

**GRAVENSTEIN UNION SCHOOL DISTRICT**  
3840 TWIG AVENUE  
SEBASTOPOL, CA 95472

**Board of Education**  
**Regular Meeting Agenda**

DATE: Thursday, May 14, 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**

- I. **CALL TO ORDER AT 5:00 PM**
- II. **ADOPTION AND APPROVAL OF THE AGENDA**  
**Approval of the agenda for May 14, 2020 (2 min.)**

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_ JK: \_\_\_\_\_

AK: \_\_\_\_\_

- III. **REPORTS, AND ORAL COMMUNICATIONS**
- A. **Emergency Powers Utilized by the Superintendent Pursuant to Resolution 200316-1 (1 min.)**
  - B. **(p. 1) Gravenstein Principal (10 min.)**
  - C. **(p. 3) Hillcrest Principal (10 min.)**
  - D. **Gravenstein Union Teachers' Association (5 min.)**
  - E. **District Site Council (0 min.)**
  - F. **(p. 5) Gravenstein Parent Association, GPA (5 min.)**
    - 1. **March 31, 2020 Minutes**
    - 2. **Financials Through March 31, 2020**
    - 3. **April 28, 2020 Agenda**
    - 4. **GPA Planning Outline for 20/21**
  - G. **Trustee Reports (5 min.)**
  - H. **Climate Committee (0 min.)**
  - I. **(p. 19) Master Plan Committee (5 min.)**
  - J. **(p. 41) Facilities Report (5 min.)**
    - 1. **Change Order for Cabling Infrastructure Project at HMS**
    - 2. **Multi-Jurisdictional Hazard Mitigation Plan**

- K. CBO Report (5 min.)
- L. Superintendent Report/District Correspondence (5 min.)
  - 1. Questions from April Board Meeting
  - 2. (p. 47 ) Sonoma County Office of Education acceptance of Second Interim Report with Positive Certification
  - 3. Coronavirus 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. 49) Warrants
- B. (p. 54) Payroll
- C. (p. 55) Minutes from the Regular Board Meeting of April 9, 2020
- D. (p. 66) Williams Quarterly Report
- E. (p. 69) School Psychologist Position Description
- G. (p. 72) Academic Counselor Position Description
- H. (p. 77) Request For Qualifications (RFQ), Architect
- I. (p. 80) BP 4119.24, BP 4219.24, BP 4319.24, BP/AR 5131.2, BP/AR 5141.4, BP/AR 5141.52, BP/AR 5145.3

Action taken/comments:

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_ JK: \_\_\_\_\_

AK: \_\_\_\_\_

VI. **GENERAL ACTION ITEMS**

- A. (p. 142 ) GUSD Actions to Support Distance Learning, 20/21 Budget Preparation and Other Related Essential Services (30 min)

**Situation:** With the constant changes in guidelines and mandates related to the suspension of in-person instruction due to the Coronavirus for GUSD students, this item is a placeholder in the event that any action items arise between the time this agenda is posted and the time of the meeting, as well as serving as a potential action item that arises based on Board discussion during the meeting.

**Plan:** For the Board to consider any new action item based on new or additional mandates as well as any action item put forth by the Board during the meeting.

**Recommended motion:** None at this time..

Action taken/comments

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_ JK: \_\_\_\_\_

AK: \_\_\_\_\_

**B. (p. 144) Management Salary Schedule (5 min.)**

**Situation:** Our current Management Salary Schedule is inconsistent from position to position in terms of the number of column steps and the step increments included on the schedule. The current number of column steps range from 5 to 11 steps and the step increments range from 1.29% to 2.5%. The position with only 5 steps, the Chief Business Official, has only 5 steps on the schedule and the incumbent is currently at step 5.

**Plan:** To amend the salary schedule so that all positions are on one schedule, each position has 11 column steps with equivalent incremental increases, and add language to address doctoral degree holders and longevity increases beyond eleven years. A Management Salary Schedule Committee was created and reviewed the attached documents. The committee has created a draft salary schedule for the Board to consider.

