

Board of Education

Regular Meeting Agenda

DATE: Thursday, October 8, 2020
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Steve Schwartz, President
Gregory Appling, Clerk
Alexander Kahn, Trustee
Jennifer Koelemeijer, Trustee
Patrick Lei, Trustee

Zoom Link

- I. CALL TO ORDER AT 5:00 PM**
- II. ADOPTION AND APPROVAL OF THE AGENDA**
Approval of the agenda for October 8, 2020 (2 min.)

Action taken/comments:

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

III. REPORTS, AND ORAL COMMUNICATIONS

- A. (p.1) Gravenstein Principal (10 min.)**
- B. (p.3) Hillcrest Principal (10 min.)**
- C. Gravenstein Union Teachers' Association (5 min.)**
- D. District Site Council (0 min.)**
- E. (p.5) Gravenstein Parent Association, GPA (5 min.)**
 - 1. August Financials**
- F. (p.12) Trustee Reports (5 min.)**
- G. Climate Committee (0 min.)**
- H. Racial Justice Committee (5min.)**
- I. Master Plan Committee (5 min.)**
 - Current Master Plan
 - 1. Update on work with Counterpoint and Quattrocchi Kwok Architects (QKA)**
- J. (p.52) Facilities Report (5 min.)**
- K. CBO Report (5 min.)**
- L. Superintendent Report/District Correspondence (10 min.)**
 - 1. Questions from September Board Meeting**

2. (p.53) Memorandum of Understanding with the Sonoma County Office of Education for Tobacco Use Prevention Education (TUPE)
3. (p.55) Mental Health Program Update

IV. PUBLIC COMMENT (15 min.)

At this time the public may address the Board on any item not listed on the agenda. Presentations are limited to three minutes per person per topic. The Board may not respond to presentations. The public may address the Board on any item listed on the agenda at the time the matter is taken up by the Board.

V. CONSENT AGENDA (2 min.)

ACTION ITEM

- A. (p.60) Warrants
- B. (to be posted) Payroll
- C. (p.66) Williams Settlement Quarterly Report

Action taken/comments:

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

VI. PUBLIC HEARING: SUFFICIENCY/INSUFFICIENCY OF TEXTBOOKS PER E.C. 60119 (10 min.)

- A. By the 8th week of school, the Board of Trustees must hold a public hearing to discuss the sufficiency/insufficiency of textbooks in the CORE curricular areas of reading/language arts, mathematics, science, and history-social science. Schools are to have a sufficient number of textbooks (or electronic textbooks) and instructional materials for every student in these four areas, and textbooks must be from the current State Adopted Textbook list.

VII. GENERAL ACTION ITEMS

- A. (p.72) Resolution #201008-1 Sufficiency of Instructional Materials (2 min.)

Situation: Education Code Section 60119 defines "sufficient textbooks or instructional materials" to mean that each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home."

Following a Public Hearing, during which any member of the staff or public can comment, the Board can affirm, through this resolution, that GUSD has sufficient instructional materials for all students to use both in class and at home.

Plan: Based on a review by administration, sufficient instructional materials are currently available for all students; staff and administration will continuously monitor sufficiency of materials to ensure compliance with Education Code 60119.

Recommended motion: For the Board to approve Resolution 201008-1.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

B. (see Resolution #201008-1) Certification of Compliance with Standards-Aligned Instructional Materials (2 min.)

Situation: Education Code Section 60422(a) and California Code of Regulations (CCR), Title 5, Section 9531(a) requires that all textbooks that have been purchased using LCFF funds were from the State Adopted list, aligned to the standards. This compliance is the responsibility of district administration to monitor.

Plan: District administration reports that all textbooks currently in use that were purchased with LCFF funds were from the State Adopted list, and administration and staff will continue to consult the state list prior to any future textbook purchases made with LCFF funds.

Recommended motion: For the Board to certify compliance with the Standards-Aligned Instructional Materials mandates.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

C. (p.75) GUSD Waiver Application (30 min.)

Situation: Our district is considering whether or not to submit a waiver application to the current suspension of in-person instruction. The Board held a Study Session on 10/1/2020 to gather information from staff and the public in regards to this issue.

Plan: To provide additional information to the Board for consideration to support this decision making process.

Recommended motion: To submit a waiver application.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

D. (p.80) Trustee Appointments (10 min.)

Situation: Due to the rotation of Board Trustee terms and the rules governing appointments we will have three vacant seats at the end of the current term. We have a single candidate, not currently on the Board, that has successfully submitted the required paperwork to be a candidate. By decree of the Sonoma County Clerk and Registrar of Voters, that candidate, Joyce Eichelberger, is appointed to the GUSD Board of Trustees for a 4-year term beginning December 11, 2020. We have two current Board Members, Alexander Kahn and Patrick Lei, that are interested in consideration for appointment to the two remaining vacant seats, one for a 2-year term and one for a 4-year term.

Plan: For the Board to interview the interested candidates for appointment, and to determine a preference for length of term for each candidate.

Recommended motion: For the Board to appoint Alexander Kahn for a 4-year term and Patrick Lei for a two-year term to the GUSD Board of Trustees.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

E. (p.82) Board Bylaw 9121(a) - President (15 min.)

Situation: During the December Board Meeting, the Board will undertake the annual required organizational tasks including the election of a Board President and a Board Clerk, as well as setting the Board Meeting Calendar for the coming year. Prior to those actions, the Board has requested to review the bylaw pertaining to the length of term for the GUSD Board President as well as considering the role of the Board President in regards to district negotiations.

Plan: For the Board to discuss the content of the current bylaw and consider additions or edits.

Recommendation: None at this time.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

F. (p.83) GUSD Resolution #201008-2, Support for Proposition 15 (15 min.)

Situation: Proposition 15 would amend the California State Constitution to require commercial and industrial properties, except those zoned as commercial agriculture, to be taxed based on their market value. In California, the proposal to assess taxes on commercial and industrial properties at market value, while continuing to assess taxes on residential properties based on the purchase price, is known as *split roll*. The change from the purchase price to market value would be phased-in beginning in fiscal year 2022-2023. Properties, such as retail centers, whose occupants are 50 percent or more small businesses would be taxed based on market value beginning in fiscal year 2025-2026 (or at a later date that the legislature decides on). Proposition 15 would define *small businesses* as those that are independently owned and operated, own California property, and have 50 or fewer employees. Proposition 15 would create a process in the state constitution for distributing revenue from the revised tax on commercial and industrial properties. The ballot initiative would distribute the revenue to specific areas, rather than the General Fund. First, the revenue would be distributed to (a) the state to supplement decreases in revenue from the state's personal income tax and corporation tax due to increased tax deductions and (b) counties to cover the costs of implementing the measure. Second, 60 percent of the remaining funds would be distributed to local governments and special districts, and 40 percent would be distributed to school districts and community colleges (via a new Local School and Community College Property Tax Fund). Revenue appropriated for education would be divided as follows: 11% for community colleges and 89% for public schools, charter schools, and county education offices. There would also be a requirement that schools and colleges receive an annual minimum of \$100 (adjusted each year) per full-time student.

Plan: For the Board to consider adopting a resolution that supports Proposition 15.

Recommended motion: None at this time.

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

VIII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

IX. ADJOURNMENT TO CLOSED SESSION (15 min.)

A. With respect to every item of business to be discussed in closed session pursuant to Section 54957.6

1.0 Student Discipline

- 2.0 Pending litigation
- 3.0 Administrator Performance Updates
- 4.0 Conference with Negotiations team:
GUTA negotiations update

X. RECONVENE TO OPEN SESSION

XI. PUBLIC REPORT OF ACTION ON ITEMS HEARD IN CLOSED SESSION
(2 min.)

Action taken/comments

Motion _____ Second _____ Vote: SDS: _____ GA: _____ PL: _____ JK: _____

AK: _____

XII. FUTURE BOARD MEETINGS

- A. November 12, 2020 at 5pm
- B. December 10, 2020 at 5pm
- C. January 14, 2021 at 5pm

XIII. ADJOURNMENT

ADA Compliance: In compliance with Government Code 54954.2(a), the Gravenstein Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Act of 1990 (42 U.S.C. 12132) and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Dave Rose, District Superintendent, Gravenstein Union School District, 3840 Twig Ave., Sebastopol, CA 95472. Telephone (707) 823-7008.



Gravenstein Elementary School Principal's Report-October 2020

Keri Pugno

Enrollment Report

	TK	K	1	2	3	4	5	Total
Enrollment for 2020-2021 (as of 10/1/2020)	13	80	74	78	74	72	79	470
End-of Year 2019-2020	18	73	80	76	79	81	86	493

Attendance and Engagement Tracking

Month 1 Total: 98.97%

Month 2 Total: 99.03% (for 9/14/20-10/1/2020; partial reporting period of Month 2)

TK: 100%

Grade K: 97%

Grade 1: 99.42%

Grade 2: 98.99%

Grade 3: 99.50%

Grade 4: 100%

Grade 5: 99.47%

Instructional and Student Supports

- Daily Instruction and Live Engagement with Teacher
- Grade level support in each class by an IA
- EL Support (Translation and Family Outreach)
- Social Emotional Support
- Additional individualized support for students with special needs
- Academic Intervention
 - SIPPS Reading Intervention Program (5 staff members attended recent training)
 - Learning Lab 1:1 or small group support in afternoons
 - SSTs
- Special Education
 - IEPs and 504s
 - Daily Live Instruction from Special Education Team
 - Speech Services provided through Presence Learning and already being scheduled
 - OT Services provided through Redwood Pediatrics and already being scheduled

Technology Supports

- WiFi HotSpots- 56 devices have already been issued to GUSD Families
- Chromebooks- more than 300 devices checked out on Gravenstein campus
- Tech Support for parents-
 - Classroom Teachers working with families to explain platforms
 - helpdesk@grav.k12.ca.us managed by Matt McDowell (at HMS)
 - Paul Carey is an additional Gravenstein outreach to meet with parents/grandparents to walk through the login process and the steps necessary to access links and submit documents

Don't forget...follow us on Facebook and Twitter!

Facebook

<https://www.facebook.com/GravensteinElementary/>

Twitter

@GravElementary





GUSD October Board Report

Enrollment- as of 09/04/2020:

	6th	7th	8th	Total
2020/2021	91	111	82	284
2019/2020	113	81	86	281

Attendance Report for September-

99.69 Attendance Rate

Outreach to Students - September-

125 Individual phones calls / Zooms were made by our Instructional Aides to students that our teaching staff was having concerns over their progress and engagement

Hillcrest News and Updates:

Student Body Elections-

In the last week of September, 6 7th & 8th Grade students learned the power of Democracy and announced their candidacy for the Hillcrest Student Body. The students created digital campaign posters and filmed themselves giving a speech to the entire student body. The Hillcrest students voted and we wish to congratulate our 2020-2021 Student Body Officers:

Alina Peterson

Lee Corey
Lily Seidler
Teihana Peleti

SCC@HMS-

Distance Learning has been challenging for our students. We realize that it is now more important than ever to make sure that we make sure that our students and staff are taking care of themselves emotionally as well as academically.

Starting the week of October 12th we will be kicking off the Self Care Challenge at Hillcrest Middle School! Our counselor Sam Cole will be creating weekly self care “goals” for our students to help them to learn about themselves and how they can learn to support their own well being.

Virtual Spirit Week

Hillcrest held its first Virtual Spirit Week of the year. Students earned House Points by dressing for the different themed days. Students and staff joined in for the fun and helped to strengthen the feeling of community on our virtual campus!

Hillcrest Spirit Shirts

The Hillcrest Leadership class purchased Hillcrest Virtual Learning shirts for all members of the Hillcrest student body and staff. These shirts were given to students in an after school event the last full week of September. We then held a virtual Hillcrest Spirit day for all of us to show off our HMS Pride!

Gravenstein Parent Association
Balance Sheet
As of August 31, 2020

	<u>Aug 31, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
Exchange Bank Checking	247,206.22
Exchange Bank Savings	257,015.35
Paypal	215.30
Venmo	3,974.00
Total Checking/Savings	<u>508,410.87</u>
Other Current Assets	
Prepaid expenses	1,246.00
Total Other Current Assets	<u>1,246.00</u>
Total Current Assets	<u>509,656.87</u>
TOTAL ASSETS	<u><u>509,656.87</u></u>
LIABILITIES & EQUITY	
Equity	
GSF Reserve Transfer	95,504.87
32000 · Retained Earnings	375,225.33
Net Income	38,926.67
Total Equity	<u>509,656.87</u>
TOTAL LIABILITIES & EQUITY	<u><u>509,656.87</u></u>

Gravenstein Parent Association Profit & Loss Actual vs. Budget August 2020

09/08/20

Accrual Basis

	Aug 20	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
Parent Donations	7,097.00	0.00	7,097.00	100.0%
Special Fundraising Inc				
AmazonSmile	127.10	0.00	127.10	100.0%
Book Fair	0.00	0.00	0.00	0.0%
Boots, Beer and Bubbly Event	0.00	0.00	0.00	0.0%
Box Tops	0.00	0.00	0.00	0.0%
Color Run	0.00	0.00	0.00	0.0%
Escrip	115.46	0.00	115.46	100.0%
Jog a Thon	0.00	0.00	0.00	0.0%
Movie Night	0.00	0.00	0.00	0.0%
Pancake Breakfast	0.00	0.00	0.00	0.0%
Parking Space Raffel	0.00	0.00	0.00	0.0%
Read-a-Thon	0.00	0.00	0.00	0.0%
See's Candy	0.00	0.00	0.00	0.0%
Skate Night	0.00	0.00	0.00	0.0%
Spirit Wear	0.00	0.00	0.00	0.0%
Total Special Fundraising Inc	242.56	0.00	242.56	100.0%
Corporate Matching	2,830.00	0.00	2,830.00	100.0%
Interest Income	0.00	0.00	0.00	0.0%
Other Donations	26,140.00	0.00	26,140.00	100.0%
Total Income	36,309.56	0.00	36,309.56	100.0%
Gross Profit	36,309.56	0.00	36,309.56	100.0%
Expense				
General & Admin Expense				
Bank Fees	207.65	0.00	207.65	100.0%
Bookkeeping	0.00	0.00	0.00	0.0%
General Liability	0.00	0.00	0.00	0.0%
Lawyers Fees	0.00	0.00	0.00	0.0%
Merchant Fees	0.00	0.00	0.00	0.0%
Misc. Expense	0.00	0.00	0.00	0.0%
Newsletter	0.00	0.00	0.00	0.0%
Office Supplies	27.91	0.00	27.91	100.0%
Postage	0.00	0.00	0.00	0.0%
Printing	0.00	0.00	0.00	0.0%
Taxes	0.00	0.00	0.00	0.0%
Website	0.00	0.00	0.00	0.0%
Total General & Admin Expense	235.56	0.00	235.56	100.0%
Independent Contractors				
Art	0.00	0.00	0.00	0.0%
Athletics	0.00	0.00	0.00	0.0%
Chorus	0.00	0.00	0.00	0.0%
Drama	0.00	0.00	0.00	0.0%
Science	0.00	0.00	0.00	0.0%
Independent Contractors - Other	0.00	0.00	0.00	0.0%
Total Independent Contractors	0.00	0.00	0.00	0.0%
School Support Expenses				
8th Grade Dinner	0.00	0.00	0.00	0.0%
Kinder Kick Off Event	0.00	0.00	0.00	0.0%
Staff Appreciation Luncheon	0.00	0.00	0.00	0.0%
Staff Water Delivery-Alhambra	0.00	0.00	0.00	0.0%
Teacher Mini Grants-\$500 Max	0.00	0.00	0.00	0.0%
Teacher Support \$350@48 Teacher	0.00	0.00	0.00	0.0%
Teacher/Staff Appreciation Week	0.00	0.00	0.00	0.0%
Total School Support Expenses	0.00	0.00	0.00	0.0%
Special Fundraising				
Book Fair Expense	0.00	0.00	0.00	0.0%
Boots, Beer and Bubbly Expense	0.00	0.00	0.00	0.0%
Color Run Expense	0.00	0.00	0.00	0.0%
Jog-a-Thon Expense	0.00	0.00	0.00	0.0%

Gravenstein Parent Association
Profit & Loss Actual vs. Budget
August 2020

	<u>Aug 20</u>	<u>Budget</u>	<u>\$ Over Budget</u>	<u>% of Budget</u>
Misc Promotional	0.00	0.00	0.00	0.0%
Movie Night Expense	0.00	0.00	0.00	0.0%
Pancake Breakfast Expense	0.00	0.00	0.00	0.0%
Read a Thon Expense	0.00	0.00	0.00	0.0%
See's Candy Expense	0.00	0.00	0.00	0.0%
Skate Night Expense	0.00	0.00	0.00	0.0%
Spirit Wear Expense	0.00	0.00	0.00	0.0%
Total Special Fundraising	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.0%</u>
Total Expense	<u>235.56</u>	<u>0.00</u>	<u>235.56</u>	<u>100.0%</u>
Net Ordinary Income	<u>36,074.00</u>	<u>0.00</u>	<u>36,074.00</u>	<u>100.0%</u>
Net Income	<u><u>36,074.00</u></u>	<u><u>0.00</u></u>	<u><u>36,074.00</u></u>	<u><u>100.0%</u></u>

Gravenstein Parent Association
P & L Actual vs. Budget YTD
 July through August 2020

