive needs of students,
  - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
  - Tracking student attendance and improving student engagement in distance education;
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

#### **Other LEA Plans Referenced in this Plan**

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

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

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

#### **Summary of Expenditures**

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

#### **Instructions**

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

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

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

### **Community Engagement**

#### **Purpose and Requirements**

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

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

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

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

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

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

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

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

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

### **Instructions**

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

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

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

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

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

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

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



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

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

## **Planned Actions and Expenditures**

### **Purpose and Requirements**

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

### **Instructions**

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

### **Strategies for Continuous and Safe In-Person Learning**

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

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

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

### **Addressing the Impact of Lost Instructional Time**

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

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

### **Use of Any Remaining Funds**

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

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

### **Ensuring Interventions are Addressing Student Needs**

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

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

Complete the table as follows:

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

California Department of Education  
June 2021

# MEMORANDUM OF UNDERSTANDING

between the

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

and the

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its Golden Feather

Chapter #400 (CSEA)

**California Public Health Officer Order:**

**“Vaccine Verification for Workers in Schools” from August 11, 2021**

**10/4/21**

This memorandum of understanding (“MOU/Agreement”) is agreed to between the Golden Feather Union Elementary School District (“District”) and the California School Employees Association and its Golden Feather Chapter #400 (together “CSEA”) concerning the District’s response to the “Vaccine Verification for Workers in Schools” order from the California Department of Public Health.

On August 11, 2021, the State Public Health Officer of the State of California issued an order that applies to all workers (employees, volunteers, or contractors) serving students at facilities identified as public and private schools for TK-12. The California Department of Public Health has clarified that this Order specifically requires:

1. Verification of vaccine status of all workers so identified
2. If the worker is not fully vaccinated, OR the vaccine status is unknown, the worker is required to undergo diagnostic testing at least once weekly
3. Unvaccinated or incompletely vaccinated workers must observe all other infection control requirements and ARE NOT exempted from testing even if the worker has a medical contraindication to vaccination

Failure to submit proof of vaccination means that you will be treated as an unvaccinated worker and will be required to undergo weekly testing. Should a member’s vaccination status change and they wish to submit proof of vaccination in the future, workers may submit to administration.

Acceptable proof of vaccination includes copies of the following:

- COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered; OR
- A photo of a Vaccination Record Card; OR
- A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
- Documentation of COVID-19 vaccination from a health care provider; OR
- Documentation of vaccination from other contracted employers who follow the CDC vaccination records guidelines and standards.

The District will offer FDA approved COVID-19 tests provided by a 3rd party contracted by the District. Vaccinated employees have the option to test while unvaccinated employees or those employees who decline to state their vaccination status are required to test weekly.

If a positive test result should occur, employees are required to be sent home based on flow charts provided by California Department of Public Health (CDPH), Butte County Public Health (BCPH), and Butte County Office of Education (BCOE). Flow charts are posted at the following link: <https://www.gfusd.org/District/1945-COVID-19.html>

Return from quarantine / isolation is also based on the flow charts provided by BCOE and public health.

### **Weekly COVID-19 Testing**

Weekly testing begins on Mondays, starting on October 11, 2021 or the first day of the week an employee works.

**Mondays moving forward:** If an employee misses the testing window or appointment – s/he will need to plan to make the Tuesday morning testing window or an appointment. Even if s/he did not take the test, that person will still remain in paid status for one work day.

**Tuesday:** Employees that did not test Monday, must test on Tuesday. Employees will not be able to work if they miss the testing window or their appointment to test on Tuesday. Employees report to work on Tuesday, take the test during the testing window or appointment, then return to work. All Tuesday tests will be taken after the morning announcements or when the earliest staff is available to offer the test.

If you show up Tuesday and refuse to get tested – a Notice of Paid Suspension letter with instructions to comply or leave campus until you comply will be provided. For the time that you do not comply you will be paid for 3 working days. Notice of paid suspension will be served to you on Tuesday. Staff will only receive one Notice of Suspension with Pay Letter for not taking

the weekly COVID-19 test. Subsequent letters for this same infraction will be entitled a Notice of Suspension without Pay.

**The District will follow 13.3 in the CBA, which reads as follows:**

13.3 Emergency Suspension - CSEA and the District recognize that emergency situations can occur involving the health and welfare of students or employees. If the employee's presence would lead to a clear and present danger to the lives, safety or health of students or fellow employees, the District may immediately suspend, with pay, the employee for three (3) days. No suspension without pay shall take effect until three (3) working days after service of a notice of suspension. During the three (3) days, the District shall serve notice and the statement of facts upon the employee, who shall be entitled to respond to the factual conventions supporting the emergency according to Grievance Procedure.

If you do not comply with the weekly COVID-19 test by Friday morning of that corresponding week, you will be placed on unpaid suspended leave. You will receive another letter entitled Notice of Suspension without Pay.

If you continue to fail to comply with testing requirements, you will be placed on unpaid suspended leave for 10 working days. During those 10 days, you have the option to comply with the testing requirements. Should the 10 working days in unpaid suspended leave pass and you do not comply, the District will then proceed with further discipline, including, but not limited to dismissal.

You will receive a statement of charges per 13.3, if charges are issued against you. You will remain in unpaid suspended leave status while your charges are pending.

Should sick leave be used on Monday, October 11, or any other day moving forward: the District will refer to Article 10.3 e of the contract:

- e. The District may require as a condition of payment of Sick Leave, appropriate verification of any absence of more than three consecutive workdays or in the event the District suspects abuse of Sick Leave.

Suspected improper use of sick leave will be analyzed under article 10 of the contract.