**Recommended motion:** For the Board to approve adding a step 6, with a 2.45% step increase, to the CBO salary schedule for the 2020/2021 school year, with a commitment to review the entire Management Salary Schedule during the June Board meetings.

Action taken/comments

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_ JK: \_\_\_\_\_

AK: \_\_\_\_\_

**VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION**

**VIII. 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 (p. ) Pending litigation
  - a) Opposition to Petition for Unit Recognition
- 3.0 Administrator Performance Updates
  - a) Review Performance Evaluations for CBO, Head of Maintenance, Middle School Principal, Elementary Principal, and School Counselor
  - b) Review Employment Contracts for CBO, Middle School Principal, Elementary Principal, and School Counselor for 2020/2021
  - c) Review Superintendent Performance Evaluation
- 4.0 Conference with Negotiations team:
  - GUTA negotiations update

**IX. RECONVENE TO OPEN SESSION**

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

Action taken/comments

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_ JK: \_\_\_\_\_

AK: \_\_\_\_\_

**XI. FUTURE BOARD MEETINGS**

- A. June 11, 2020 at 5pm
- B. June 18, 2020 at 5pm
- C. July 9, 2020 at 5pm

**XII. 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-May 2020

Keri Pugno

## Enrollment Report

	TK	K	1	2	3	4	5	Total
<b>Projected for 2020-2021</b>	18	71 <i>18 cont 53 new</i>	75 <i>73 cont. 1 new 1 moving</i>	79 <i>78 cont. 1 new 2 moving</i>	74 <i>74 cont. 2 moving</i>	79 <i>77 cont. 2 new 1 moving</i>	79 <i>79 cont. 2 moving</i>	475
<b>2019-2020</b> on 5-13-20	18	73	80	76	79	81	86	493
2018-2019 on 5-13-19	21	78	73	74	77	82	94	499

## Attendance Report for Distance Learning, 3/23/20-5/1/20 (6 weeks): Overall, grades TK-5: 98.38%

Grade TK: 98.89%

Grade K: 97.97%

Grade 1: 96%

Grade 2: 98.25%

Grade 3: 99.58%

Grade 4: 99.02%

Grade 5: 99.11%

## Field Trips

grade	Field trips already attended this year (Bold events occurred since Distance Learning as LIVE virtual field trips, led either by Teacher, Docent, or Park Ranger)
<b>K</b>	Armstrong Woods, in-school Scribbles and Giggles, Rohnert Park Gymnastics, HMS for play
<b>1</b>	Children's Creativity Museum, Environmental Discovery Center at Spring Lake, HMS for play
<b>2</b>	WasteWater Treatment Plant, Petaluma Wildlife Museum, Guide Dogs for the Blind, HMS for play
<b>3</b>	CalSkate STEM activities, Laguna Learning Center, Lawrence Hall of Science, Brookdale Senior Living Center, Lake Sonoma Fish Hatchery, Oakland Zoo, HMS for play
<b>4</b>	Joe Rodota/Julliard Park 14-mile bike ride, Martin Griffin Preserve (for 2 classes only as it was a reschedule from 2018-2019), Marin Museum of American Indians, Sonoma Mission and General Viejo's Home, Petaluma Adobe (not all classes), Bouverie Preserve (one class

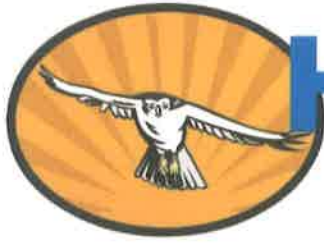
	only), HMS for play, Clem Miller outdoor ed at Pt. Reyes (one class only), PEEC outdoor ed in Fort Bragg (one class only), <b>Angel Island, Colombia State Historic Park (for Gold Rush)</b>
5	Armstrong Woods, Sugarloaf Hike and Observatory overnight, Life on Barbary Coast (Balclutha ship), Willowcreek Watershed, San Francisco Exploratorium, Warm Springs Dam Fish Hatchery, HMS for play, Quarry Hill Botanical Gardens (one class only), <b>Steelhead Fish Release, Visit to the Tidepools through Crystal Bay State Park.</b>



Screenshot of Campfire with Story and S'mores hosted by Mrs. Haas in place of their previously scheduled Pepperwood Preserve overnight trip.