	Jul - Aug 20	Budget	\$ Over Budget
Ordinary Income/Expense			
Income			
Parent Donations	7,782.00	0.00	7,782.00
Special Fundraising Inc			
AmazonSmile	127.10	0.00	127.10
Book Fair	0.00	0.00	0.00
Boots, Beer and Bubbly Event	0.00	0.00	0.00
Box Tops	0.00	0.00	0.00
Color Run	0.00	0.00	0.00
Escrip	400.14	0.00	400.14
Jog a Thon	0.00	0.00	0.00
Movie Night	0.00	0.00	0.00
Pancake Breakfast	0.00	0.00	0.00
Parking Space Raffel	0.00	0.00	0.00
Read-a-Thon	0.00	0.00	0.00
See's Candy	0.00	0.00	0.00
Skate Night	0.00	0.00	0.00
Spirit Wear	0.00	0.00	0.00
Total Special Fundraising Inc	527.24	0.00	527.24
Corporate Matching	5,330.00	0.00	5,330.00
Interest income	0.00	0.00	0.00
Other Donations	26,140.00	0.00	26,140.00
Total Income	39,779.24	0.00	39,779.24
Gross Profit	39,779.24	0.00	39,779.24
Expense			
General & Admin Expense			
Bank Fees	662.39	0.00	662.39
Bookkeeping	0.00	0.00	0.00
General Liability	0.00	0.00	0.00
Lawyers Fees	0.00	0.00	0.00
Merchant Fees	0.00	0.00	0.00
Misc. Expense	0.00	0.00	0.00
Newsletter	0.00	0.00	0.00
Office Supplies	190.18	0.00	190.18
Postage	0.00	0.00	0.00
Printing	0.00	0.00	0.00
Taxes	0.00	0.00	0.00
Website	0.00	0.00	0.00
Total General & Admin Expense	852.57	0.00	852.57
Independent Contractors			
Art	0.00	0.00	0.00
Athletics	0.00	0.00	0.00
Chorus	0.00	0.00	0.00
Drama	0.00	0.00	0.00
Science	0.00	0.00	0.00
Independent Contractors - Other	0.00	0.00	0.00
Total Independent Contractors	0.00	0.00	0.00
School Support Expenses			
8th Grade Dinner	0.00	0.00	0.00
Kinder Kick Off Event	0.00	0.00	0.00
Staff Appreciation Luncheon	0.00	0.00	0.00
Staff Water Delivery-Alhambra	0.00	0.00	0.00
Teacher Mini Grants-\$500 Max	0.00	0.00	0.00
Teacher Support \$350@48 Teacher	0.00	0.00	0.00
Teacher/Staff Appreciation Week	0.00	0.00	0.00
Total School Support Expenses	0.00	0.00	0.00
Special Fundraising			
Book Fair Expense	0.00	0.00	0.00
Boots, Beer and Bubbly Expense	0.00	0.00	0.00
Color Run Expense	0.00	0.00	0.00
Jog-a-Thon Expense	0.00	0.00	0.00

Gravenstein Parent Association
P & L Actual vs. Budget YTD
July through August 2020

	<u>Jul - Aug 20</u>	<u>Budget</u>	<u>\$ Over Budget</u>
Misc Promotional	0.00	0.00	0.00
Movie Night Expense	0.00	0.00	0.00
Pancake Breakfast Expense	0.00	0.00	0.00
Read a Thon Expense	0.00	0.00	0.00
See's Candy Expense	0.00	0.00	0.00
Skate Night Expense	0.00	0.00	0.00
Spirit Wear Expense	0.00	0.00	0.00
Total Special Fundraising	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Total Expense	<u>852.57</u>	<u>0.00</u>	<u>852.57</u>
Net Ordinary Income	<u>38,926.67</u>	<u>0.00</u>	<u>38,926.67</u>
Net Income	<u><u>38,926.67</u></u>	<u><u>0.00</u></u>	<u><u>38,926.67</u></u>

Gravenstein Parent Association Profit & Loss Budget Performance August 2020

	Aug 20	Budget	\$ Over Budget	Jul - Aug 20	YTD Budget	\$ Over Budget	Annual Budget
Ordinary Income/Expense							
Income							
Parent Donations	7,097.00	0.00	7,097.00	7,782.00	0.00	7,782.00	0.00
Special Fundraising Inc							
AmazonSmile	127.10	0.00	127.10	127.10	0.00	127.10	0.00
Book Fair	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Boots, Beer and Bubbly Event	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Box Tops	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Color Run	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Escarp	115.46	0.00	115.46	400.14	0.00	400.14	0.00
Jog a Thon	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Movie Night	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pancake Breakfast	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Parking Space Raffle	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Read-a-Thon	0.00	0.00	0.00	0.00	0.00	0.00	0.00
See's Candy	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Skate Night	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Spirit Wear	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Fundraising Inc	242.56	0.00	242.56	527.24	0.00	527.24	0.00
Corporate Matching	2,830.00	0.00	2,830.00	5,330.00	0.00	5,330.00	0.00
Interest income	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Donations	26,140.00	0.00	26,140.00	26,140.00	0.00	26,140.00	0.00
Total Income	36,309.56	0.00	36,309.56	39,779.24	0.00	39,779.24	0.00
Gross Profit	36,309.56	0.00	36,309.56	39,779.24	0.00	39,779.24	0.00
Expense							
General & Admin Expense							
Bank Fees	207.65	0.00	207.65	662.39	0.00	662.39	0.00
Bookkeeping	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Liability	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lawyers Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Merchant Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Misc. Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Newsletter	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Office Supplies	27.91	0.00	27.91	190.18	0.00	190.18	0.00
Postage	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Printing	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Website	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total General & Admin Expense	235.56	0.00	235.56	852.57	0.00	852.57	0.00
Independent Contractors							
Art	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Athletics	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Chorus	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Drama	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Science	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Gravenstein Parent Association Profit & Loss Budget Performance August 2020

	Aug 20	Budget	\$ Over Budget	Jul - Aug 20	YTD Budget	\$ Over Budget	Annual Budget
Independent Contractors - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Independent Contractors	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School Support Expenses							
8th Grade Dinner	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Kinder Kick Off Event	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Staff Appreciation Luncheon	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Staff Water Delivery-Alhambra	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Mini Grants-\$500 Max	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Teacher Support \$350@48 Teacher	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Teacher/Staff Appreciation Week	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total School Support Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Fundraising							
Book Fair Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Boots, Beer and Bubbly Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Color Run Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Jog-a-Thon Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Misc Promotional	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Movie Night Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Pancake Breakfast Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Read a Thon Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
See's Candy Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Skate Night Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Spirit Wear Expense	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Special Fundraising	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Expense	235.56	0.00	235.56	852.57	0.00	852.57	0.00
Net Ordinary Income	36,074.00	0.00	36,074.00	38,926.67	0.00	38,926.67	0.00
Net Income	36,074.00	0.00	36,074.00	38,926.67	0.00	38,926.67	0.00

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schedule | 2020

Course 1: Foundations of Effective Governance / Setting Direction

Monday, Sept. 28 Tuesday, Sept. 29	Foundations of Effective Governance - 8:30 am to 12:30 pm Setting Direction - 8:30 am to 12:30 pm
Wednesday, Sept. 30 Thursday, Oct. 1	Foundations of Effective Governance - 8:30 am to 12:30 pm Setting Direction - 8:30 am to 12:30 pm
Thursday, Oct. 1 Friday, Oct. 2	Foundations of Effective Governance - 8:30 am to 12:30 pm Setting Direction - 8:30 am to 12:30 pm

Course 2: Student Learning & Achievement / Policy & Judicial Review

Thursday, Oct. 1 Friday, Oct. 2	Student Learning & Achievement - 8:30 am to 12:30 pm Policy & Judicial Review - 8:30 am to 12:30 pm
Wednesday, Oct. 7 Wednesday, Oct. 14	Student Learning & Achievement - 8:30 am to 12:30 pm Policy & Judicial Review - 8:30 am to 12:30 pm
Thursday, Oct. 8 Wednesday, Oct. 14	Student Learning & Achievement - 8:30 am to 12:30 pm Policy & Judicial Review - 1:30 pm to 5:30 pm





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schedule | 2020

Course 3: School Finance	
Monday, Oct. 12	School Finance: Part 1 - 1:00 pm to 5:00 pm
Tuesday, Oct. 13	School Finance: Part 2 - 9:00 am to Noon
Tuesday, Oct. 27	School Finance: Part 1 - 1:00 pm to 5:00 pm
Wednesday, Oct. 28	School Finance: Part 2 - 9:00 am to Noon
Thursday, Oct. 29	School Finance: Part 1 - 1:00 pm to 5:00 pm
Friday, Oct. 30	School Finance: Part 2 - 9:00 am to Noon
Course 4: Human Resources / Collective Bargaining	
Wednesday, Oct. 21	Human Resources - 8:30 am to 12:30 pm
Thursday, Oct. 22	Collective Bargaining - 8:30 am to 12:30 pm
Thursday, Oct. 22	Human Resources - 1:30 pm to 5:30 pm
Friday, Oct. 23	Collective Bargaining - 8:30 am to 12:30 pm
Course 5: Community Relations & Advocacy / Governance Integration	
Monday, Sept. 21	Community Relations & Advocacy - 8:30 am to 12:30 pm
Tuesday, Sept. 22	Governance Integration - 8:30 am to 12:30 pm
Thursday, Sept. 24	Community Relations & Advocacy - 8:30 am to 12:30 pm
Friday, Sept. 25	Governance Integration - 8:30 am to 12:30 pm
Friday, Sept. 25	Community Relations & Advocacy - 8:30 am to 12:30 pm
Saturday, Sept. 26	Governance Integration - 8:30 am to 12:30 pm
Monday, Nov. 9	Community Relations & Advocacy - 8:30 am to 12:30 pm
Tuesday, Nov. 10	Governance Integration - 8:30 am to 12:30 pm
Friday, Nov. 13	Community Relations & Advocacy - 8:30 am to 12:30 pm
Saturday, Nov. 14	Governance Integration - 8:30 am to 12:30 pm



REIMAGINING SOCIAL CHANGE

A vibrant underwater photograph of a coral reef. The scene is filled with numerous small, colorful fish, primarily in shades of orange and red, swimming in the clear blue water. A larger, dark-colored fish is visible in the center-right. The coral reef structure is visible on the left side, showing various types of coral. The lighting is bright, suggesting a shallow depth near the surface.

THE WATER OF SYSTEMS CHANGE

JOHN KANIA, MARK KRAMER, PETER SENGE

June 2018


Foundations involved in systems change can increase their odds for success by focusing on less explicit but more powerful conditions for change, while also turning the lens on themselves.

“Systems change” is not a new concept, but increasingly leaders of foundations, nonprofits, and other influential social sector institutions are hailing it as a promising way to achieve greater impact. The idea has moved from activist and organizer circles to the forefront of discussions among foundation CEOs and is increasingly cited in philanthropy publications and conferences. Yet despite all the attention, and a long tradition of academic study, the concept and its implications for funders and grantees can still seem hard to grasp and apply. One reason the concept is so challenging may be captured by the following well-known story that goes something like this:

A fish is swimming along one day when another fish comes up and says “Hey, how’s the water?” The first fish stares back blankly at the second fish and then says “What’s water?”

As more and more foundations pursue systems change, foundation leaders are increasingly recognizing the water they have been swimming in all along. For all the excellent programs and nonprofit organizations foundations have seeded and scaled up, funders have rarely reached their ambitious goals for lasting change. Complex problems such as mass incarceration, educational disparities, and environmental degradation remain intractable due to myriad constraints that surround any specific program a foundation might fund. Constraints include government policies, societal norms and goals, market forces, incentives, power imbalances, knowledge gaps, embedded social narratives, and many more. These surrounding conditions are the “water” that many foundation leaders are exploring more deeply.

The first step in seeing the water is to illuminate the systemic forces at play. Grappling with this messy kaleidoscope of factors is a much different process than funding or managing a typical nonprofit program. It requires that changemakers look beyond any single organization to understand the system by identifying all of the actors that touch the issue they seek to address. One must then go further to explore the relationships among these actors, the distribution of power, the institutional norms and constraints within which they operate, and the attitudes and assumptions that influence decisions. These are the conditions that significantly impede or enable social change. As Social Innovation Generation (SIG) in Canada defines it more broadly,



systems change is “shifting the conditions that are holding the problem in place.” This is an evocative definition, but it also demands further exploration into what the conditions are and how they might be shifted.

Our hope with this paper is to clarify what it means to shift conditions that are holding a social or environmental problem in place. Many others have researched and written thoughtfully about systems change in great depth, and social activists at grassroots and national levels have been doing and using such analyses for decades. The framework we offer here is intended to create an actionable model for funders and other social sector institutions interested in creating systems change, particularly those who are working in pursuit of a more just and equitable future. In offering this contribution, we acknowledge that, as white males who are in the process of unpacking our own areas of privilege, our viewpoints inevitably come with blind spots. Over the course of writing this paper we benefited from the generous suggestions of many people who helped us to see dimensions in our ideas that we did not initially see ourselves. We offer special thanks to our equity consultants Sheryl Petty and Mark Leach at Management Assistance Group, FSG colleagues Veronica Borgonovi and Lauren Smith, and senior advisor Paul Schmitz for their unique contributions to improving this work.

Systems change is about shifting the conditions that are holding the problem in place.

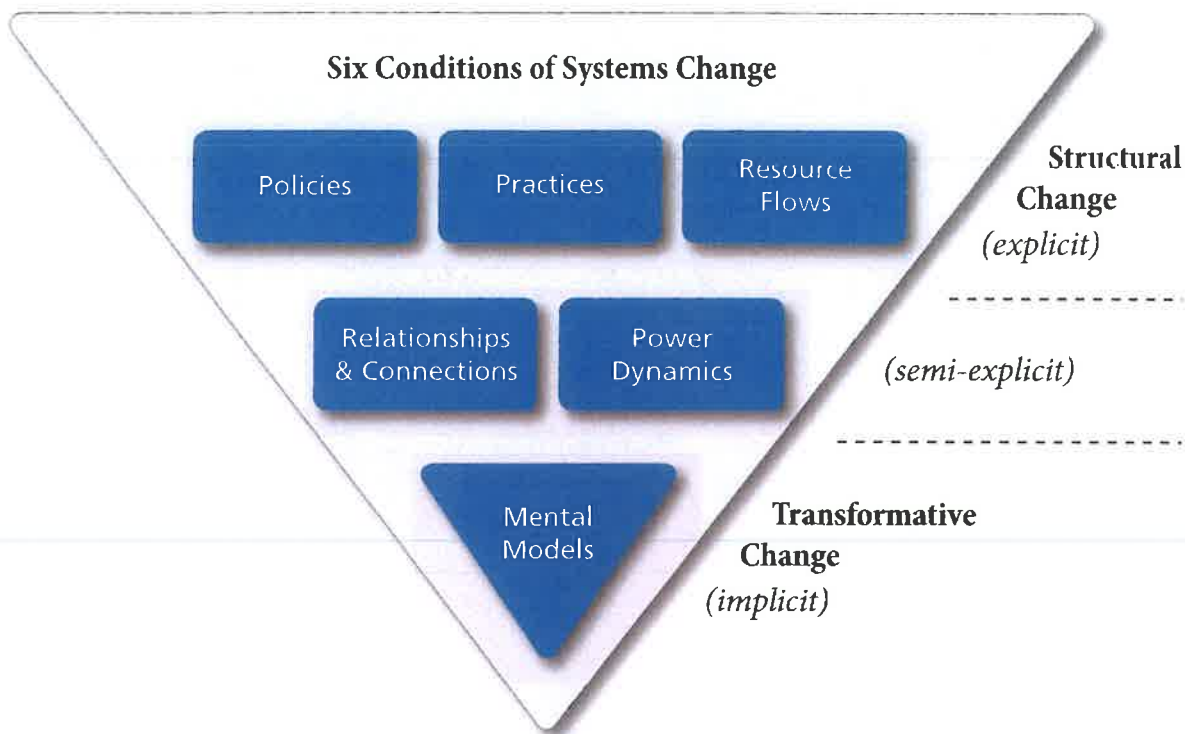
Six Conditions of Systems Change

Figure 1 shows six interdependent conditions that typically play significant roles in holding a social or environmental problem in place.¹ These conditions exist with varying degrees of visibility to players in the system, largely due to how explicit, or tangible, they are made to most people.

It is important to note that, while these conditions can be independently defined, measured, and targeted for change, they are also intertwined and interact with each other. The interaction can be mutually reinforcing (e.g., a change in community and legislator mental models may trigger a policy change). The interaction can also be counteracting (e.g., scaling effective practices

¹ The framework depicted here draws upon the extensive literature behind systems change and systems thinking. The six conditions we mention have been articulated in various ways by a variety of academics and practitioners (see, for example, *Building Ecosystems for Systems Change*, Social Innovation Generation, Foster-Fishman, P.G., & Watson, E.R. *The ABL Change Framework: A Conceptual and Methodological Tool for Promoting Systems Change*). Specific terminology and definitions for these conditions will vary from this article. Inspired by the well-known systems thinking “iceberg” concept and Donella Meadows’ body of work—for example, *Leverage Points: Places to Intervene in a System* (1999)—this framework also places systems change conditions at three different levels with respect to their visibility and their ability to transform a system. Our hope is that this depiction will support foundations and other social sector institutions in developing systems change strategies by illuminating key internal and external leverage points that support sustainable progress at scale.

FIGURE 1. SHIFTING THE CONDITIONS THAT HOLD THE PROBLEM IN PLACE



SYSTEMS CHANGE CONDITIONS—DEFINITIONS

Policies: Government, institutional and organizational rules, regulations, and priorities that guide the entity's own and others' actions.