A unit member can choose to use an alternative testing lab if they do not agree with the District's offered COVID-19 testing facility at the expense of the employee. The CSEA member must provide proof of an FDA approved COVID-19 test which the member has taken and submit that to the District office. All positive cases are required to be reported to Butte County Public Health by the District.

If an employee is under a COVID-19 quarantine / isolation and the employee is asked and agrees to work from home - they will remain in paid status and their sick leave will not be deducted.

**Compliance with further governmental orders:** The Parties recognize that the COVID-19 epidemic is evolving and so is the governmental response. The Parties will comply with further state or federal legislation or orders as they affect the terms and conditions of employment of bargaining unit employees and will bargain as needed over the effects of such further directives.

At the request of either party, CSEA or the District can open negotiations on this MOU.

**Duration of Agreement:** This Agreement shall remain in effect through June 30, 2022. This Agreement may be extended upon mutual agreement.

\_\_\_\_\_  
Teresa Mason, CSEA President

\_\_\_\_\_  
Josh Peete, Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

SCHOOL DISTRICT/COUNTY/STATE OFFICE OF EDUCATION		COUNTY	
Golden Feather Union School District		Butte	
SCHOOL SITE	Spring Valley	SCHOOL TYPE (GRADE LEVELS)	K-8
INSPECTOR'S NAME		NUMBER OF CLASSROOMS ON SITE	
Jennifer Napoli		8	
TIME OF INSPECTION		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
2 pm		Josh Peete	
INSPECTOR'S TITLE			
Operations Tech.			
WEATHER CONDITION AT TIME OF INSPECTION			
warm breezy clear skies			

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR SURFACES	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER		OVERALL CLEANLINESS	PEST/VERMIN INFESTATION		ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS
↓	Number of "OK"s:	8	10	9	10	11	1	10	5	5	11	8	11	10	11	11
	Number of "D"s:	8	8	8	8	8	10	8	8	2	8	8	8	8	8	8
	Number of "X"s:	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	Number of N/A's:	11	1	2	1	8	8	1	6	9	8	11	8	10	8	8
Percent of System in Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*																
Total Percent per Category (average of above)*																
Rank (Circle one)																
GOOD = 90%-100%																
FAIR = 75%-89.99%																
POOR = 0%-74.99%																

\*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE

SCHOOL RATING\*\*

\*\*For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:



PART II: EVALUATION DETAIL

Date of Inspection: 9/27/21

School Name: Spring Valley

Page 1 of 2

AREA	SECTION 1	SECTION 2	SECTION 3	SECTION 4	SECTION 5	SECTION 6	SECTION 7	SECTION 8	SECTION 9	SECTION 10	SECTION 11	SECTION 12	SECTION 13	SECTION 14	SECTION 15
	GASES	MECH/VAC	WINDOWS/DOORS/GATES/FENCES	INTERIOR SURFACES	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	FIRE SAFETY	ELECTRICAL	PEST/VERMIN INFESTATION	DRINKING FOUNTAINS	RESTROOMS	SEWER	ROOFS	PLAYGROUND/SCHOOL GROUNDS	OVERALL CLEANLINESS
Room #1	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	N/A	✓	✓	N/A	✓
COMMENTS: Working with pest control															
Room #2	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	✓	✓	✓	N/A	✓
COMMENTS: Working w/pest control															
Room #3	N/A	✓	✓	✓	N/A	✓	✓	✓	D	D	✓	✓	✓	N/A	✓
COMMENTS: Cannot drink water out of drinking fountain Working w/pest control															
Room #4	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	N/A	✓	✓	N/A	✓
COMMENTS: Working w/ pest control															
Room #5	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	N/A	✓	✓	N/A	✓
COMMENTS: Working w/pest control															
Room #10	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	N/A	✓	✓	N/A	✓
COMMENTS: Working w/ pest control															
Room #7	N/A	✓	✓	✓	N/A	✓	✓	✓	D	D	✓	✓	✓	N/A	✓
COMMENTS: Working w/pest control, cannot drink out of drinking fountain															

**PART II: EVALUATION DETAIL** Date of Inspection: 9/27/21 School Name: Spring Valley Page 2 of 2

AREA	SECTION 1 GLASS	SECTION 2 MECHANICAL	SECTION 3 WINDOWS/ DOORS/ GATES/FENCES	SECTION 4 INTERIOR SURFACES	SECTION 5 HAZARDOUS MATERIALS	SECTION 6 STRUCTURAL DAMAGE	SECTION 7 FIRE SAFETY	SECTION 8 ELECTRICAL	SECTION 9 PEST/VERMIN INFESTATION	SECTION 10 DRINKING FOUNTAINS	SECTION 11 RESTROOMS	SECTION 12 SEWER	SECTION 13 POOLS	SECTION 14 PLAYGROUND/ SCHOOL GROUNDS	SECTION 15 OVERALL CLEANLINESS
ROOM #8	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	✓	✓	✓	N/A	✓
COMMENTS:	working w/ pest control														
Cafeteria	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	✓	✓	✓	N/A	✓
COMMENTS:	working w/ pest control														
Playground	N/A	N/A	✓	N/A	N/A	✓	✓	N/A	✓	N/A	N/A	N/A	N/A	✓	✓
COMMENTS:															
OFFICE	N/A	✓	✓	✓	N/A	✓	✓	✓	D	N/A	N/A	N/A	✓	N/A	✓
COMMENTS:	working w/ pest control														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Golden Feather Teachers' Association  
Sunshine Proposal for Negotiations  
With Golden Feather Union Elementary School District  
22/23 School Year

The GFTA sunshine proposal for public notice posted on 10.15.21 for certificated collective bargaining negotiations. GFTA proposes to negotiate salary, benefits, and 3 other articles for all GFTA members. If agreed upon, unit members will vote and ratify a tentative agreement for board approval.