**Social Emotional Learning and Support through Distance Learning**

**English Language Support**



# HILLCREST

Middle School

## GUSD May Board Report

Enrollment- as of 5/6/2020

	6th	7th	8th	Total
2018/2019	69	92	87	248
2019/2020	113	81	86	281
Current Waitlist	17	10	1	28
2020/2021 Projected Enrollment	105	115	81	301

Attendance- April 2020: N/A

Overall Attendance Rate- N/A

Grade Level / Department / Student Reports:

September- 6th Grade trip to Alliance Redwoods

October- Yearbook Class Updates

November- Leadership Class Updates

December - Hillcrest Band Program

January- NONE

February- Spring Musical / Maker Lab

March- Athletics / PE- postponed

April- Canceled

Field Trips / Events- April 2020:

None

Student Engagement during Distance Learning- April 2020

6th- 93%

7th- 84%

8th- 88%

Professional Development / Staff Work:

**Student Teachers- Hillcrest Middle School is working with Sonoma State University and offering placement for two Student Teachers. The two future educators will be mentored by Nick Pulley (Band) and Colleen Clements (Social Studies).**

**Teachers have been meeting together to discuss how to address the loss of in person learning that has taken place this school year. Between the fires and the Shelter in Place, GUSD students have missed more than  $\frac{1}{3}$  of their classroom time. Hillcrest teachers are actively looking at ways to support their students academic needs while also still offering the renowned program of electives and enrichments.**

**Social Emotional Learning- This year, the Second Step curriculum was being taught during PE classes. During distance learning, the Hillcrest PE department is continuing to offer Social Emotional lessons to all grades at Hillcrest. As well as this work in PE, other classes and teachers are incorporating Social Emotional learning opportunities in their classroom. Ms. Johnson's students do a weekly activity called Creative Things, where the students take time for themselves and do a creative activity of their choice to help to aid in self care.**

**PE- The Hillcrest Physical Education teachers have been working together to create lessons to help keep their students active while trying to not impose an excessive amount of work and expectation on the students and their families. The lessons often include students tracking the physical activity that they do on a daily basis. The PE Department has also created a Facebook page to offer tips, insights and motivational tools to keep our students moving!**



## **GPA Meeting Agenda**

**March 31, 2020 6:00pm Online Zoom Meeting**

### ***Mission and Vision Statement:***

*GPA is the non-profit foundation dedicated to supporting and enhancing the ENRICH! Program. GPA does this by providing volunteers, direction and funding for these programs in cooperation with the GUSD school board, administration, teachers and staff.*

### **Meeting Called to Order 6:07 PM**

Present:

Megan Kaun  
Amy Gloekner  
Ben Kaun  
Katie Pahlow  
Erin Hillmer  
Sarah Tendall  
Christine Conolly  
Bill Nolan  
Mike Bollinger  
Beth Dawson

Faculty Present:

Will Deeths  
Keri Pugno  
Dave Rose

Public Members present:

none

### **A. Public Comment on Non Agenda Matters**

**None at this time**

### **B. Finance Subcommittee**

1. Budget Update/Financial report review - Megan has sent the books to accountant for review, they have not closed as of this meeting, we have an expectation that donations will drop due to the Covid-19 Pandemic. For overall yearly performance, our annual budget is at \$175,000 and we are about \$30,000 away from our target, and with this solid balance sheet we are able to pay the Independent Contractors, with a budget surplus to be paid towards the school district. Paying Enrichment Contractors after April 7-

- (Please note in minutes that a motion to pay contractors through April 7th was made on 3/21 by Amy, seconded by Ben, with 8 yes votes, 1 abstain and 1 no.)  
Per Dave Rose, District Superintendent, the district is set to vote that the District

will cover the payment of the Independent Contractors for the remainder of the school year. GPA will hold onto the surplus without paying GUSD, and the district will pay for the cost of enrichments after April 7, 2020 for the remainder of the year.