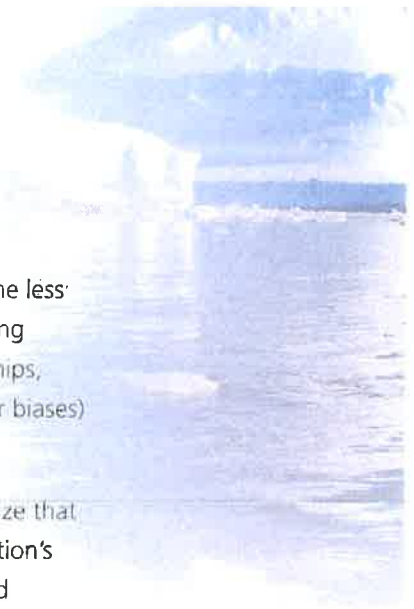
Practices: Espoused activities of institutions, coalitions, networks, and other entities targeted to improving social and environmental progress. Also, within the entity, the procedures, guidelines, or informal shared habits that comprise their work.

Resource Flows: How money, people, knowledge, information, and other assets such as infrastructure are allocated and distributed.

Relationships & Connections: Quality of connections and communication occurring among actors in the system, especially among those with differing histories and viewpoints.

Power Dynamics: The distribution of decision-making power, authority, and both formal and informal influence among individuals and organizations.

Mental Models: Habits of thought—deeply held beliefs and assumptions and taken-for-granted ways of operating that influence how we think, what we do, and how we talk.



may be thwarted by poor relationships between players in the system). Moreover, since the less explicit conditions are the most challenging to clarify but can have huge impacts on shifting the system, changemakers must ensure that they pay sufficient attention to the relationships, power dynamics, and especially the underlying mental models (such as racism and gender biases) embedded in the systems in which they work.²

As foundations consider the external dynamics of systems change, they must also recognize that this same water of systems change flows *within* their organizations as well. Any organization's ability to create change externally is constrained by its own internal policies, practices, and resources, its relationships and power imbalances, and the tacit assumptions of its board and staff. For example, foundations often distort the dynamics of social change through imposing arbitrary time horizons shaped by their governance processes rather than by any genuine understanding of the systems they seek to change. Funders also often embody traditional power dynamics based on wealth, race, gender, and status, which can limit their ability to support deep inquiry into such conditions externally.

In addition, funders cannot support efforts that run counter to their own mental models. The implications of this are daunting. To fully embrace systems change, funders must be prepared to see how their own ways of thinking and acting must change as well. Paraphrasing Gandhi, "You must be the change you wish to see in the world."³

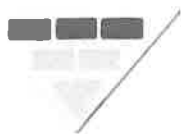
Bringing the lens of these six conditions to their work can help foundations both internally and externally improve their strategies for systems change, as well as the implementation and evaluation of their efforts. We'll explore each of these through the spectrum of the explicit to the implicit. We offer examples and ways of thinking about each condition, though it is important to note that many others have explored key areas such as power dynamics and mental models in much greater depth than we will here.

To fully embrace systems change, funders must be prepared to see how their own ways of thinking and acting must change as well.

² As the condition that we identify as least visible and most transformative, mental models are not necessarily "more causative" than other conditions, but changemakers are much less likely to shift other conditions—policy, for example—without shifting frames of reference at the mental models level. Both mental models and policy change are vital—as are all levels of structure; indeed, the only reliable way to know that shifts in mental models are in fact occurring is to see shifts in the other conditions. For example, what people say their assumptions are can differ from their assumptions in action. Said another way, we can only infer shifts in mental models through, for example, seeing the consequences of such shifts on things that are more visible, like policies, practices, and resource flows

³ In the recent white paper *Being the Change*, FSG highlights 12 internal practices that foundations are using to transform their impact. The report draws from conversations with 114 leaders and staff from 50 funders and 8 philanthropic services organizations to learn how foundations are adapting internal practices to enable increasingly ambitious and complex social change strategies.

Influencing the Explicit to the Implicit



THE EXPLICIT

Foundations, nonprofits, and other social sector actors have long worked at the first level of our inverted triangle to inform government policy, promote more effective practices, and direct human and financial resources toward their chosen goals. Changing these structural conditions can have powerful effects. The results are readily observable and can often be assessed through traditional evaluation and measurement techniques. But without working at the other two levels, shifts in system conditions are unlikely to be sustained.

Consider, for example, the Affordable Care Act (ACA) enacted during President Obama's administration. The ACA is one of the largest shifts in policy and flow of resources this country has seen in decades. Millions of people who were previously excluded from health care have gained access to it. The ACA included numerous financial components intended to change practice by realigning incentives for greater accountability for health outcomes. In short, the ACA created huge impact at the first level of systems change.

At the second level of systems change, the ACA helped catalyze stronger relationships between community and health providers as more attention is being paid to the social and structural determinants of health. However, the ACA has not yet significantly changed the relationships among key players such as providers, insurers, pharmaceutical companies, and patients. Nor has the ACA been successful in shifting power from corporate lobbyists, political parties, and congressional legislators to consumer and patient advocates.

Most fundamentally of all, the ACA's supporters did not successfully instill a new public narrative about why America's uninsured deserve access to health care or the ways in which broader

health care coverage strengthen the global competitiveness of the U.S. to benefit all citizens. A sufficient number of health care and public health advocates were galvanized by their sense of what the ACA had achieved to prevent the repeal of the ACA. However, without shifting the underlying mental models of a critical mass of lawmakers, corporate leaders, and the general public, the ACA's achievements and potential remain at risk.

A similar story can be told about the migrant crisis in Europe. When politicians increased the number of refugees that were allowed to enter their countries, they addressed practices, policies, and even provided financial resources for resettlement. Without promoting an accompanying narrative to win over the hearts and minds of their citizens, however, a fear of economic and security risks, along with a fear of the "other"

Shifts in system conditions are more likely to be sustained when working at all three levels of change.

(e.g., other religions, other cultures, other races), undermined successful resettlement and created a major political backlash in countries such as Germany, Italy, and the UK that threatens to reverse the political leaders' first-level changes.



THE SEMI-EXPLICIT

The same interdependencies operate at the second level of our framework. Shifting power dynamics and building relationships across sectors and political divides may feel especially threatening to foundations, but it is essential work in systems change.⁴ Transforming a system is really about transforming the relationships between people who make up the system. For example, far too often, organizations, groups, and individuals working on the exact same social problems work in isolation from each other. Simply bringing people into relationship can create huge impact.

Recent years have seen a growing interest among foundations in supporting comprehensive community change, collective impact, and other methodologies that build cross-sector coalitions, engage affected communities in shaping solutions, and bring an equity lens to the work. These efforts can begin to address both relationships and power dynamics. For example, the Road Map Project, a cradle-to-career collective impact initiative in south Seattle and south King County, worked to build relationships among school districts, funders, community colleges, early learning providers, youth development organizations, community activists, and others who were already deeply committed and working hard to make structural change in the system. The first phase of the work focused on building a common agenda and measurement system, reporting results, and developing a shared strategy. Dozens of organizations began to align and coordinate their efforts, and people from various sectors began to work together in ways they hadn't before. This was especially true in the south suburbs where poverty was skyrocketing due to the forces of gentrification at play in Seattle proper. This phase of work helped build momentum and contributed to many areas of solid progress such as a big increase

Transforming a system is really about transforming the relationships between people who make up the system.

⁴ Tools can help. For example, in their recently released *Systems Grantmaking Resource Guide*, Management Assistance Group and Grantmakers for Effective Organizations include a tool for mapping power. The tool's purpose is to identify opportunities and challenges for changing the power dynamics in a system (e.g., influencing those in power directly or creating the conditions needed for others to build power) in order to change the system. The authors describe how one grantmaker worked with Strategic Concepts in Organizing in Policy Education (SCOPE) to conduct a power analysis with grantees and stakeholders to understand the political landscape as it relates to a key determinant of education outcomes for elementary-school-age children: poor nutrition and diet. This mapping process led to a campaign to pressure the school board to change the vendor supplying school lunches, resulting in thousands of children receiving more nutritious lunches.

in high school graduation rates. However, community members voiced frustration that their perspectives were not being sufficiently incorporated throughout the process, and despite the progress, it was clear that racial disparities were not closing.

In response, project leaders embarked on a strategy revision. As part of the new direction, they decided to establish a new strategic leadership body for the project composed entirely of diverse leaders who come from the Road Map Project's communities. The original leadership group, composed of powerful systems leaders, stepped aside, acknowledging that this new Community Leadership Team could be a better mechanism for understanding the community needs and aspirations and could be a more potent force for change.

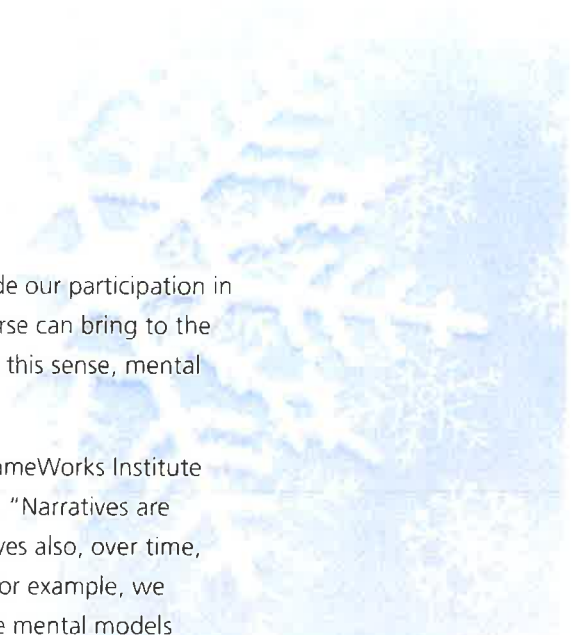
Or consider the importance of relationships within the system when the Conrad N. Hilton Foundation launched an effort to end chronic homelessness in Los Angeles. Permanent “supportive housing,” which combines a home with the social services needed to address the multiple disadvantages of the chronic homeless, has emerged as a promising solution. However, the mayor and city administration controlled housing, while the county agencies and board of supervisors controlled social services. The two levels of government had never worked together and, in fact, often blamed each other for the growing homeless population. As the Hilton Foundation brokered and built relationships across this divide, they brought together city and county staff who had never even spoken before. Ultimately, a joint plan was developed. The city agreed to issue a \$1.2 billion bond to pay for 10,000 new housing units, funded by a property tax surcharge, while the county agreed to a sales tax increase that would fund \$355 million annually in social services to accompany the housing. Without changing the relationship between these major players in the system, the problem may never have been addressed in such a meaningful way. The impact of the changed relationships that grew out of the foundation's work dwarfed its direct grantmaking dollars.



THE IMPLICIT

When it comes to seeing and talking about the water of systems change, the third level—mental models—poses the greatest challenge and, for many foundations, is the newest dimension of their work. Most systems theorists agree that mental models are foundational drivers of activity in any system. Unless funders and grantees can learn to work at this third level, changes in the other two levels will, at best, be temporary or incomplete.

Following in the footsteps of many national advocacy organizations that have been actively engaged in “changing the narrative” for some time, a handful of leading foundations have begun working on changing the narrative for the issues they address. The “narrative,” of course, is merely one visible embodiment of and influence on the underlying mental model. Our mental



models shape the meaning we assign to external data and events and guide our participation in public discourse. At the same time, external information and public discourse can bring to the fore one or more of the many different mental models each of us holds. In this sense, mental models and prevailing social narratives are interdependent.

Most systems theorists agree that mental models are foundational drivers of activity in any system.

“Mental models and social narrative work in a bi-directional way,” says FrameWorks Institute CEO Nat Kendall-Taylor. He continues, “Narratives are shaped by mental models, but narratives also, over time, shape the mental models we have.” For example, we have lately seen a powerful shift in the mental models associated with sexual harassment in the workplace. While most people likely had thoughts on what behavior was inappropriate or illegal, prevailing mental models played into sexual stereotypes that condoned shameless behavior, undermined the credibility of victims, and limited the mainstream media’s reporting on the topic.

These often unspoken social norms were highly visible to and understood by people most directly experiencing harassment, abuse, and assault, and often less “seen” and questioned by people not directly suffering from the current systemic conditions. We have seen these entrenched mental models begin to shift as women, particularly those in positions of relative privilege and influence, have increasingly used social media to share information and personal stories against a heightened political backdrop.

A new narrative of zero tolerance is emerging in public debate and, for many people, is shifting their own internal mental models. Although there has been no change in the laws and legal remedies available to prosecute abusers, this change in narrative has suddenly had profound consequences in shifting the line between what is and is not tolerated. It has also shed light on the implicit power dynamics that have often determined the way women are depicted by the media and entertainment industries as well as the barriers they encounter in all facets of society.

“Mental models and social narrative work in a bi-directional way. Narratives are shaped by mental models, but narratives also, over time, shape the mental models we have.”

— Nat Kendall-Taylor, CEO, Frameworks Institute

But how do you shift a narrative with a long history of legitimacy? As we will explore below, this is the domain of movements. Movements like Mothers Against Drunk Driving (MADD) in the U.S., have had a deep and lasting impact by making a recognized but somewhat tolerated problem unacceptable, such as by helping people emotionally connect to the perspective of a mother who lost a child to a drunk driver.

Whether a narrative actually shifts can depend on how an issue is framed and by whom. Consider the varying mental models that LGBTQ activists in the U.S. confronted in efforts to legalize gay marriage. When activists framed their argument based on the idea that same-sex couples should have the same rights as traditional married couples, they failed to connect with existing mental constructs in the wider population. After extensive research, some activists decided that the issue could be reframed to fit a widely accepted mental model that two people in love should be able to marry. Once the issue was reframed from one of “rights” to one of “love,” the advocates were able to mobilize enough popular support to achieve their objective.

Recognizing the fundamental importance of mental models to systems change can leave one either discouraged by their seeming intransigence or hopeful about the power of narrative to create change. For example, the Occupy and Black Lives Matter (BLM) movements put forth powerful alternative narratives to mainstream thinking. Both Occupy and BLM are in the early stage as movements, yet both have influenced mental models across the country. Occupy, though limited in accomplishing specific aims, established in the zeitgeist the frame of the wealthiest “1%,” which has remained a rallying point on the Democratic left and even on the populist right. This framing has the potential to emerge again with continuously widening income inequality. BLM changed the narrative on institutional racism and policing, an issue that has existed for generations and was often not believed by white leaders. The narrative shift, along with widespread engagement from thousands of affected people, has resulted in reforms in many police departments, such as body cameras and training in mental health crisis response, as well as new civil rights investigations.

Challenges to racial equity show up throughout all three levels of systems change.

In considering the three levels of systems change—explicit, semi-explicit, and implicit—it is important to note that challenges to racial equity show up throughout. There are inequities at every level of systems change that must be recognized and addressed—narratives that have racial under- and overtones; power dynamics that reinforce existing and, often, white power structures; relationships and alignments of systems that often neglect the leaders, organizations, and groups closest to the challenges; resource flows that benefit those with social capital and content expertise more than those with direct experience and context expertise; practices that support vulnerable communities but nonetheless still disadvantage people of color; regulations



that maintain systemic racism or are too complex for smaller, more community-based groups to navigate; and public policy that drives disparate outcomes.

Moreover, as mentioned earlier, each of the six conditions interact and are intertwined, perpetuating a system that can reinforce inequity and any “-ism” such as racism, sexism, or ableism. For instance, the mental models that individuals hold can create implicit biases through which they interpret and make sense of other people, ideas, and events. Historically, those who are in power have shaped the mental models of their constituents. Therefore, changing mental models often means challenging power structures that have defined, influenced, and shaped those mental models historically and in the present. Because the powers that be are often advantaged in defining the public narrative (i.e., history is written by the winners), this reinforces their power and the status quo.

The construction of Civil War monuments, which has received significant visibility recently as many city and state governments remove these statues, provides a case in point. Most of these monuments were not built immediately after the war's end in 1865. The vast majority were actually built between the 1890s and 1950s, which coincided with the era of Jim Crow segregation.

Typically, the story conveyed by those in power who erected the Confederate statues was that the statues symbolized virtue, sacrifice, and the nobility of leaders. This became the predominant mental model for many Americans and carried through to the present day. A competing narrative is that these statues were in fact constructed to glorify the Confederate cause of the Civil War and to maintain racism. The Equal Justice Initiative, Southern Poverty Law Center, and many other civil rights organizations and activists have effectively demonstrated this narrative.

As with most issues of race, the issue of Confederate statues remains unsettled across America. However, it is notable that the mental models of a number of people in power—specifically white people—have been changed. A case in point is Mayor Mitch Landrieu of New Orleans, who dismantled Confederate statues in New Orleans and who recently wrote the book *In the Shadows of Statues: A White Southerner Confronts History*. Mayor Landrieu's mental model has shifted during his time as mayor. He is now working alongside activists to, in his words, “gently peel from your hands the grip on a false narrative of our history,” by using his position of power to shift the mental models of others.

Changing mental models often means challenging power structures that have defined, influenced, and shaped those models historically and in the present.

Systems Change in Action: The California Endowment

As more foundations recognize that systems change, rather than individual programs or predetermined logic models, is their best hope for realizing their ambitious goals, they must reconstruct their strategies to attend to all three levels of systems change—explicit, semi-explicit, and implicit. And they must confront the very same conditions for systems change within the foundation that they are focused on changing externally. More important still, they must learn to see how the two are connected. To quote Bill O’Brien, a mentor for one of the authors, “The success of the intervention is based on the interior condition of the intervenor.”

Consider, for example, the way a systems change approach influenced both the internal and external actions of The California Endowment’s (The Endowment) billion-dollar, 10-year initiative “Building Healthy Communities” (BHC). This effort has focused on improving the health of young people in 14 of California’s communities most devastated by health inequities. As this initiative has been underway for a number of years and has completed several rigorous evaluations related to the effort, it can serve as a useful example of multi-level systems change.

The Endowment first initiated BHC in 2010 as a more conventional philanthropic effort by setting forth “Four big results, 10 key outcomes, and a logic model.” After receiving critical feedback from community residents, The Endowment revised the initiative’s goals to “building

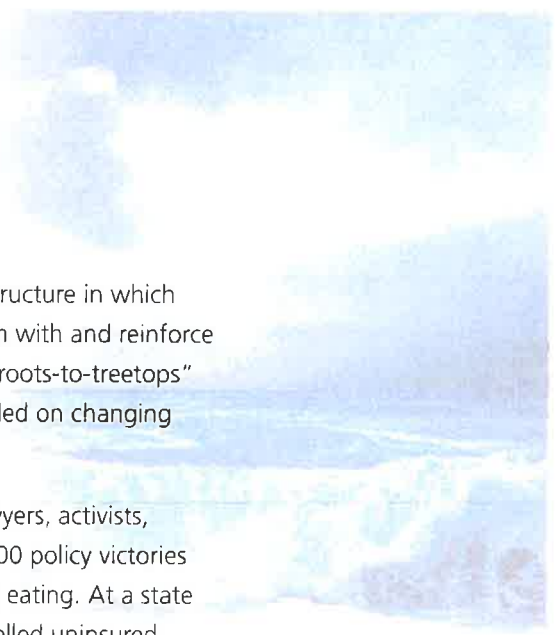
people power, implementing proven health protective policy, and changing the narrative about what produces health.”⁵ This more community-centric orientation also created better alignment with many years of existing community-building efforts.

This shift from imposing a predetermined strategy to focusing on building power and

voice within the community was the first profound internal change that The Endowment had to make. Program staff and board members had to accept that a different mental model of social change would produce better outcomes. The new goals also did not divide neatly into program areas, necessitating the development of new cross-departmental program teams.

Foundations must confront the very same conditions within the foundation that they are focused on changing externally.

⁵ Although only three of the six conditions are explicitly mentioned in its goals, The California Endowment has in fact worked on all six systems change conditions at the three levels



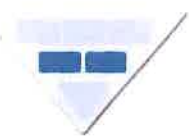
At the first level of systems change, BHC has set up a unique structure in which efforts to pursue policy change in BHC’s local communities align with and reinforce statewide efforts, enabling a more unified and powerful “grassroots-to-treetops” approach. Ultimately, changing policies at the first level depended on changing relationships and power dynamics at the second level.

The Endowment brought together diverse stakeholder groups, including lawyers, activists, politicians, and youth that had never worked together to score more than 100 policy victories in the first five years on diverse issues such as land-use planning and healthy eating. At a state level, BHC has advanced healthier school climate policies, educated and enrolled uninsured residents in the ACA and Medicaid expansion plans, successfully advocated for undocumented residents to have access to health care, and pushed for important criminal justice reforms.

Rather than hire experts to draft policy papers as The Endowment might normally have done, the BHC engaged youth as key changemakers, inviting them to sit on the BHC steering committee and to advise The Endowment’s president.

The Endowment has provided essential training to equip youth with leadership and public speaking skills, platforms for engagement, and stipends for youth to become actively involved. Thousands of youth showed up for school board hearings, something that had never happened before. As a Sacramento staffer said, “You can see the testimony of these young men impacting some of the decisions. It’s actually changing minds.” This new level of engagement also changed the way young men of color were perceived more broadly by community leaders and elected officials.

In terms of resource flows, BHC launched an innovative impact investing fund that attracted \$200 million in private sector capital to provide better access to fresh food for inner city residents. This too required a significant shift in foundation board and staff mental models and organizational structures to accept the use of investment capital as a new tool for social change.



At the second level of systems change, The Endowment’s work with diverse stakeholders, youth, legislators, and the private sector clearly changed relationships and power dynamics throughout their communities, putting racial equity more squarely at the forefront of all community policies, practices, and procedures.

“Plugging the voice of the community into the right kind of political power grid will do more to create health and wellness than any other single intervention.”

— *Building Healthy Communities Initiative (BHC)*

According to The Endowment, “Plugging the voice of the community into the right kind of political power grid will do more to create health and wellness than any other single intervention.” And when community members observed that program officers still held an uneven balance of power through their funding decisions, The Endowment responded by creating the Fund for an Inclusive California that handed grantmaking power to the community itself.⁶

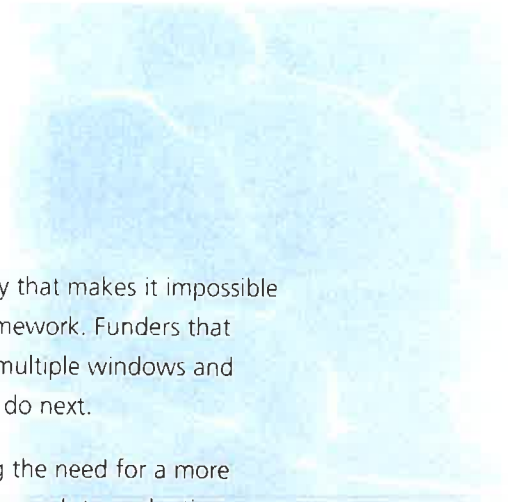


The third level of systems change—mental models—has also been a key focus in the BHC effort. The Endowment has worked intensely to change the narrative on expanded health coverage, improving students’ attitudes in school, and influencing communities to value crime prevention over incarceration. Reducing excessive school suspensions, for example, depended on establishing a new narrative among school principals. The Endowment highlighted research that showed the suspensions disproportionately affected young men of color, did not improve their behavior, correlated strongly with incarceration in later years, and ultimately cost the public an average of \$750,000 per student in lost lifetime taxes plus health and criminal justice system costs.

The Endowment also led a targeted media campaign to shift from a narrative of exclusion to inclusion with hashtags such as #FixSchoolDiscipline and #SchoolsNotPrisoners. At the center of each campaign were the actual voices and stories of those most affected by the issue at hand. This new narrative expanded the awareness of school administrators from focusing on short-term punishment to recognizing the longer-term consequences of excluding youth from school.

As The Endowment focused on the less visible, less explicit systems change conditions—relationships and connections, power dynamics, and mental models—staff and board needed to shift their mental models about evaluation.

⁶ Power dynamics can seem like a third rail for foundations, yet it’s critical for foundations to clarify their orientation to power because how a foundation approaches power affects its role as a change agent. Take, for example, the power dynamics between foundations and grantees. Based on research that included 54 foundations in 22 countries, Avila Kilmurray and Barry Knight posited that foundations fell into two types of groups: those that could be categorized as “power over” types and those that could be categorized as “power with.” “Power over” types stressed the importance with grantees of a proven track record, high organizational capacity, a clear theory of change, and the ability to produce outcomes. The “power with” types stressed the importance of a participative approach, connection to the grassroots and innovative approaches, and were put off by a theory of change. How these two types approached the notion of partnering with grantees was also notable. “Power over” foundations set their agenda and searched for grantees that could fulfill their intent. “Power with” foundations were comfortable following the lead of their grantees and allowing the agenda to evolve based on grantee experience. See Guinee, L. & Knight, B. (2013). “What’s power got to do with it?” *Alliance Magazine*.



Systems change occurs within a mosaic of constantly fluctuating activity that makes it impossible to determine “cause and effect” in the traditional linear evaluation framework. Funders that seek to track progress with systems change must gather data through multiple windows and from multiple players, keeping the focus on learning to inform what to do next.

Addressing the less explicit systems change conditions often requires a shift in a foundation’s mental model about evaluation.

Recognizing the need for a more nuanced approach to evaluation, The Endowment has used numerous methods that together provide the opportunity for pattern detection. These include work commissioned by local learning and evaluation teams, meetings to share best

practices, multiple independent in-depth reviews and case studies, “North Star” indicators, and longitudinal analyses of the healthy development of participating youth. Together, this set of activities has begun to reveal insights into if and how systemic conditions in BHC’s communities and across California are shifting in the direction of desired outcomes.

As the BHC example illustrates, it is critical for funders aspiring to systems-level change to reveal the ongoing mental models at play within their organization. Says Kendall-Taylor, “Foundation staff and boards often hold the same mental models as the public and wider culture. The same ways of thinking about race and equity, or even public services and individual deservingness, that keep progressive policy from capturing public support are at play within foundations themselves—shaping how grantmaking is done and the types of programs that are pursued.” Perhaps the most empowering action that foundations can take to change systems will come from changing the mental models of board members and staff as they delve more deeply into how systems change happens.

For funders aspiring to change systems, it is critical to reveal the ongoing mental models at play within their organization.

Building Capacity To See the Water

Attempting to foster systems change without building the capacity to “see” systems leads to a lot of talk and very little results. One does not learn to play the violin in a three-day intensive course. Real learning—developing a capability to do something we could not do before—demands deep commitment, mentoring, and never-ending practice. The same is true for capacity

building among collective actors such as performing arts ensembles or high-performing sports teams. This is no different when it comes to fostering systems change.

“I see a lot of people today advocating for systems change but going about it without systems thinking,” says Jonathan Raymond, president of the Stuart Foundation, located in San Francisco and focused on promoting the “whole child” in education. “When I got to the Stuart Foundation in the summer of 2014, it dawned on me that as a group of individuals we didn’t have the knowledge, skills, or tools to really pull it off. And our thinking about the work wasn’t explicit enough.” With external support, over the next six months Raymond worked to build his and his staff’s capacity to think systemically.


Eventually, the Stuart Foundation identified that one of its key approaches to operating more effectively would be building better relationships, specifically relationships with their partners. Raymond and his team realized that this had direct implications for the culture of the foundation itself. “When we surveyed grantees, we got dinged about how we didn’t really know our partners well. And so that helped us to focus on the importance of building deep, trusted relationships.”

Attempting to foster systems change without building the capacity to “see” systems leads to a lot of talk and very little results.

Over the past three years, Raymond and his staff have worked hard to “become better listeners” through a combination of regular staff retreats and ongoing coaching—learning how “the problems you see out there are connected to the problems in here.” Says Raymond, “There’s no systems change without organizational change and no organizational change without individual change.”

Gradually, the attention to relationships and mental models has extended into the Stuart Foundation’s grantmaking. In 2016, the foundation became the lead funder for a new Systems Leadership Institute. The institute focused on developing leaders from diverse roles (such as superintendents, NGO management teams, and state officials) into *systems leaders*—people who foster collaboration for systems change.⁷ Raymond says, “The whole idea was that we would test this approach out on ourselves, and if it started to stick, we would expose our grantees and partners. We’ve had four semi-annual sessions now, and about 90 percent of our partners and grantees attended at least one of those sessions. Some of them have come back two or three times with different team members.”

7 “The Dawn of System Leadership,” *Stanford Social Innovation Review*, 2015



“There’s a lot of thought about mental models, to really understand and to think about our broader work throughout the education system in California.” This has led to supporting a major systems change initiative within the Department of Education’s “Expanded Learning Division,” as well as a major labor management initiative. In the latter, the Stuart Foundation is partnered with the California Teachers Association, the School Board Association, and the Administrators Group in efforts that have involved over 100 school districts “to reframe the dynamic” in the relationships that exist at the local level between the teachers’ union and the district management team. “There are issues regarding collective bargaining,” Raymond says, “that tend to get stuck, and so much of that is mental model work, being able to get everyone in the room and, around the table, start to uncover how we’re thinking and how that thinking has been informed by our own experiences, and how we are best able to set aside judgment so that we can learn with and from each other. I think that has been really transformative.”⁸

Playing a bigger role in deep changes like this doesn’t just happen as a good idea. One needs to be in the mix with stakeholders, exploring shifting relationships, power dynamics, and mental models in one’s own ways of operating. The more one is in the mix, the more deeply one will be changed by the work. Raymond adds, “Be patient with it. It’s a long haul, this journey, and a lot of it is on the inside. As leaders, we have to be learners ourselves—we have to rethink, reinvent, and recommit ourselves. Are we willing to be vulnerable, and are we willing to go there? If not, I don’t think we’re going to achieve what is possible.”

The Water of Systems Change

In a world of polarized interests and accelerating disparities, the challenges of achieving equitable progress at scale against complex social and environmental problems have become all the more daunting. For some, the response has been to accelerate efforts to change explicitly visible conditions, and to do so quickly. But we argue that now is the time to focus even more on the implicit or less publicly acknowledged key systems change conditions to truly increase the lasting impact of your efforts.

⁸ An inspiration for this project has been the research by Saul Rubinstein that shows that “Where you have collaborative relationships amongst the adults in school districts, students perform at higher levels”—just as Tony Bryk had showed a decade earlier how, in over 100 public schools, “relational trust” improved test scores. See Rubinstein, S., & McCarthy J. (2010). *Collaborating on School Reform: Creating Union-Management Partnerships to Improve Public Schools*. School of Management and Labor Relations, Rutgers University, Bryk, A., & Schneider, B. (2002). *Trust in Schools*. American Sociological Association Rose Series

As the notion of systems change continues to ignite philanthropy's imagination, it is important to keep in mind that systems change, as a way of making real and equitable progress on critical social and environmental problems, requires exceptional attention to the detailed and often mundane work of noticing and acting on much that is implicit and invisible to many but is very much in the water. Making big bets to tackle a social problem without first immersing yourself in understanding what is holding the problem in place is a recipe for failure. On the other hand, bringing attention to shifting the power dynamics at play, identifying where people are

connected or disconnected from others who must be part of the solution, exposing the mental models that inhibit success in policy change, and investigating the ways in which the foundation's internal conditions help or hinder external aspirations—this is the nature of successfully changing systems. This is systems change.

Real and equitable progress requires exceptional attention to the detailed and often mundane work of noticing what is invisible to many.

About the Authors

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About FSG

FSG is a mission-driven consulting firm supporting leaders in creating large-scale, lasting social change. Through strategy, evaluation, and research we help many types of actors—individually and collectively—make progress against the world’s toughest problems.

Our teams work across all sectors by partnering with leading foundations, businesses, nonprofits, and governments in every region of the globe. We seek to reimagine social change by identifying ways to maximize the impact of existing resources, amplifying the work of others to help advance knowledge and practice, and inspiring change agents around the world to achieve greater impact.

As part of our nonprofit mission, FSG also directly supports learning communities, such as the Collective Impact Forum, the Shared Value Initiative, and the Impact Hiring Initiative to provide the tools and relationships that change agents need to be successful.

Learn more about FSG at www.fsg.org.



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REIMAGINING SOCIAL CHANGE

www.fsg.org

The Board Planning Calendar: What? Why? How? When?

The CSBA Board Planning Calendar is a governance tool developed to integrate the content of all nine modules of Masters in Governance (MIG), a very successful five day training program developed for Board members and Superintendents. The “MIG” program began in 1999 under the leadership of Davis Campbell, then Executive Director of the California School Boards Association (CSBA), and has been regularly updated and improved over the past ten years under the leadership of Vernon Billy, the current CSBA Executive Director. In the past 20 years, thousands of board members and superintendents from hundreds of school districts in California have learned to use this strategic governance tool to assist the governance team in implementing its roles and responsibilities.

What is the Board Planning Calendar?

A board planning calendar is not the superintendent’s “tickler file” but a clarification of the activities that the board/governance team would plan to fulfill its five major responsibilities with the primary goal of “success for all students.”

1. Setting strategic direction
2. Policy directions and program approval
3. Stewardship and support
4. Oversight and accountability
5. Community leadership

How can a board possibly keep track of all of these activities? Please visit <https://www.csba.org/en/GovernanceAndPolicyResources/EffectiveGovernance> to view/download the sample generic CSBA Board Planning Calendar under the Tools menu.

The calendar format is a template with the months of the year across the top (July to June) and the ten district functions or job areas, such as Student Learning, Finance, HR, down the left side of the calendar. Consider how this is helpful when for all of these job areas, because the board is tracking three “years” at one time: hearing reports of the success of last year, monitoring the progress reports for the current year and setting direction for the next year— as well as, visioning for the next 5 to 10 years!

Why is the Board Planning Calendar a critical governance tool?

A Board Planning Calendar assists the Governance Team to use the “moral imperative” as a foundation to drive the work of the district and to develop a team approach to fulfill individual and team Governance Mindsets.

1. **System Thinking:** encourages understanding of all elements of the organization
2. **Strategic Focus:** prioritizes activities to implement key strategic goals

3. **Deep Learning:** organizes opportunities for the Board to fully discuss key topics
4. **Managing Public Manner:** Board appears unified and builds public confidence

Numerous educational research studies support the conclusion that a Board who is “focused and functional” and “unified” will have a positive influence on student learning and achievement irrespective of district demographics.

How do we create our own Board Planning Calendar?

CSBA recommends that you to start with a “blank slate” to make sure the key issues to address in the district are calendared. Use the CSBA sample calendar as a template or create your own calendar based on your needs. There is always one “planner” on a Board and all Superintendents are planners, so a committee of two could be commissioned to create a first draft for Board review.

Following is a list of questions to help you get started:

What are the most important decisions we will make this year? Then backwards plan.

What are the Federal, State and local mandates that are required each year?

How can we monitor the success on each of the strategic goals during the year?

How can we plan for presentations about student programs as a top priority?

What are the many activities to plan to implement the five Board responsibilities?

How should we involve senior staff and community members in the calendar?