B. There is discussion on what independent contractors can provide as learning from home. Enrichment teachers have responded, but as there is already a grand fluctuation in lifestyles, there is a discussion of possibly asking enrichment teachers to provide either a "summer program" so parents don't feel overwhelmed with added schooling in their new distance learning programs. Another possibility is if we can discuss a big kick off for the new year on what enrichment teachers can introduce to parents and students as a sort of "kick" off for the entire school and how we can involve all at once as they arrive for such an event. Such an agreement would have to be under a more casual agreement versus a legal obligation as they're not contractually obligated for the summer vs being hired for the school year.

C. Such discussions of parent donations still needed could be related to families that the reason Independent Contractors are still paid is because they are considered Employees under current Labor Laws; as such they are Employees still providing service to the students. We are just now navigating what can be made available via the Independent Contractors/Enrichment Teachers.

Ben Kaun makes a motion to Pay the Independent Contractors for the remainder of the year, then for GPA to make a written request to the GUSD Board to reimburse the financial assistance. Amy Gloekner seconds the motion, all in favor, motion is approved.

2. Review contribution levels - Due to the Pandemic and new and unforeseen circumstances of now Distance Learning and financial hardships for families throughout the state, there is an expectation for donation levels to drop for the remainder of the year. We are going to table the discussion to the next meeting to get a better idea in numbers for this year.
3. Refunds and reimbursements - Moved to next meeting Tuesday April 28, 2020.

### **C. Fundraising Subcommittee**

1. Boots & Bourbon - We are planning to cancel with the possibility of moving our auction to online. With how long this Shelter in Place and Distance Learning is extended, we have to approach whether we ask donors if they would like their donations returned, or can we hold for a later date, as we would like to attempt using these items at a later date? Our deposit for the catering with the Smokehouse Bistro is being held for a later date, however we have been reimbursed for our deposit of \$1100 for the venue being cancelled.

2. Read A thon - Because we are distance learning we are hoping to move them to next year, or cancel the majority of them. The Read a Thon managed to raise \$16,000.
3. Teacher appreciation - The week of May 3rd, we can ask if parents would like to extend a message from their student of gratitude, however we would not like to make any added stress to parents and the board at this time, so we would like to consider using the following school year on staff development day and possibly utilizing a Taco Truck to provide lunch for all teachers.

#### **D. Process of Election of Board Members for 2020-21 -**

**Will be moved to April 28, 2020 meeting.** There are many board members exiting this year so we need to spread the word that GPA is looking for new members to join the board. We have a 7 minimum and 12 maximum . Something to discuss is what worked and didn't for this year's board to help implement any changes needed to make the next year's board more successful and for ease of transition.

#### **E. Communications Subcommittee**

1. Discuss communicating who/what GPA pays for to the community - We would really like to beef up the district's website, with advertising about the enrichment program, adding in the expectation that if the funds aren't there parents could drop and our program will not succeed. We would like to have a kick off in August and help build the hype for next year. We would also like to add links to the site to help promote the program and for information for parents to have, see, and experience. Can we get Enrichments to add a blurb to the site. We need to make sure that families know, " GPA is not going away, it's here, it's viable and we will continue to work hard."
2. End of year survey- Send out to parents a "How was your experience?, What could be easier?"; If overall parent donations are at 30%, and of parents involvement, people do not seem to know what entirely GPA is responsible for, so it needs to be stated and be made clear what we are responsible for to keep the program running. We also want to know if parents would be more comfortable paying monthly, yearly, or??

#### **F. Secretary's Report**

1. Approval February 2020 minutes - Mike Bollinger states his name was "not present", secretary will change - Sarah Tendal makes a motion to approve the minutes, Bill Nolan seconds the motion to approve. All approve, minutes are approved.
2. Next meeting
  - a. April 28 at 6pm via Zoom meeting.