You will notice on the CSBA calendar sample there is a line across the top of the calendar named “Governance”. The Board needs to make it a priority to schedule activities for the Governance Team that build the capacity of the Governance Team to govern effectively such as conversation meetings, team building, long range planning, or community outreach. Research supports “Learning as a team”; it is one of the five most important conclusions from the Lighthouse Study.

When do we start?

How about now? Given the major issues facing education, it is very important for the Board not to get so involved in the one current issue of the day, that it distracts from all the Board work that needs to be accomplished. What can help you stay the course from vision to mission to strategic goals? A coordinated and articulated strategic tool called the Board Planning Calendar.

Board Planning Calendar Governance Tool Worksheet

Purpose: Analyze how the Board Planning Calendar can be a strategic planning tool to ensure effective governance by scheduling key activities of the Board to implement their five major responsibilities over the course of a calendar year.

Now What:

After reading the article above, analyze the sample CSBA Board Planning Calendar found at <https://www.csba.org/en/GovernanceAndPolicyResources/EffectiveGovernance> under the Tools menu.

Review each of the prompt questions. Generate written responses to each of questions in the space provided.

Five Responsibilities	Find at least one activity in the sample calendar for each responsibility
	Setting Strategic Direction
	Policy Directions and Program Approval
	Stewardship and Support
	Oversight and Accountability
	Community Leadership
Value Added	How could a Board Planning Calendar be of value to your district?
	Agenda Planning?
	Focus on strategic goals, particularly student learning?
	Orientation of new Trustees and / or candidates?
	Management of “3 years at a time” and future planning?
	PR tool to communicate the “unified work of the Board”?

<p>Can we create one?</p>	<p>Identify steps you would take to create a Board Planning Calendar for your district</p>
	<p>Build Board commitment to build one for your district?</p>
	<p>Board member and superintendent form a sub-committee to draft?</p>
	<p>Board workshop with superintendent and senior staff to review?</p>
	<p>Create protocol for regular and annual review?</p>
	<p>Board approval of calendar and protocol?</p>

The Board's Responsibilities in Finance

5-Provide Community Leadership Throughout

- Communicate the budget to all stakeholders in a understandable and user-friendly format
 - Advocate for school funding at local, state and federal level

The BOARD needs to COME PREPARED by . . .

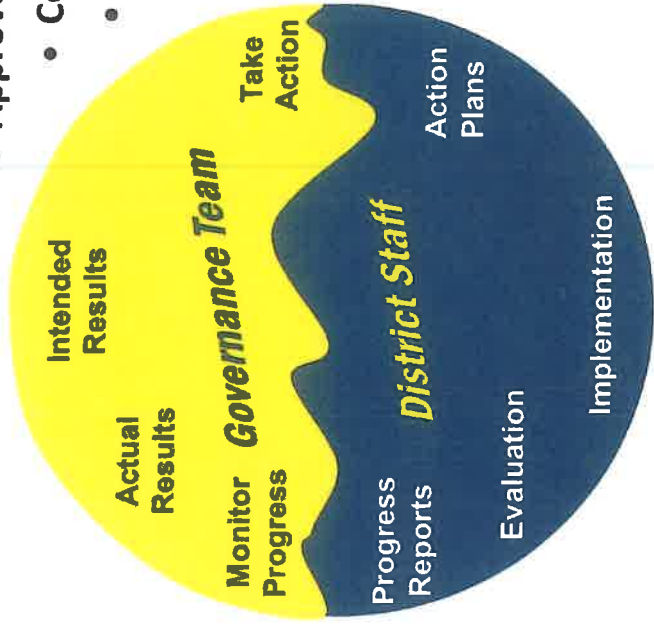
- Becoming informed on key financial issues at district, local, state, federal level
- Developing a working vocabulary of terms related to school finance

1-Set The Direction

- Operate as a unified governance team
- Develop budget priorities that reflect the vision, mission and goals of the district
- Approve budget objectives
 - Approve budget development process
 - Confirm budget assumptions
 - Review multi-year projections

2-Establish The Structure

- Approve budget priorities
- Approve calendar for budget development and implementation
- Select independent auditor
- Adopt budget
- Approve regular budget revisions
- Budget adequate business office support



4-Ensure Accountability

- Review COE letter
- Analyze year end reports and audit
- Approve and use interim reports to monitor budget status
- Review cash flow and trend analysis
- Ensure statutory requirements are met

3-Create A Supportive Environment

- Ensure staff has resources necessary to support budget
 - Communicate to staff

The Board's Responsibilities in Facilities

- Provide leadership during a bond election
- Engage community and stakeholders
- Report progress to community

The BOARD needs to COME PREPARED by...

- Understanding the need for facilities and/or equipment

4-Ensure Accountability

- Ensure comprehensive facilities plan is in place, update as necessary
- Monitor progress
- Review audit reports from bond oversight committee

1-Set The Direction

- Review district mission, vision and goals
- Review or determine components of facilities master plan

- Identify funding resources

2-Establish The Structure

- Approve facilities master plan and maintenance plan
- Identify and allocate resources – prioritize projects
- Consider financing options – support chosen solution
- For major building programs, approve facilities /finance team if recommended which may include (any or all): an architect, bond counsel, financial advisor, election consultant/demographer, bond underwriter, construction manager
- Provide adequate staffing for project management and accounting



3-Create A Supportive Environment

- Participate in board study sessions

Foundations of Effective Governance

THE CSBA EFFECTIVE GOVERNANCE SYSTEM

Citizen oversight of local government is the cornerstone of democracy in the United States. It is the foundation that has lasted through the turbulent centuries since our nation came into being. In their book "Time for Curriculum," Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airlines, prisons, forests, the military – every government function: all staffed by experts, without exception; and all governed by civilians."

Therefore, it is appropriate and necessary that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities as school board members, the largest category of elected public officials in the United States. Governing boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. School board members also provide accountability to the community.

How a school board governs is important. As the board fulfills governance responsibilities in the areas of vision setting, human resources, policies, curriculum, finance, judicial appeals, collective bargaining, and community leadership, the way in which boards perform the board role is critical. It is as important as what boards do in providing public oversight of the public school systems responsible for educating children and preparing them to be productive citizens.

Maximizing School Board Leadership – Boardsmanship

An American Imperative: Public Education - NSBA*

What public education in America means

- A tuition-free education for all students.
- The promise of equal educational opportunities no matter race, religion, or ability.
- A commitment to high standards and high expectations for all students.
- A system of governance that ensures public accountability.
- A benefit to society by teaching democratic principles and common values.

For many, the term public education conjures up the image of a neighborhood school that is open to all children in a community. As powerful as that image is, other characteristics also define public education and give even greater value to the unique role it plays in achieving and reflecting American ideals. Public education means a tuition-free, publicly funded system that must provide an education to each child in a neighborhood school within a publicly governed school system. The academic standards, the teachers and administrators, the values and methods of operation employed in these schools are all subject to oversight and direction by public policy-making bodies. The rights of students and parents are legally defined and are enforceable by the courts.

Public education means that a wide range of decision making resides at the community level through the operation of locally elected school boards and through other avenues of direct citizen participation in the schools. Public decision making also occurs through the election of state and congressional representatives, as well as the various publicly accountable agencies designated to carry out specific school functions.

Public education also means a system in which parents and the general public can obtain detailed information about their schools and be involved in school activities.

What would education and society in America be like if these principles weren't at the core of what is meant by public education? What if education were turned over to publicly funded schools that did not have to adhere to these principles? Which of these principles would be eliminated? Which children would be left behind?

Excerpt from: NSBA: "An American Imperative: Public Education" published in the Spring/Summer 2004 issues of NSBA's Policy Research Brief series.

Masters in Governance: Foundations of Effective Governance

Education for All in 21st-century America, education is the key to success. Only the public schools are legally required to accept and retain all students, no matter their race, no matter their religion, no matter their educational attainment, social class, family income, special needs, or personal characteristics. Only the public schools must guarantee that — within a legally enforceable range — the amount spent on each student will be equal from school to school within communities and across the state where those students reside.

WHO ARE SCHOOL BOARD MEMBERS?

School board members are locally elected public officials entrusted with governing a community's public schools. School board members have no individual authority, but serve as part of a three, five or seven member school board: a governing body that has collective authority.

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, a person may be elected or appointed to a governing board of a school district if they are: 18 years of age or older; a citizen of the state; a resident of the school district; a registered voter; and not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district in that county.

WHAT IS THE BOARD'S ROLE?

Local school boards play a crucial role in preserving our democracy, preparing our children to be productive citizens, and enriching the lives of our communities. School boards also strive to mirror the diverse democracies they serve as representatives of their communities. All school boards derive their power and authority from the state and, at the same time, all school boards generate "law" of their own by establishing the policies by which local schools are governed.

By overseeing public education and representing lay involvement, local school boards provide a structure for public accountability and a means for parents and the community to influence vital policy issues affecting schools. The school board

Masters in Governance: Foundations of Effective Governance

remains the tried and true governance mechanism for delivering excellence and equity in public education for all our children.

School boards deal with local educational conditions, and decide local educational policies. The board's power and authority are established in the California Constitution, the California Education Code, other California government codes, and in the federal constitution and federal regulations. School boards have the primary responsibility to conduct the business of a school district in public, or, as permitted by the California Open Meeting Law (The Brown Act), in executive session.

WHAT GOVERNING EFFECTIVELY MEANS

Private citizens, once elected to schools boards must work with other board members and the superintendent to keep all district efforts focused on student learning. Working as a group, the governance team, (the board and superintendent), leverage the efforts of the professional staff by:

- setting a direction for the district reflective of the community's wishes for its children,
- establishing a structure for action in the district,
- creating a supportive working and learning environment,
- holding the system accountable through mutually agreed upon mechanisms, and
- demonstrating community leadership.

Board members must respect the work that has taken place before they joined the board, the depth of effort that daily takes place in individual classrooms, and the commitment that has motivated each member of the board to dedicate a portion of his/her life to public service.

The demeanor of board members and the board as a whole sends as important a message to the public as do the actual decisions made by the board about the quality of leadership of the community's schools. When boards govern effectively, the chances of a climate for excellence being created in which students thrive increases dramatically.

WHAT IS UNIQUE ABOUT CALIFORNIA'S SCHOOLS?

In California, the public schools serve more than 6 million students – a collective student body larger than the total population of many other states. Over 5,000 school board members govern the more than 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. Approximately 40 percent of the state budget goes to support California's K-14 public schools.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades kindergarten through 12

Masters in Governance: Foundations of Effective Governance

– all overseen by local boards of education. California’s county offices of education are governed by county boards of education.

The school districts and county boards of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

EIGHT AXIOMS OF EFFECTIVE GOVERNANCE

1. Board members are part of a governing body with collective authority.
2. **All** children must be the priority.
3. Perceptions of demeanor have dramatic consequences and board members must act accordingly.
4. Diversity of style and perspective must be respected.
5. Board members must understand and operate within the board’s role and responsibilities.
6. Confidential information must be kept confidential.
7. Board members must strive to know district policies and guidelines and abide by them.
8. Being effective requires a commitment of time and energy.

WHY EFFECTIVE GOVERNANCE IS IMPORTANT

Board members do not have individual power or authority. Authority is only granted to the board as a collective body.

As a school board member we can’t ever be the boss. Even on our best night we only have one vote, and a majority of the votes of the board are required to give direction to the superintendent.

This means the board can only set a direction for a school district and ensure it delivers improved student learning to the community’s students when acting collectively. The board must come to agreement about the direction for the school system and provide credible community leadership for public education.

Effective governance can increase the governance team’s ability to utilize the critical leverage points board members and superintendents have and can use to govern the community’s educational system.

How a board governs – board members’ relationships with each other, with the superintendent, other district staff and with the public – has a profound impact on a board’s effectiveness, and on the ability of staff and students to succeed.

Masters in Governance: Foundations of Effective Governance

Governing effectively enables the board to create a climate for excellence that elicits the best effort from staff.

When board members and the superintendent work well together, a climate of trust and confidence is created which enables staff members to feel supported and positive about the district's future, encouraging them to work as hard as possible at supporting students in their quest for learning.

Effective governance keeps the focus on improved student learning.

Not deterred by dealing with the fallout of nonprofessional behavior, the governance team is able to devote energy to moving the school district toward achieving the district vision for student success.

Boards who govern effectively elicit support from the community.

A community that observes a school board and superintendent acting professionally, with integrity and respect for each other, and with a joint undeterred focus on improving student learning and achievement for all students will have confidence in the leaders of the school district and provide much needed public support for the community's schools. Student achievement is enhanced when schools have community support reinforcing the efforts of the district staff.

Lack of confidence in leadership ultimately limits the education of students. Board members must conduct themselves in ways which engender confidence and trust.

True accountability is possible only in districts where authority is clearly defined.

Authority is clear only when boards set the direction for the district, provide resources and a supportive framework for the efforts of the professional staff, and hold all district staff accountable through mutually agreed upon policies and mechanisms. Individual board members who attempt to evaluate people or programs cause confusion within the school system, and may open the district to legal problems.

WHY THINK ABOUT GOVERNANCE?

"Each of us must come to care about everyone else's children. We must recognize that the welfare of our children and grandchildren is ultimately linked to the welfare of other people's children. After all, when one of our children needs life-saving surgery, someone else's child will perform it. If one of our children is threatened or harmed by violence, someone else's child will be responsible for the violent act. The good life for our own children can be secured only if a good life is also secured for all other people's children."

-Lillian Katz, International Leader in Early Childhood Education

Defining the Leadership Role of School Boards in the 21st Century*

School boards today govern a system that has higher and higher expectations for its students, that must address a tremendous diversity of student needs, and that by and large is inadequately funded. Furthermore, the full complement of the nation's social, economic, and environmental ills appears at our classroom doors in one form or another. Maureen DiMarco, former Secretary of Child Development and Education for California, and a former school board member, described the complexity of the school board member's job in her Southern California school district:

Take another look at what a school district and school board are: My colleagues and I were the members of a five-member board of directors of a \$190 million annual corporation.... We were responsible for 4,500 employees at 67 different plants. We negotiate annually with four - count them - four different unions. Our plant managers manage four to five times the number of employees that [private sector] managers manage. We're responsible for 38,000 units of production on an annual basis, but we have a 13-year production cycle, rarely with any of those products staying within our company for the entire length of time. We have no control over our raw materials. We have to take all of them in the numbers in which they arrive and in the condition in which they arrive, and all of our products go out to the marketplace because we have no backroom in which to discard our flawed or damaged merchandise.

Incidentally, on the side, we operate the second largest transportation agency in the county. We serve 22,500 meals a day. We operate, if we're lucky, on a 2 to 3 percent fiscal margin. We have more regulation than the worst nightmare of a corporate attorney, and we're required to provide supervision in over 89 languages.... I dare you to try to operate a California business in the manner in which we operate our public school system.

In order to perform the job described by DiMarco, the contemporary school board member must command a deep understanding of governance in all its complexities. However, even mastery of content is not enough. Board members must also carry out their responsibilities in an extremely difficult, politically charged environment. They are expected to confront the community's economic and social problems as they are reflected in the classroom, rise above political pressures, and govern in a highly ethical and professional manner. The responsible exercise of power within the authority granted by law is the ultimate challenge to any individual board member.

* Excerpt from: *Defining the Leadership Role of School Boards in the 21st Century*, Davis W. Campbell, Diane Greene, authors / *Phi Delta Kappan*, Volume: 75. Issue: 5., 1994

Masters in Governance: Foundations of Effective Governance

About the _____ SD Board of Education

We are a (three, five, seven) Member Board of Directors of a \$ _____ million corporation.

Members are elected (or appointed) to fulfill four-year terms and are responsible to more than _____ shareholders.

The Board assumes responsibility for the education of _____ students during a _____ year education process.

We provide public oversight of the education of students who are not required to begin with us in (Kindergarten, seventh, ninth grade) or to remain within our district through the (sixth, eighth, twelfth) grade.

We oversee the education of students who speak more than _____ primary languages other than English, and who come to us with a wide variety of backgrounds and readiness for school.

The Board is responsible for more than _____ classified and certificated employees at _____ different facilities that are all maintained by district staff.

We negotiate annually with _____ employee unions.

Our percentage of managers (administrators) to other staff is _____. Our managers manage four to five times the employees that private sector managers manage.

We provide for BEFORE (list) and AFTER (list) school programs for _____ students.

We serve _____ meals to students and staff every day.

Provides transportation to and from school daily to _____ students.

Prospective board members are not required to have any specific skills or knowledge in order to seek a school board position.

An American Imperative: Public Education

1. *What are the five guiding principles behind the concept of public schools in the United States?*

1)

2)

3)

4)

5)

2. *What would education and society in America be like if these principles weren't at the core of what is meant by public education?*

3. *What if education were turned over to publicly funded schools that did not have to adhere to these principles?*

4. *Which of these principles would be eliminated?*

5. *Which children would be left behind?*

CSBA's Online Learning Center

New Courses

Board Self Evaluation

A Key to Effective Governance

Effective teamwork starts with knowing how your team works. The practice of undergoing a board self-evaluation can support your board's efforts to be an exceptional governance team. In this dynamic training, you will learn why self-evaluations are an important step in helping your board achieve effective governance — in addition to finding out how to move this reflective process forward with your own board. Information and resources, including CSBA's newly revamped online tool, will also be shared.

English Learners in California Public Schools

An Introduction for Board Members

California's students bring a number of assets to the classroom, including the fact that 42% of students speak a language other than English in their homes. This module will help trustees understand key issues related to supporting students identified as English learners (ELs). Within the lesson, participants will learn:

- » The definition of "English learner"
- » The diversity of students who are identified as ELs
- » The three core responsibilities of local educational agencies in serving students who are ELs
- » Ways local educational agencies can better serve their EL students
- » Questions board members should consider when making decisions that will impact EL students

With 20% of California's students currently eligible for EL services, trustees will find this module covers the landscape of EL education in the state, along with key strategies they can use this knowledge to support multilingual students.