#### **G. Principal's Reports**

Keri Pugno - The district has checked out 110 chromebooks to students. While in regular contact with teachers, and this truly is an unprecedented situation envisioned as an independent

study but it is constantly changing, and we're trying to get to the pulse of the families and how they can work scaling back with their expectations. There is continued talk of how grading will continue, can you, do you, show you? The one positive thing about distance learning happening now, is that it is the final semester so most of it is going over as review and not about learning anything new where we would need more intensive learning. CAASP testing has been suspended for the 2019/2020 school year which will be happening during this semester.

Will Deeths - Been so impressed watching the staff supporting each other emotionally and educationally. It has been an incredible school community with them. In contact with parents, 95% has been constructive, supportive and with good feedback.

#### **H. Superintendent's Report -**

Dave Rose - We are creating a whole new educational system, and trying to be mindful of these changes. We are working on a spreadsheet of individuals who haven't been as structurally engaged, and we are reaching out as much as possible. As of today everyone has been contacted who may have needed the help.

#### **I. Flipcause Discussion (if time allows)**

Amy Gloekner moves to adjourn the meeting, Katie Pahlow seconds the motion. All approved, the meeting adjourned 7:33 PM.

**Gravenstein Parent Association**  
**Balance Sheet**  
**As of March 31, 2020**

	<u>Mar 31, 20</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
Exchange Bank Checking	200,444.20
Exchange Bank Savings	256,927.69
Paypal	690.11
Venmo	64.00
<b>Total Checking/Savings</b>	<u>458,126.00</u>
<b>Other Current Assets</b>	
Prepaid expenses	1,246.00
<b>Total Other Current Assets</b>	<u>1,246.00</u>
<b>Total Current Assets</b>	<u>459,372.00</u>
<b>TOTAL ASSETS</b>	<u><u>459,372.00</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Equity</b>	
GSF Reserve Transfer	95,504.87
32000 - Retained Earnings	252,959.32
Net Income	110,907.81
<b>Total Equity</b>	<u>459,372.00</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>459,372.00</u></u>

**Gravenstein Parent Association**  
**Profit & Loss Actual vs. Budget**  
**March 2020**

	Mar 20	Budget	\$ Over Budget	% of Budget
<b>Primary Income/Expense</b>				
<b>Income</b>				
Parent Donations	16,562.00	20,000.00	-3,438.00	82.8%
<b>Special Fundraising Inc</b>				
AmazonSmile	0.00	50.00	-50.00	0.0%
Book Fair	0.00	0.00	0.00	0.0%
Boots, Beer and Bubbly Event	0.00	13,600.00	-13,600.00	0.0%
Box Tops	0.00	21.00	-21.00	0.0%
Color Run	0.00	0.00	0.00	0.0%
Escrip	172.47	49.00	123.47	352.0%
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	13,172.00	-13,172.00	0.0%
See's Candy	0.00	0.00	0.00	0.0%
Skate Night	917.00	0.00	917.00	100.0%
Spirit Wear	0.00	195.00	-195.00	0.0%
<b>Total Special Fundraising Inc</b>	<b>1,089.47</b>	<b>27,087.00</b>	<b>-25,997.53</b>	<b>4.0%</b>
Corporate Matching	0.00	233.34	-233.34	0.0%
Interest Income	0.00	84.00	-84.00	0.0%
Other Donations	0.00	333.34	-333.34	0.0%
<b>Total Income</b>	<b>17,651.47</b>	<b>47,737.68</b>	<b>-30,086.21</b>	<b>37.0%</b>
<b>Gross Profit</b>	<b>17,651.47</b>	<b>47,737.68</b>	<b>-30,086.21</b>	<b>37.0%</b>
<b>Expense</b>				
<b>General &amp; Admin Expense</b>				
Bank Fees	573.44	21.00	552.44	2,730.7%
Bookkeeping	601.58	2,000.00	-1,398.42	30.1%
General Liability	0.00	171.00	-171.00	0.0%
Lawyers Fees	0.00	21.00	-21.00	0.0%
Merchant Fees	0.00	125.00	-125.00	0.0%
Misc. Expense	0.00	41.00	-41.00	0.0%
Newsletter	0.00	41.00	-41.00	0.0%
Office Supplies	453.38	84.00	369.38	539.7%
Postage	0.00	16.00	-16.00	0.0%
Printing	0.00	125.00	-125.00	0.0%
Taxes	0.00	425.00	-425.00	0.0%
Website	0.00	84.00	-84.00	0.0%
<b>Total General &amp; Admin Expense</b>	<b>1,628.40</b>	<b>3,154.00</b>	<b>-1,525.60</b>	<b>51.6%</b>
<b>Independent Contractors</b>				
Art	2,380.00	2,577.00	-197.00	92.4%
Athletics	3,400.00	3,000.00	400.00	113.3%
Chorus	2,400.00	3,158.00	-758.00	76.0%
Drama	1,200.00	1,053.00	147.00	114.0%
Science	3,600.00	4,547.00	-947.00	79.2%
Independent Contractors - Other	0.00	0.00	0.00	0.0%
<b>Total Independent Contractors</b>	<b>12,980.00</b>	<b>14,335.00</b>	<b>-1,355.00</b>	<b>90.5%</b>
<b>School Support Expenses</b>				
8th Grade Dinner	0.00	416.00	-416.00	0.0%
Kinder Kick Off Event	0.00	21.00	-21.00	0.0%
Staff Appreciation Luncheon	0.00	625.00	-625.00	0.0%
Staff Water Delivery-Alhambra	0.00	250.00	-250.00	0.0%
Teacher Mini Grants-\$500 Max	0.00	416.00	-416.00	0.0%
Teacher Support \$350@48 Teacher	0.00	1,400.00	-1,400.00	0.0%
Teacher/Staff Appreciation Week	0.00	0.00	0.00	0.0%
<b>Total School Support Expenses</b>	<b>0.00</b>	<b>3,128.00</b>	<b>-3,128.00</b>	<b>0.0%</b>
<b>Special Fundraising</b>				
Book Fair Expense	0.00	0.00	0.00	0.0%
Boots, Beer and Bubbly Expense	-800.00	8,600.00	-9,400.00	-9.3%
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**  
**March 2020**

	Mar 20	Budget	\$ Over Budget	% of Budget
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	202.16	-202.16	0.0%
<b>Total Special Fundraising</b>	<b>-800.00</b>	<b>8,802.16</b>	<b>-9,602.16</b>	<b>-9.1%</b>
<b>Total Expense</b>	<b>13,808.40</b>	<b>29,419.16</b>	<b>-15,610.76</b>	<b>46.9%</b>
<b>Net Ordinary Income</b>	<b>3,843.07</b>	<b>18,318.52</b>	<b>-14,475.45</b>	<b>21.0%</b>
<b>Net Income</b>	<b>3,843.07</b>	<b>18,318.52</b>	<b>-14,475.45</b>	<b>21.0%</b>