Ethics: Module 2

Laws related to Perquisites — Laws against Bribery, Laws related to Gifts, Loans, Behested Payments, Honoraria Ban, Misuse of Public Funds, and Mass Mailing Restrictions

Module 2 covers all laws relating to claiming perquisites: these include laws against bribery, limitations on the receipt of gifts, the honoraria ban, limitations on loans, misuse of public funds, prohibitions against gifts of public funds, and mass mailing restrictions.

Ethics: Module 3

Laws related to Transparency

In Module 3, discover the laws related to transparency. These include the economic interest disclosure under the Political Reform Act (Form 700), the Brown Act and the Public Records Act.

School Start Times

Preparing to Implement Senate Bill 328

Senate Bill 328, signed in October 2019, is the first statewide-level policy to be passed in the U.S. requiring later start times for middle schools and high schools. Beginning with the 2022-23 school year, all non-rural middle schools in California must begin the regular school day no earlier than 8 a.m., and non-rural high schools no earlier than 8:30 a.m. In this session from the 2019 Annual Education Conference and Trade Show in San Diego, CSBA Governmental Relations and Legal staff present on the specifics of the bill and the unanswered questions that still remain about the new law, while CSBA Communications staff discuss the importance of strong community engagement as schools prepare to make the necessary changes to their bell schedules. At the end of the session, staff hears a variety of questions and comments from several CSBA members in attendance.

New Learning Resources

Early Learning

An extensive body of research underscores the importance of early learning to positive academic, economic, and health outcomes for children. The briefs included in this collection provide an overview of the evidence about the impact of high-quality early childhood education programs, the key elements of effective programs, and the various public ECE programs available to California's children. The briefs also outline funding options for preschool programs in California and highlight evidence about the need to expand preschool access. Finally, this collection offers strategies to strengthen and expand district preschool programs, including examples from districts and county offices of education that h

The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research

This collection of resources explores how trustees can govern in a way that supports improved learning outcomes for students in their communities. Participants will find CSBA's report, *The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research*, which outlines six research-based factors that support district improvement. Board members will learn how trustees can support each of these factors. The report also summarizes research about board member professional development, as well as board member roles and relationships.

Also included within this collection: a brief that summarizes the full report, along with a PowerPoint presentation. This slide show can be used to guide discussion in a special board study session about the unique role of school board in supporting student achievement.

STEM

In the past decade, California has made significant changes to science, technology, engineering, and math instruction, otherwise known as STEM. In particular, the Common Core Mathematics Standards and the Next Generation Science Standards (NGSS) were designed to prepare students for college and careers, as well as informed citizenship. To help CSBA members, this collection of resources designed specifically with the trustee role in mind, including:

» Videos

- › An introduction to NGSS
- › Professional learning options that support NGSS instruction
- › Supporting NGSS as board members (with a focus on CTE programs)

» Governance Briefs

- › An overview of NGSS and issues related to standards implementation
- › Career Technical Education for STEM fields
- › Curriculum adoption for NGSS for Grades K-5
- › Family engagement for Common Core Math
- › Adopting equitable math placement policies



Masters in Governance

COVID-19 UPDATE

All in-person MIG trainings are cancelled until further notice. We apologize for the inconvenience but given the current global pandemic and conditions in California surrounding COVID-19, we feel this measure serves the best interests of members and staff. We will continue to monitor the situation closely to determine when we may be able to resume in-person trainings.

In the meantime, we are happy to announce that MIG has gone virtual! Download the virtual schedule here.

We hope to see you virtually and look forward to providing you with this best-in-class training on school board governance.

CSBA's Masters in Governance program equips board members and superintendents with the knowledge and skills to build and support an effective governance structure.

The retooled program includes the same core governance principles that have made it the standard for board member professional development across the country but with an accelerated timeline, convenient format and program flexibility for busy professionals. The program allows you to complete the program at your own pace.

When you register for one of the five courses, you'll have access to materials and useful handouts to share with other members of your governance team via My CSBA at www.csba.org. Each course will have pre-course assignments which need to be completed prior to attending the full-day course.

Program modules are offered at various locations statewide throughout the year, allowing participants the flexibility to choose where and when to attend.

More than 2,000 board members and superintendents have participated in CSBA's highly-acclaimed Masters in Governance program. Ninety percent of graduates strongly recommend this program for governance teams; and more than 80 percent reported that the overall program gave them the knowledge base needed to perform their governance responsibilities.

- Course 1: Foundations of Effective Governance | Setting Direction
- Course 2: Policy & Judicial Review | Student Learning & Achievement
- Course 3: School Finance
- Course 4: Human Resources | Collective Bargaining
- Course 5: Community Relations and Advocacy | Governance Integration

**Gravenstein Union School District
Facilities Report October 2020
Prepared by: Brian Sposato**

Covid-19: We have received two backpack electrostatic sprayers (one for Gravenstein, one for Hillcrest), and have deployed them into action to disinfect areas and classrooms. We have been pleased with how they put a consistent layer of disinfectant and they make the process go a lot quicker than when using traditional methods. The technology works by giving a positive charge to particles being sprayed which allows the product to cling and wrap around surfaces being sprayed. As a result we end up using less product, and be much more efficient. We are waiting on two additional handheld sprayers which will be great for maneuverability and quick disinfection. We anticipate getting those units this month. We have also begun to install wall mounted hand sanitizer dispensers in classrooms and other common areas, to supplement our portable pump bottle supply.

Hillcrest Heat Mitigation Project Planning: The district facilities committee had a meeting with our architectural firm, QKA along with two of their mechanical and energy consultants and presented findings and observations of the current layout of Hillcrest, and presented some ideas to lower the heat envelope for buildings A and B, with a sustainable approach. The biggest item will be doing a cool roof system which will work by reflecting the sun rays instead of absorbing them. Other ideas were ways of tempering air coming into our HVAC systems by cooling the outside air which would be helpful on the hot days. Additionally, we discussed the exterior windows, our stucco panels (painting them a lighter color for better reflective properties, or possible removal to another product for better thermal value). We also looked at the possibilities of using green spaces to help shade our buildings and also would give better aesthetics to the campus. Another insight would be painting our blacktops surrounding the classrooms a light reflective color which would also shed some heat. Also, in the presentation we also looked at the current COVID situation, and looked at some possible air purifier products that could be incorporated into our classrooms.

We were happy with the ideas and information that they had to share and proposed and they were very receptive to feedback we had. The next step is figuring out from our list of mitigation ideas is to see what cost estimates to implement would look like and from there prioritize our needs and go for the best cost effective approach, so we can define the scope of this project.

Memorandum of Understanding


**Tobacco-Use Prevention Education Program
Sonoma County Office of Education
July 1, 2020 – June 30, 2021**


This Memorandum of Understanding stands as evidence that the Sonoma County Office of Education (SCOE) and Gravenstein Union School District (GUSD) intend to work together, in accordance with the Tobacco-Use Prevention Education County Technical Assistance grant. The focus of this collaboration is to enrich staff, student and family education and support resources. To this end, each agency agrees to participate as follows:

1. The Sonoma County Office of Education will:
 - Collaborate with Gravenstein USD around TUPE education and support that can be provided both in-person and virtually (during distance learning).
 - Provide administrative oversight of the TUPE County Technical Assistance grant.
 - Comply with all state requirements for grant evaluation reporting.

2. Specifically, Gravenstein USD will receive \$45,000 of TUPE grant funding to fund .5 FTE of a certificated staff position that would be responsible for the following activities:
 - Insure that district complies with all requirements for Tobacco-free Certification
 - Annually, review district Board Policies and Administrative Regulations related to tobacco-use prevention. Insure that they are up to date and include language related to vaping and electronic cigarettes.
 - Administer the CA Healthy Kids Survey at least every other school year, and participate with SCOE in analyzing data and then disseminate it to the school community, broader community, and agency partners. Create a format for sharing the survey data with the community,
 - Provide documentation, invoices, and data to SCOE in compliance with fiscal services cut-off deadlines.
 - Review existing TUPE curriculum, including the Stanford Tobacco Education Toolkit. Using existing resources as a starting point, create 8-10 lessons per grade level that are standards-based and accessible in both distance learning and traditional models.
 - Incorporate into the lessons, parent/guardian engagement activities (at least 4).
 - Incorporate as part of the instructional activities an assignment that encourages students to create a PSA related to tobacco-use or vaping prevention. Develop a school-wide, district-wide, or county-wide contest related to student developed PSA's.
 - Increase opportunities for staff of GUSD and surrounding districts to engage in professional development activities related to topics such as TUPE, trauma-informed practice and youth empowerment.

We, the undersigned, as authorized representatives of Sonoma County Office of Education and Gravenstein Union School District, do hereby approve this document.

 _____ 9/22/2020
Date
Jenny Snyder
Deputy Superintendent
Sonoma County Office of Education

 _____ 9/22/2020
Date
Dave Rose
Superintendent
Gravenstein Union School District

SEL

Summary Notes from 8/17 & 8/18

Red Flags & When to Refer



Red Flags

- Sudden Change in Behavior/Temperament
- Extreme Sensitivity/Shyness
- Prolonged sadness/hopelessness
- Sudden drop in grades/effort
- Loss of interest in things they enjoyed
- Social Withdrawal
- Unnecessary Anxiety
- Poor Hygiene/ Always Hungry
- Aches/Pains/Sleep Patterns - "I don't feel good!"



Immediate Referrals

- Mandated Reporting
- Clusters of Red Flags
- Red Flags persisting over a long period of time
- Things interfering with the child's ability to function

ACEs



The Fight, Flight, & Freeze part of our brains is the fastest to respond when the brain is under stress. When there is high stress and trauma within an individual, they are less likely to obtain and retain information.

Studies have shown when there is a positive connection between student and teacher/staff, student is more likely to be motivated to learn and succeed.

Fellow teachers' tips for **Helping Students feel Motivated**



- Rewards/Positive Reinforcement
- Virtual Token Economies
- Supportive peer connections
- Flipgrid-Mini social media for students to share and appreciate each other
- Have Fun with it!
- Letting students know you're there for them and they can rely on you, even if you're not in the same room
- Positive affirmations & good attitude
 - Being excited about things to help spread your enthusiasm
- Being okay & open about mistakes- it's something we all do (Growth Mindset)
- Replying quickly when kids reach out when possible so they don't sit with the negative feelings connected to why they are reaching out

Reflections from Last Year (Tips for Success from your Past Selves)



- Build-In well-being and mindset check-ins
- Use Morning Group Activities to Start the Day
 - 'Scavenger Hunts'
- Provide Opportunities for Student Self-Reflection & Goal-Setting
- Use Self Care 'Assignments' to assign them to support themselves
- Hold Office Hours and set aside time for individual connection, but be clear about what the office hours are for
- Teach kids about Size of Problem & Mindfulness to support them in logical thinking and coping skills
- Divide the day and work-time into chunks 45>min to support your & the kids' ability to focus
- Set expectations for etiquette prior to group conversations
- Focus on quality, not on quantity to keep burn-out low for you and your class
- Communicate with families to let them know what to do if they're experiencing issues
- Keep it simple- sometimes good enough is good enough; don't demand perfection from yourself if you wouldn't demand it from someone else



Put your oxygen mask on first

Gravenstein Elementary Distance Learning SEL Preferences







Help me help you by letting me know what you'd actually be interested in!

I'm wanting to create an SEL support system for you all for Distance Learning, but since I know you all do so much SEL in your classes already, I wanted to take a survey to understand what you all feel would and would not be helpful!

1. What Grade Level do you teach?

2. Are there any specific SEL topics for which you would be interested in having more information or access to resources on (if so, what are they)?

3. Rank in order of what you feel would be most helpful, out of these Distance Learning SEL options Gravenstein :)

-  A Gravenstein-specific **Google Classroom** for K-5 for **Teachers** to access and utilize various resources, containing teacher-tailored SEL activities/materials/websites/recommendations, community referrals, second step reminders, webinars, etc
-  A Gravenstein-specific **Google Classroom** for K-5 for **Parents** to access for themselves, containing parent-tailored SEL activities/materials/websites, community resources, and webinars, etc
-  Videos of Ms. Cole giving a *general* introductory transition that you can be played prior to your teaching a Second Step Lesson- note: these would be the same across grade-levels
-  **Emailed** Second Step Reminders and Webinar Information, with access to a community resource list, shared out to teachers and posted for parents on the Gravenstein Website
-  A renovation of the Counseling section of the **Gravenstein website** to include resources and SEL activities for families to access
-  **Google Drive** Shared to **Teachers** Containing various forms- Referrals, SST/504, Requests for Consultation, etc

4. As a teacher are you more likely to

- Click resources that are emailed out to you
- Check a Google Classroom for resources to utilize in your class
- Feel like you have enough resources, but want ways for them to be more available for families without them going through you

5. How likely is it your students' parents will check an SEL Google Classroom?



Other (please specify)

6. How likely is it your students' parents will check an SEL Webpage/Website?



Other (please specify)

Classroom, Counseling, or Office?

Classroom Supports

- a. **Proximity Control**- move closer to the student but avoid invading personal space
- b. **Redirect**- if appropriate, attempt a non-verbal redirection
- c. **Restate/Remind student of expectations** (e.g., Remember we always _____ in the hall)

Set Clear Limits/Offer Choices

I need you to _____ or _____
 When you _____, then _____
 If you _____, you will have to _____

**Limits should be simple and clear. Also, consider your volume and tone. Give time to process.

Implement an appropriate Intervention/Strategy (see classroom interventions list and consider your management plan)

document as needed to provide support for any future meetings needed

Did the Behavior Improve?

Yes

No

Recognize and Reinforce
 Positive/Corrected Behavior.

Re-evaluation of Behavior
 Consultation, SST, or other referral needed (in-school or community resource)

Classroom	Counseling	Office
Calling Out Difficult with Transition (school/class) failure to follow direction failure to return papers gum/candy inappropriate language littering distracting noise misuse of school property name calling not having materials not telling the truth off-task behavior out of seat/area refusal to comply running tardy to class	Self Harm Consistent Sadness Clusters of Red Flags Sudden Severe Red Flags Red Flags that maintain Excessive bullying frequent mood swings alcohol/drug use pre-existing mental health suicidal ideation homicidal ideation strong anger consistent sadness, depression, anxiety regression self isolating stressors in home environment major transitions (foster youth, homelessness, etc)	Assault Bullying Cell Phone Destruction of Property Fighting/Inciting a fight Truancy Disorderly Conduct Dress Code Violations Drug/Alcohol Possession Excessive Tardiness Failure to report to teacher/admin gambling harassment insubordination theft/robbery staff assault trespassing weapon possession

*these lists are examples, not to be taken as complete lists

Suggested Tier 1 Interventions & Strategies

Consequence Strategies

- Student Conference
- Reflection Sheet
- Change Seat
- In-Classroom Break/Time-out
- Time out/Break in Buddy Classroom
- Loss of Privilege
- Positive Consequence (They are responsible for making it right- they make a mess so they clean the mess)
- Call/Note/Email to Parent

Proactive/Prevention Accommodations

- Teach, Reteach, and Model Respectful, Responsible, and Safe Behavior
- Use a visual schedule
- Use a timer/visual timer
- alternative seating
- cool-down area
- post reminders
- encourage peer support
- verbally praise appropriate behavior
- reward appropriate and positive behaviors
- Teacher-Counselor Consultation

Teacher/Staff/Student/Parent utilize Tier 1 support systems and information gathering prior to any referrals (i.e. in-class SEL, parent phone calls/communication, student check-ins, etc.) monitoring for severe red flags, red flags maintaining over a long period of time, or clusters of red flags

START HERE - TIER ONE SUPPORTS

CONSULTATION

emergency

REFERRAL FORM

Teacher/Staff/Student/Parent is concerned about behavior or emotional issues i.e.

- Stress
- Sadness
- Feeling Anxious

Unless given parent/student consent non-emergency information is kept confidential

IMMINENT DANGER

Do NOT wait!

Go directly to Student Support Staff and consult with CPS or other organizations as needed, Please do not leave students in crisis alone

The following crises require immediate intervention: suicidal ideation, self harm, threat to harm others, suspected child abuse/neglect

NEEDS ASSESSMENT

Referral source will be notified of level of care within business days

Counselor reviews form to determine appropriate levels of support i.e.:

- Individual Counseling
- Restorative
- Family Meeting
- SST/SpED/504

Referral source will be notified of closing

END OF SESSIONS

End of counseling sessions & determination of need for additional services

INTERVENTION

- appoint case manager
- continue assessment
- identify 1-2 goals
- complete 6-10 sessions

Interventions for students in crisis will be determined in collaboration with service providers

REFERRALS

Connect student/parents with additional services i.e.

- release of information, monitoring
- therapy
- parent classes
- etc.