# Gravenstein Parent Association P & L Actual vs. Budget YTD July 2019 through March 2020

	Jul '19 - Mar 20	Budget	\$ Over Budget
<b>Ordinary Income/Expense</b>			
<b>Income</b>			
Parent Donations	192,236.92	170,537.00	21,699.92
<b>Special Fundraising Inc</b>			
AmazonSmile	224.46	450.00	-225.54
Book Fair	0.00	0.00	0.00
Boots, Beer and Bubbly Event	0.00	13,600.00	-13,600.00
Box Tops	26.40	189.00	-162.60
Color Run	0.00	0.00	0.00
Escrip	1,068.92	441.00	627.92
Jog a Thon	52,644.25	43,924.00	8,720.25
Movie Night	837.15	319.00	518.15
Pancake Breakfast	6,145.00	6,200.00	-55.00
Parking Space Raffel	0.00	750.00	-750.00
Read-a-Thon	100.00	13,172.00	-13,072.00
See's Candy	25,820.06	14,000.00	11,820.06
Skate Night	2,221.00	200.00	2,021.00
Spirit Wear	1,190.00	1,755.00	-565.00
<b>Total Special Fundraising Inc</b>	90,277.24	95,000.00	-4,722.76
Corporate Matching	1,500.00	2,100.06	-600.06
Interest Income	90.05	748.00	-657.95
Other Donations	1,500.00	3,000.06	-1,500.06
<b>Total Income</b>	285,604.21	271,385.12	14,219.09
<b>Gross Profit</b>	285,604.21	271,385.12	14,219.09
<b>Expense</b>			
<b>General &amp; Admin Expense</b>			
Bank Fees	6,093.96	189.00	5,904.96
Bookkeeping	14,643.72	18,000.00	-3,356.28
General Liability	2,272.00	1,539.00	733.00
Lawyers Fees	0.00	189.00	-189.00
Merchant Fees	0.00	1,125.00	-1,125.00
Misc. Expense	0.00	377.00	-377.00
Newsletter	0.00	377.00	-377.00
Office Supplies	632.30	748.00	-115.70
Postage	109.00	152.00	-43.00
Printing	570.96	1,125.00	-554.04
Tax Return Preparation	810.00		
Taxes	3,675.00	3,825.00	-150.00
Website	0.00	748.00	-748.00
<b>Total General &amp; Admin Expense</b>	28,806.94	28,394.00	412.94
<b>Independent Contractors</b>			
Art	19,040.00	19,326.00	-286.00
Athletics	25,300.00	22,500.00	2,800.00
Chorus	23,900.00	23,684.00	216.00
Drama	10,320.00	7,894.00	2,426.00
Science	32,600.00	34,106.00	-1,506.00
Independent Contractors - Other	0.00	0.00	0.00
<b>Total Independent Contractors</b>	111,160.00	107,510.00	3,650.00
<b>School Support Expenses</b>			
8th Grade Dinner	0.00	3,752.00	-3,752.00
Kinder Kick Off Event	0.00	189.00	-189.00
Staff Appreciation Luncheon	0.00	5,625.00	-5,625.00
Staff Water Delivery-Alhambra	1,464.59	2,250.00	-785.41
Teacher Mini Grants-\$500 Max	4,063.90	3,752.00	311.90
Teacher Support \$350@48 Teacher	0.00	12,600.00	-12,600.00
Teacher/Staff Appreciation Week	0.00	0.00	0.00
<b>Total School Support Expenses</b>	5,528.49	28,168.00	-22,639.51
<b>Special Fundraising</b>			
Book Fair Expense	0.00	0.00	0.00
Boots, Beer and Bubbly Expense	3,800.00	8,600.00	-4,800.00
Color Run Expense	0.00	0.00	0.00

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**Gravenstein Parent Association**  
**P & L Actual vs. Budget YTD**  
**July 2019 through March 2020**

	Jul '19 - Mar 20	Budget	\$ Over Budget
Jog-a-Thon Expense	5,664.79	3,480.00	2,184.79
Misc Promotional	0.00	65.00	-65.00
Movie Night Expense	400.00	747.00	-347.00
Pancake Breakfast Expense	852.72	1,244.00	-391.28
Read a Thon Expense	0.00	0.00	0.00
See's Candy Expense	18,448.85	6,600.00	11,848.85
Skate Night Expense	34.61	50.00	-15.39
Spirit Wear Expense	0.00	1,819.52	-1,819.52
<b>Total Special Fundraising</b>	<b>29,200.97</b>	<b>22,605.52</b>	<b>6,595.45</b>
<b>Total Expense</b>	<b>174,696.40</b>	<b>186,677.52</b>	<b>-11,981.12</b>
<b>Net Ordinary Income</b>	<b>110,907.81</b>	<b>84,707.60</b>	<b>26,200.21</b>
<b>Net Income</b>	<b>110,907.81</b>	<b>84,707.60</b>	<b>26,200.21</b>