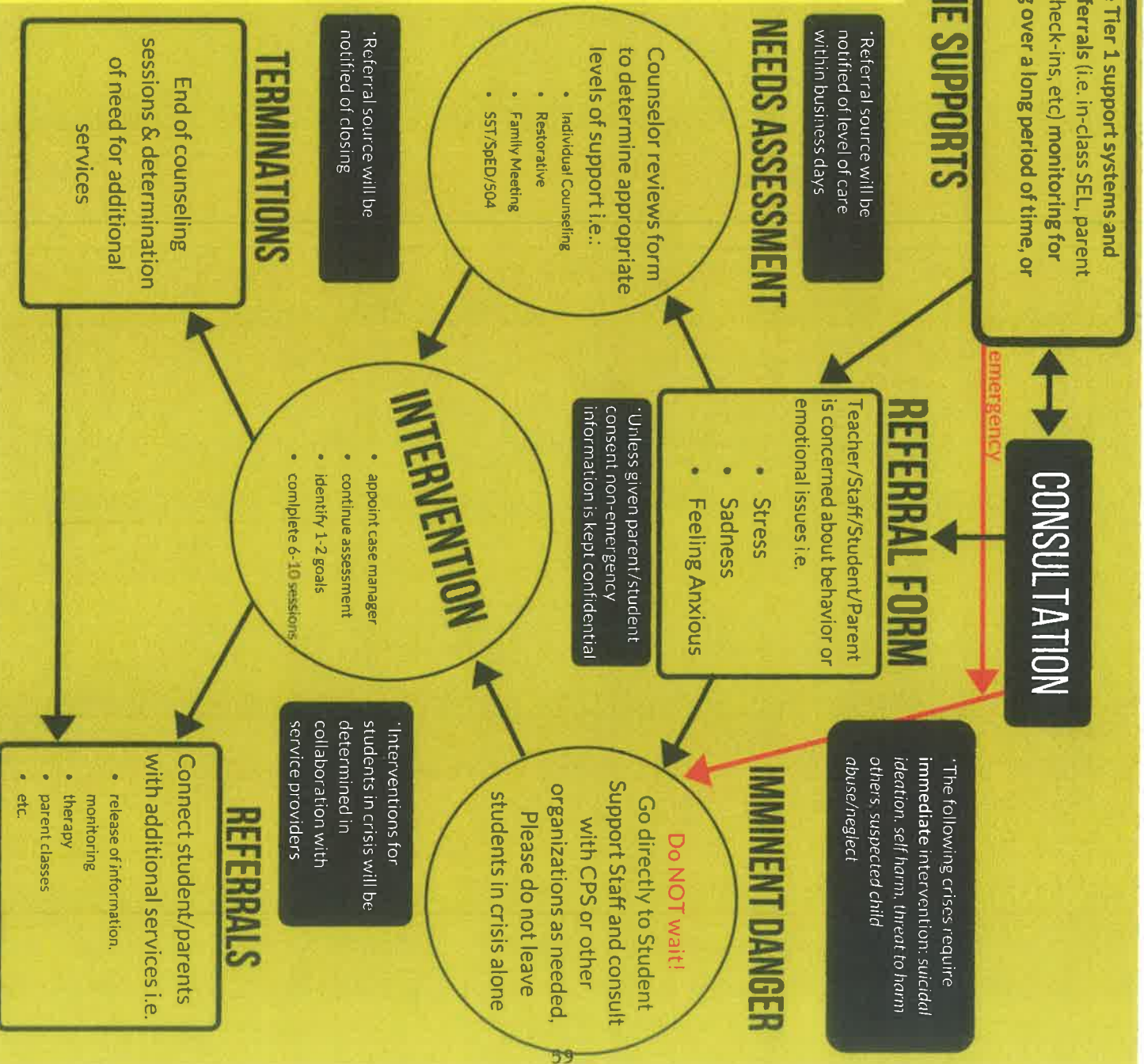
HILLCREST MIDDLE SCHOOL

Teacher/Staff/Student/Parent utilize Tier 1 support systems and information gathering prior to any referrals (i.e. in-class SEL, parent phone calls/communication, student check-ins, etc) monitoring for severe red flags, reg flags maintaining over a long period of time, or clusters of red flags

START HERE - TIER ONE SUPPORTS



GRAVENSTEIN ELEMENTARY SCHOOL



ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1799986	09/03/2020	Lannon, Kelley A	03-4310	Reimb. Class Supplies		77.91
1799987	09/03/2020	Clements, Colleen M	04-4340	Reimb. DL Software		87.35
1799988	09/03/2020	Johnson, Heather L	04-4310	Reimb. Class Library		121.98
1799989	09/03/2020	Benz, Lisa	01-4440	Reimb. Teacher Comp.	152.99	
			03-4440	Reimb. Teacher Comp.	1,835.82	
			04-4440	Reimb. Teacher Comp.	1,070.90	
1799990	09/03/2020	Fishman Supply Company	01-4370	District Wide Custodial Supplies	69.76	
			03-4370	District Wide Custodial Supplies	837.20	
			04-4370	District Wide Custodial Supplies	488.36	
1799991	09/03/2020	Office Depot	01-4310	Class Supplies- Team 1	28.85	
			01-4350	District Office Supplies	14.72	
			03-4310	Class Supplies- Team 1	28.85	
			03-4310	Class Supplies- Team 2	58.07	
			03-4310	Class Supplies- Team 3	399.44	
			03-4350	District Office Supplies	475.73	
1799992	09/03/2020	Pacific Gas & Electric	01-5520	Light Poles at Grav Elem 2020-21	1.38	
			03-5520	Light Poles at Grav Elem 2020-21	15.90	
1799993	09/03/2020	Sonoma County Office OF Ed.	01-4351	Paper Order for District	362.80	
			03-4351	Paper Order for District	4,353.60	
			04-4351	Paper Order for District	2,539.60	
1799994	09/03/2020	County Of Sonoma	13-5802	Food Site Inspection Gravenstein 2020-21	872.00	
			01-4370	Furnace Filters for Grav	55.19	
1799995	09/03/2020	Granger Inc.	03-4370	Furnace Filters for Grav	634.63	
1799996	09/03/2020	E3 Diagnostics Accounts Receivable	01-5830	Annual Calibration of Audiometer 2020-21	6.25	
			03-5830	Annual Calibration of Audiometer 2020-21	75.00	
			04-5830	Annual Calibration of Audiometer 2020-21	43.75	
1799997	09/03/2020	Houghton Mifflin Harcourt	03-4110	Go Math! - Additional Books	798.36	
			04-4110	Go Math! - Additional Books	258.56	
1799998	09/03/2020	Pacific Gas & Electric	01-5520	Electric and Gas for 2020-21 @ Gravenstein	99.12	
			03-5520	Electric and Gas for 2020-21 @ Gravenstein	396.47	
1799999	09/03/2020	ZOOM VIDEO COMMUNICATIONS, INC	04-5520	Electric and Gas for 2020-21 @ Hillcrest	575.83	
1800914	09/10/2020	U.S. Bank Corporate Payment	04-4340	Zoom Upgrade-Hillcrest		1,800.00
			01-4340	DL Software	74.95	

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

ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1800914	09/10/2020	U.S. Bank Corporate Payment	01-4400 PPE Covid Supplies-Refund		1,82-	
			01-5800 Purchasing Membership		74.69	
			03-4310 Kinder DL Supplies		552.87	
			03-4340 DL Software		899.40	
			03-4400 PPE Covid Supplies-Credit		21.91-	
			03-4440 DL Technology		3,323.43	
			04-4310 Student Supplies-Books		1,535.22	
			04-4340 DL Software		524.65	
			04-4400 PPE Covid Supplies-Credit		12.78-	
			04-4440 DL Technology		1,789.53	
1800915	09/10/2020	Clements, Colleen M	04-4340 REimb. DL Program -Clements			8,738.23
1800916	09/10/2020	Cole, David M	04-4310 Reimb. DL Electives-Cole			58.00
1800917	09/10/2020	Office Depot	03-4310 Class Supplies -Grimm		1.97	132.91
			Class Supplies- Team 5		494.49	
			School Supplies-Multi		201.88	
1800918	09/10/2020	Pugno, Kerlee C	04-4310 School Supplies-Hillcrest 2020-21		282.59	
			School Supplies-Multi		19.99	
			13-4390 School Supplies-Multi		92.38	
			01-4310 Reimb. Supplies Staff Student Day Camp		3.69	
			03-4310 Reimb. Supplies Staff Student Day Camp		44.29	
			04-4310 Reimb. Supplies Staff Student Day Camp		25.83	
			04-4110 STEMscopes (Accelerated learning)			73.81
1800919	09/10/2020	Accelerated Learning Inc.	01-9573 Employee's Dental Plan Coverage 2020-21			7,014.81
1800920	09/10/2020	ACSG	01-4370 Air Purifiers-District Restrooms			9,252.00
1800921	09/10/2020	Office Depot	03-4370 Air Purifiers-District Restrooms		28.18	
			04-4370 Air Purifiers-District Restrooms		338.21	
			01-5633 Copier Contract Charges 2020-21		197.29	
1800922	09/10/2020	Ray Morgan Company	01-9580 Use Tax Payment 2019-20			563.68
1800923	09/10/2020	U.S. Bank Corporate Payment	04-5630 Hillcrest - Marquee Elec. Install			300.42
1801800	09/17/2020	Blakeslee Electric Inc	Hillcrest - Power for Network Switches		1,300.87	7,525.20
			13-4700 Milk Purchases 2020-21		2,929.80	4,230.67
1801801	09/17/2020	Clover-Storretta Farms Inc.	40-6200 Hillcrest Temperature Mitigation			42.00
1801802	09/17/2020	Counterpoint Construction Services, Inc.	03-4310 Class Supplies- Team 4		53.26-	515.00
1801803	09/17/2020	Office Depot	04-4310 Class Supplies - Prunetti		35.98	
			Hillcrest-Maker Lab		103.25	
1801804	09/17/2020	Pitney Bowes Global Financial	01-5600 Postage Machine Lease Rental 2020-21		7.99	85.97
			03-5600 Postage Machine Lease Rental 2020-21		95.85	

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 2 of 6

ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1801804	09/17/2020	Pitney Bowes Global Financial	04-5600	Postage Machine Lease Rental 2020-21	55.91	159.75
1801805	09/17/2020	Ray Morgan Company	01-5633	Copier Contract Charges 2020-21		
1801806	09/17/2020	SyTech Solutions	01-5830	Document Management Services 2020-21	12.53	2,028.70
			03-5830	Document Management Services 2020-21	150.30	
			04-5830	Document Management Services 2020-21	87.67	250.50
1801807	09/17/2020	U.S. Bank Equipment Finance	01-5631	Copier Lease for Schools and DO for 2020-21	35.29	
			03-5631	Copier Lease for Schools and DO for 2020-21	423.38	
			04-5631	Copier Lease for Schools and DO for 2020-21	245.96	705.63
1801808	09/17/2020	Van Dyke, Kory L	03-4310	Reimb Class Supplies		85.84
1801809	09/17/2020	Alpha Analytical Laboratories,	01-5830	Water testing for Gravenstein	2.56	
			03-5830	Water testing for Gravenstein	29.44	32.00
1801810	09/17/2020	AT&T Calnet 3	01-5911	Gravenstein AT&T CALNET 3 Charges 2020-21	8.60	
			03-5911	Gravenstein AT&T CALNET 3 Charges 2020-21	102.50	
			04-5911	Gravenstein AT&T CALNET 3 Charges 2020-21	51.09	28
				Hilcrest AT&T CALNET 3 Charges 2021-21	128.86	289.05
1801811	09/17/2020	Clover-Stometa Farms Inc.	13-4700	Milk Purchases 2020-21		28.00
1801812	09/17/2020	Dept Of Justice, Acctg Office	01-5862	Fingerprinting for staff 2020-21	3.20	
			03-5862	Fingerprinting for staff 2020-21	38.40	
			04-5862	Fingerprinting for staff 2020-21	22.40	64.00
1801813	09/17/2020	Fishman Supply Company	01-4370	Gravenstein Custodial Supplies-District	143.79	
			01-4400	Victory Electrostatic Sprayer	136.99	
			03-4370	Gravenstein Custodial Supplies-District	1,725.50	
			03-4400	Victory Electrostatic Sprayer	1,575.52	
			04-4370	Gravenstein Custodial Supplies-District	1,006.55	
			04-4400	Victory Electrostatic Sprayer	1,712.52	6,300.87
1801814	09/17/2020	IXL Learning	04-4340	IXL Learning 6, 7 and 8 Gr Social Studies 2020-21		2,484.00
1801815	09/17/2020	Kingsborough Atlas Treesurgery	14-5830	Tree removal - Quote #107881		1,950.00
1801816	09/17/2020	Presence Learning, Inc.	01-5830	Flat Rate SLP Services Contract FY21	300.05	
			03-5830	Flat Rate SLP Services Contract FY21	3,600.70	
			04-5830	Flat Rate SLP Services Contract FY21	2,100.41	6,001.16
1801817	09/17/2020	Recology Sonoma Marin	01-5560	Recology-Gravenstein	73.82	

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ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1801817	09/17/2020	Recology Sonoma Marin	03-5560	Recology-Gravenstein	848.94	
			04-5560	Recology-Hillcrest 2020-21	649.50	1,572.26
1801818	09/17/2020	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2020-21		2,002.00
1801819	09/17/2020	Weeks Drilling & Pump Co. Inc.	01-5530	Gravenstein Elem Water Service for 2020-21	45.77	
			03-5530	Gravenstein Elem Water Service for 2020-21	526.34	
1801820	09/17/2020	Janae LaRocca	04-5530	Hillcrest Water Service for 2020-21	475.00	1,047.11
1801821	09/17/2020	Accelerated Learning Inc.	13-8699	Refund-Lunch Account		253.50
1801822	09/17/2020	Focused Behavioral Solutions	04-4110	STEMscopes (Accelerated learning)		2,364.12
1801823	09/17/2020	Office Depot	01-5830	Focused Behavioral Solutions		1,800.00
			01-4350	School Secretary Supplies- Grav	27.02	
			01-4390	Printer Ink for Superintendent	9.58	
			03-4350	School Secretary Supplies- Grav	310.72	
			03-4390	Printer Ink for Superintendent	114.71	
			04-4310	Class Supplies - Prunetti	27.17	
			04-4350	School Secretary Supplies - Hillcrest	126.34	
1801824	09/17/2020	School and College Legal	04-4390	Printer Ink for Superintendent	66.90	
			01-5202	Workshop-Employee Leaves Asso. w/ Covid-19	1.50	682.44
			03-5202	Workshop-Employee Leaves Asso. w/ Covid-19	18.00	
			04-5202	Workshop-Employee Leaves Asso. w/ Covid-19	10.50	30.00
1803061	09/24/2020	Grimm, Alexis	03-4310	Reimb. STEM Supplies	45.47	
1803062	09/24/2020	ARC Alternatives	40-5830	Reimbursement for Binder Dividers	17.30	62.77
1803063	09/24/2020	Clover-Stornetta Farms Inc.	13-4700	Board Approved Prop 39 Consulting Milk Purchases 2020-21		1,170.00
1803064	09/24/2020	Document Tracking Services	01-5830	License for LEA templates 2020-21	29.75	133.00
			03-5830	License for LEA templates 2020-21	357.00	
1803065	09/24/2020	Fishman Supply Company	04-5830	License for LEA templates 2020-21	208.25	595.00
			01-4370	Gravenstein Custodial Supplies-District	31.92	
			03-4370	Gravenstein Custodial Supplies-District	383.00	
			04-4370	Gravenstein Custodial Supplies-District	223.41	638.33
1803066	09/24/2020	Focused Behavioral Solutions	04-5830	Focused Behavioral Solutions		250.00
1803067	09/24/2020	Jack Schröder & Associates, In c.	40-5830	August 2020 - School Facilities Program		247.50
1803068	09/24/2020	MCI Comm Service	12-5911	Daycare Phone Line for 2020-21		14.32
1803069	09/24/2020	Teachers' Curriculum Institute	04-4110	History Alive! 7th Grade Social Studies		270.00

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.

020 - Gravenstein Union School District

Generated for Wanda Holden (WLHOLDEN), Oct 2 2020 8:53AM

ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1803070	09/24/2020	Van Dyke, Kory L	03-4310	Reimb. DL Supplies		47.00
1803071	09/24/2020	Sporrer, Kelly A	04-4340	Reimb. Software Algebra		76.00
1803072	09/24/2020	Barrera, Alicia E	03-4310	Reimb. Class Supplies		80.00
1803073	09/24/2020	Lott, Renee L	03-4310	Reimb. Student Supply Bags		10.00
1803074	09/24/2020	Alpha Analytical Laboratories,	04-5830	Water testing for Hillcrest		32.00
1803075	09/24/2020	CalPERS Cash & Payment Processing Unit	01-9572	Employee's CalPERS Health Plan Coverage 2020-21		40,602.73
1803076	09/24/2020	Fishman Supply Company	01-4370	Gravenstein Custodial Supplies-District	137.35	
			03-4370	Gravenstein Custodial Supplies-District	1,648.17	
1803077	09/24/2020	Office Depot	04-4370	Gravenstein Custodial Supplies-District	961.43	2,746.95
			01-4310	Grav. Multi Person Supplies	3.77	
			01-4350	Grav. Multi Person Supplies	9.56	
			01-4390	Grav. Multi Person Supplies	2.62	
			03-4310	Class Supplies- Team 4	53.26	
				Class Supplies- Team 5		
			03-4350	Grav. Multi Person Supplies	50.77	
			03-4390	Grav. Multi Person Supplies	114.71	
			04-4350	Grav. Multi Person Supplies	23.91	
			04-4390	Grav. Multi Person Supplies	66.92	
			03-4310	DL Class Supplies - 1st Grade	13.95	339.47
			01-4362	Dist Fuel	12.29	747.68
			01-4370	Covid Supplies	9.19	
			01-4380	Maint. Supplies	29.52	
			01-4400	Air Purifiers/Sneeze Guard	55.04	
			01-5869	Finance Charge	1.00	
			03-4362	Dist Fuel	147.50	
			03-4370	Covid Supplies	110.31	
			03-4380	Maint Supplies	370.52	
			03-4400	Air Purifiers/Sneeze Guard	633.02	
			04-4362	Dist Fuel	86.04	
			04-4370	Covid Supplies	64.35	
			04-4380	Maint. Supplies	414.82	
			04-4400	Air Purifiers/Sneeze Guard	367.92	2,301.52
				Total Number of Checks	68	139,909.19

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

ReqPay12d

Board Report

Checks Dated 09/01/2020 through 09/30/2020

Board Meeting Date October 8, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Fund	Description	Check Count	Expensed Amount
01	General Fund	35	65,612.50
03	Gravenstein Elementary Charte	38	30,430.71
04	Hillcrest Middle Charter	41	37,676.28
12	Child Development Fund	1	14.32
13	Cafeteria Fund	6	2,292.88
14	Deferred Maintenance Fund	1	1,950.00
40	Special Reserve-capital Proj	3	1,932.50
Total Number of Checks		68	139,909.19
Less Unpaid Tax Liability			.00
Net (Check Amount)			139,909.19

Fund Recap

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

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020 - Gravenstein Union School District

Generated for Wanda Holden (WLHOLDEN), Oct 2 2020 8:53AM



Williams Settlement Quarterly Uniform Complaint Report - July 1, 2020 - September 30, 2020

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

* Required

Gravenstein Union School

Name and Title of Person Reporting *

Renee Lott/District Secretary

Phone Number *

7078235361

Email Address *

rlott@grav.k12.ca.us

INSTRUCTIONAL MATERIALS *



There were 0 complaints received during this quarter.

- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS *

- There were 0 complaints received during this quarter.
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

TEACHER VACANCY AND/OR MISASSIGNMENT *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

FACILITIES *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

CAHSEE Intensive Instruction and Services *

- There were 0 complaints received during this quarter
- YES, there were complaints, there were complaints resolved/and or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS₉

Complaint Details

Your answer

TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

Your answer

CAHSEE Intensive Instruction and Services

Complaint Details

Your answer

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Google Forms



**GRAVENSTEIN UNION SCHOOL DISTRICT
RESOLUTION #201008-1
TEXTBOOK AND INSTRUCTIONAL MATERIALS SUFFICIENCY
FOR GUSD
FOR THE 2020-21 SCHOOL YEAR:**

Whereas, the governing board of Gravenstein School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on October 8, 2020 at 5:00 p.m. o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics
 - Grades K-8; Houghton Mifflin Harcourt Go Math!
- Science
 - TK-2 Twig
 - 3-5 Amplify
 - 6-8 Stem Scopes
- History/Social Science
 - Grades K-5; Harcourt
 - Grades 6-8; TCI History Alive

- English/Language Arts, including the English Language Development component of a California-approved program
 - Grade TK; McGraw Hill World of Wonders Program
 - Grades K-5;
 - Open Court
 - Language Live! Replacement Curriculum for 3-5 ELA
 - Grades 6-8; McGraw Hill StudySync Program

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

- Spanish
 - Grade 3; Cambridge University Press Hola! Level 1
 - Grade 4-5; McGraw-Hill – Viva El Espanol Hola
 - Grade 6; Perfection Learning – Spanish is Fun
 - Grade 7-8; McGraw Hill – Buen Viaje

- Health - Teen Health (6-8)

Therefore, it is resolved that for the 2020-21 school year, the Gravenstein Union School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Passed and adopted by the Governing Board of the Gravenstein Union School District on October 8, 2020 by the following vote:

Ayes:

Noes:

Absent:

Date:

Steve Schwartz
President, Board of Trustees

**GRAVENSTEIN UNION SCHOOL DISTRICT
NOTICE OF PUBLIC HEARING**

NOTICE IS HEREBY GIVEN that the Gravenstein Union School District intends to conduct a Public Hearing to consider a resolution stating the Sufficiency of Instructional Materials.

Date: October 8, 2019

Time: 5:00 PM at the regular meeting of the Board of Trustees

Place: Gravenstein School, Room 13
3840 Twig Ave,
Sebastopol, CA 95472

Purpose: (1) To obtain input from the community as to whether each pupil in the Gravenstein Union School District, including English Learners, has sufficient textbooks and instructional materials that are aligned to the content standards and are consistent with the cycles and content of the curriculum frameworks in the in the following subject areas:

(2) To obtain input from the community as to whether each pupil enrolled in a foreign language or health class has sufficient textbooks and instructional materials.

Posted: Gravenstein Union School District Website
Hillcrest Elementary School
Gravenstein District Office

September 25, 2020

DRAFT

The Gravenstein Union School District (GUSD) is respectfully submitting this waiver request to allow in-person instruction at our two school sites, Gravenstein Elementary (TK-5th grade) and Hillcrest Middle (6th grade) while in-person instruction has been suspended for all Sonoma County schools.

GUSD feels that it is very important to have this option available to support students that may be experiencing connectivity and/or equipment access issues at home (GUSD is providing hotspots and devices for check-out at no cost). Additionally, this opportunity will significantly increase our ability to support English Learners and Resource Specialist Program students, Homeless and Foster Youth, Title I students, and any other students experiencing challenges in successfully participating in Distance Learning. In person contact will also enhance our primary teacher's ability to assess fine and large motor skill development as well as building a strong foundation for school-appropriate social interaction skills. In-person sessions will provide much needed positive social/emotional experiences for our students that need to build resilience after months of sheltering in place combined with political unrest, economic challenges, and on the heels of wildfires.

<u>Topic</u>	<u>GUSD Actions and Plans</u>
<p>1)Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how use of shared items will be minimized.</p>	<p>Cleaning and disinfection of shared surfaces -Director of Maintenance has completed cleaning and disinfection training from the Redwood Empire Schools Insurance Group, EducationAdminWebAdvisor, Facility Executive, Trade Press, and HD Supply Reopen Confidently covering the following topics: <ul style="list-style-type: none"> -COVID-19 and OSHA Requirements -COVID-19 and OSHA Requirements for Private Schools -Reopen Confidently Webinar -Equipment & Technology for Workplace Disinfection -Director of Maintenance has trained his team on appropriate protocols according to the California Department of Public Health (CDPH) and Cal OSHA standards: COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs -Director of Maintenance will be training certificated and classified staff on appropriate protocols -Any staff entering a classroom/campus space will log their visit to ensure cleaning and disinfecting takes place after the visit -Each room on both campuses will have a daily cleaning and disinfection log to be completed as staff clean and disinfect, instructional staff will check the log upon entering any room -COVID-19 addendum added to GUSD Illness and Injury Prevention Program (IIPP) -All staff will participate in related training: 1)COVID IIPP <i>Addendum Training</i>, 2)<i>Coronavirus - Cleaning and Disinfecting</i></p>

	<p><i>your workplace</i></p> <p>Minimizing use of shared items</p> <p>-Each grade level and subject area teacher has submitted a supply list for students and all items are on hand or en route so that no students will share materials or supplies</p>
<p>2)Cohorting: How students will be kept in small, stable, groups with fixed membership that stay together for all activities (e.g., instruction, lunch, recess) and minimize/avoid contact with other groups or individuals who are not part of the cohort.</p>	<p>Cohorting</p> <p>-GUSD will follow all Sonoma County Department of Health Services, the California Department of Public Health, and the Center for Disease Control and Prevention (CDC) cohort guidelines. Cohort groups will be limited in size pursuant to classroom space limits that allow for required social distancing. No groups will interact with groups from other classes nor will they occupy common indoor spaces, with the exception of the periodic use of our Learning Lab by Special Education students, a group that will be the only additional cohort and will follow hygiene and disinfecting protocols when any student moves from one cohort to another. Restrooms will be regularly cleaned and disinfected throughout the day. Instructional aide assignments for these cohorts will be the same aide for each group's in-person sessions. Lunch will be served to students in classrooms or in assigned space used only by one class per day. Teachers and aides will provide and supervise outdoor, socially-distanced breaks when students will be allowed to remove their face covering.</p>
<p>3)Entrance, Egress, and Movement Within the School: How movement of students, staff, and parents will be managed to avoid close contact and/or mixing of cohorts.</p>	<p>Entrance, Egress, and Movement Within the School</p> <p>Teachers and/or a designated staff person will meet the students in the parking lot so that drivers and other passengers will not leave their vehicle. Staff will escort students to class with face coverings in place adhering to social distancing protocols. A master schedule of all scheduled in-person instruction sessions shall be maintained by the site principal and sessions will be staggered so that cohort members are arriving on campus at different times. Students will use only the nearest restroom to their classroom, and in person instruction will be held only in the teacher's classroom or outdoors. All staff will participate in a training module: <i>Coronavirus - Reopening you Organization.</i></p>
<p>4) Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.</p>	<p>Face Coverings and Other Essential Protective Gear</p> <p>Unless a documented medical condition exists that precludes the wearing of a face covering, a condition of participation for all participants grades 3 and up will be the requirement of wearing a face covering when indoors and when in outdoor common areas where maintaining social distancing cannot be consistently achieved. For participants in grades TK-2, face coverings will be strongly recommended; staff will provide parents/guardians with a regime of "practice sessions" for younger students to grow accustomed to wearing a face covering at home for sustained periods</p>

	<p>prior to participating in any in-person instruction sessions. GUSD will provide a face covering for any participant that does not have one or requests one. Staff will have the option of using a face shield (with an added neck drape if desired) during instructional sessions when articulation or facial expressions are an important part of the instruction taking place. Gloves and N95/KN95 masks will also be available to staff upon request. Director of Maintenance has completed <i>COVID-19: Masks and Personal Protective Equipment: An Employer's Responsibility and Liability</i>. All staff will participate in training on this topic, including: <i>Coronavirus - DIY Cloth Face Coverings</i> and <i>Coronavirus - What You Need to Know</i>.</p>
<p>5)Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.</p>	<p>Health Screenings for Students and Staff GUSD will follow the Sonoma County Office of Education (SCOE): Roadmap to Reopening and the Centers for Disease Control and Prevention (CDC): Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations protocols that will be included in the participation agreement. Each campus shall have a Health Screening Coordinator that, while consulting with our school nurse, will ensure that all protocols are understood and followed with fidelity. All staff will be screened upon arrival to campus. Each classroom is equipped with two touchless thermometers and staff will take the temperature of all students prior to beginning the in-person instruction sessions. Any student or staff with COVID-19 symptoms will be immediately separated from others and sent home immediately, pursuant to the GUSD IIPP and CDC guidelines. Return to campus shall only be allowed pursuant to the same guidelines. Director of Maintenance has completed <i>COVID-19, Testing, and Temperatures: How to Make Things Safer as Employees Return to Work</i>.</p>
<p>6)Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.</p>	<p>Healthy Hygiene Practices Every classroom on both campuses has a handwashing station and hand sanitizer. All participants shall wash their hands prior to the beginning of any in-person instruction session, when transitioning from any outdoor activity to indoors, and upon returning from the restroom. Students shall receive age-appropriate instruction and reminders regarding preventative practices when coughing or sneezing. Staff IIPP training will include the content from the California Department of Public Health and Cal OSHA standards (see section 1). Director of Maintenance has completed <i>HVAC and Air Filtration: Best Practices to Minimize Infectious Disease</i> and <i>HVAC Resiliency for COVID and Beyond</i>.</p>
<p>7)Identification and Tracing of Contacts: Actions that staff will take</p>	<p>Identification and Tracing of Contacts GUSD Superintendent David Rose will be the designated contact person for the Sonoma County Health Services</p>

<p>when there is a confirmed case. Confirm that the school(s) have designated staff persons to support contact tracing, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.</p>	<p>Department in the event of a confirmed case or for any other purpose. GUSD will follow the Sonoma County COVID-19 Notification Process in the event of a case at school in the event of a confirmed case or cases at either GUSD school. A designated staff member at each site will complete a COVID-19 Contact Tracing Course; GUSD district superintendent has completed a course and received a Certificate of Contact Tracing Proficiency..</p>
<p>8)Physical Distancing: How space and routines will be arranged to allow for physical distancing of students and staff.</p>	<p>Physical Distancing The current six(6) foot social distancing guideline would allow for 15 and 17 students in our classrooms at Gravenstein Elementary and Hillcrest Middle respectively. The number of students, not to exceed the above maximums, in each cohort will be determined by staff once it is determined how many students will be returning for in-person instruction. Common outdoor spaces will be marked for direction of traffic flow. All in-person sessions and use of outdoor spaces will be scheduled to minimize the number of students on campus at any one time and to avoid multiple cohorts occupying the same outdoor space. Director of Maintenance has completed <i>COVID-19 and CDC Guidelines: How to Design a Classroom for Social Distancing</i>.</p>
<p>9)Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.</p>	<p>Staff Training and Family Education As mentioned above, staff will receive training on these issues prior to the start of the school year and reviewed again upon the granting of a waiver to allow in-person instruction. A participation form that will include the guidelines and expectations we have for families will be required for all students participating in in-person instruction. These guidelines and expectations will be available in English and Spanish, and will be posted on our district website.</p>
<p>10)Testing of Students and Staff: How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.</p>	<p>Testing of Students and Staff Upon receiving notification that a student or staff member has a positive COVID-19 test result, shows COVID-19 symptoms, or has been exposed to someone confirmed with COVID-19, that person will be notified that they are not allowed on campus until quarantine protocols have been completed and/or medical clearance has been obtained pursuant to the guidelines in <i>COVID-19 INDUSTRY GUIDANCE: Schools and School-Based Programs</i> from CDPH and Cal OSHA. In addition to guidance received from a personal physician regarding testing, we will provide Sonoma County testing resources from the Sonoma County Health Services Department. GUSD has negotiated a contract with a testing</p>

	<p>agency using an FDA-approved test that will conduct on-site testing for our district. All students and staff will be testing prior to the start of in-person instruction. We will provide weekly testing for all staff and testing every two weeks for students on site at no cost.</p>
<p>11)Triggers for Switching to Distance Learning: The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction.</p>	<p>Triggers for Switching to Distance Learning Pursuant to guidance from Sonoma County and the State of California, the superintendent will consult with Dr. Mase, Sonoma County’s Health Officer to determine when it would be appropriate to physically close a class, school, or district and prohibit in-person instruction. This guidance is included in the documents referenced above from SCOE and CDPH. Closing a class will be considered if one or more students or staff members from that class is confirmed to have COVID-19. Closing a campus will be considered if multiple "cohorts" or classes have confirmed cases OR 5% of all students/staff have confirmed cases. If we close one campus, we would immediately consider closing the other campus as well. All final closure decisions will be in consultation with the County Health Officer. GUSD currently uses Distance Learning as the main instructional platform, so a return to the Distance Learning platform for any impacted population will be seamless.</p>
<p>12)Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.</p>	<p>Communication Plans Utilizing support from the SCHSD and our school nurse for accurate and appropriate text, the superintendent will send letters, texts, and email notifications, as well as using our district website, our social media accounts, and our parent association communication to notify all staff and families of any cases and exposures at school consistent with FERPA and HIPAA requirements.</p>

Please confirm that elementary school reopening plan(s) addressing the following, consistent with guidance from the California Department of Public Health and the local health department, have been published on the website of the local educational agency (or equivalent):

PRESIDENT

The president shall preside at all Governing Board meetings. He/she shall:

1. Call the meeting to order at the appointed time
2. Announce the business to come before the Board in its proper order
3. Enforce the Board's policies relating to the order of business and the conduct of meetings
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference
5. Explain what the effect of a motion would be if it is not clear to every member
6. Restrict discussion to the question when a motion is before the Board
7. Rule on parliamentary procedure
8. Put motions to a vote, and state clearly the results of the vote

The president shall have all the rights of any member of the Board, including the right to move, second, discuss, and vote on all questions before the Board.

The Board President shall also perform other duties as directed by law, California Department of Education regulations and the Board, including the duty to:

1. Sign all instruments, acts, and orders necessary to carry out state requirements and the will of the Board
2. Consult with the Superintendent or designee on the preparation of the Board's agendas
3. Appoint and disband all committees, subject to Board approval
4. Call such meetings of the Board as he/she may deem necessary, giving notice as prescribed by law.
5. Confer with the Superintendent or designee on crucial matters which may occur between Board meetings.

PRESIDENT (Continued)

BB 9121(b)

6. Be responsible for the orderly conduct of all Board meetings
7. Share informational mail with other Board members
(cf. 9320 - Meetings and Notices)

When the president resigns or is absent or disabled, the clerk shall perform the president's duties. When both the president and clerk are absent or disabled, the Board shall choose a president pro tempore to perform the president's duties.

The Board President shall be elected at the annual Organizational Meeting, and shall not serve more than two consecutive years in the role. The board member elected to the role of Board President, shall be excluded from serving as the primary or lead negotiator on the Negotiations Committee or in any Contract Negotiations representing the Board, during their tenure as President.

Legal Reference:
EDUCATION CODE-
35022 President of the board
35143 Annual organizational meetings; dates and notice
35144 Special meetings

Adopted: 3-11-04

**GRAVENSTEIN UNION SCHOOL DISTRICT
Sebastopol, California**



GRAVENSTEIN UNION SCHOOL DISTRICT

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Steve Schwartz, Board President
Gregory Appling, Board Clerk
Alexander Kahn, Member
Jennifer Koelemeijer, Member
Patrick Lei, Member

GRAVENSTEIN UNION SCHOOL DISTRICT RESOLUTION #201008-2 SUPPORT FOR PROPOSITION 15

The Gravenstein Union School District Board Endorses California Proposition 15 also known as the Schools and Communities First Initiative that will be on the California state-wide ballot for November 3rd, 2020.

Ayes: ____
Nos: ____
Abstain: ____
Absent: ____

Board President

Date