## Gravenstein Parent Association Profit & Loss Budget Performance

March 2020

	Mar 20	Budget	\$ Over Budget	Jul '19 - Mar 20	YTD Budget	\$ Over Budget	Annual Budget
<b>Ordinary Income/Expense</b>							
<b>Income</b>							
Parent Donations	16,562.00	20,000.00	-3,438.00	192,236.92	170,537.00	21,699.92	208,537.00
<b>Special Fundraising Inc</b>							
AmazonSmile	0.00	50.00	-50.00	224.46	450.00	-225.54	600.00
Book Fair	0.00	0.00	0.00	0.00	0.00	0.00	5,621.00
Boots, Beer and Bubbly Event	0.00	13,600.00	-13,600.00	0.00	13,600.00	-13,600.00	13,600.00
Box Tops	0.00	21.00	-21.00	26.40	189.00	-162.60	250.00
Color Run	0.00	0.00	0.00	0.00	0.00	0.00	8,700.00
Escrip	172.47	49.00	123.47	1,068.92	441.00	627.92	585.00
Jog a Thon	0.00	0.00	0.00	52,644.25	43,924.00	8,720.25	43,924.00
Movie Night	0.00	0.00	0.00	837.15	319.00	518.15	319.00
Pancake Breakfast	0.00	0.00	0.00	6,145.00	6,200.00	-55.00	6,200.00
Parking Space Raffel	0.00	0.00	0.00	0.00	750.00	-750.00	750.00
Read-a-Thon	0.00	13,172.00	-13,172.00	100.00	13,172.00	-13,072.00	13,172.00
See's Candy	0.00	0.00	0.00	25,820.06	14,000.00	11,820.06	14,000.00
Skate Night	917.00	0.00	917.00	2,221.00	200.00	2,021.00	400.00
Spirit Wear	0.00	195.00	-195.00	1,190.00	1,755.00	-565.00	2,336.00
<b>Total Special Fundraising Inc</b>	1,089.47	27,087.00	-25,997.53	90,277.24	95,000.00	-4,722.76	110,457.00
Corporate Matching	0.00	233.34	-233.34	1,500.00	2,100.06	-600.06	2,800.00
Interest income	0.00	84.00	-84.00	90.05	748.00	-657.95	1,000.00
Other Donations	0.00	333.34	-333.34	1,500.00	3,000.06	-1,500.06	4,000.00
<b>Total Income</b>	17,651.47	47,737.68	-30,086.21	285,604.21	271,385.12	14,219.09	326,794.00
<b>Gross Profit</b>	17,651.47	47,737.68	-30,086.21	285,604.21	271,385.12	14,219.09	326,794.00
<b>Expense</b>							
<b>General &amp; Admin Expense</b>							
Bank Fees	573.44	21.00	552.44	6,093.96	189.00	5,904.96	250.00
Bookkeeping	601.58	2,000.00	-1,398.42	14,643.72	18,000.00	-3,356.28	24,000.00
General Liability	0.00	171.00	-171.00	2,272.00	1,539.00	733.00	2,050.00
Lawyers Fees	0.00	21.00	-21.00	0.00	189.00	-189.00	250.00
Merchant Fees	0.00	125.00	-125.00	0.00	1,125.00	-1,125.00	1,500.00
Misc. Expense	0.00	41.00	-41.00	0.00	377.00	-377.00	500.00
Newsletter	0.00	41.00	-41.00	0.00	377.00	-377.00	500.00
Office Supplies	453.38	84.00	369.38	632.30	748.00	-115.70	1,000.00
Postage	0.00	16.00	-16.00	109.00	152.00	-43.00	200.00
Printing	0.00	125.00	-125.00	570.96	1,125.00	-554.04	1,500.00
Tax Return Preparation	0.00	0.00	0.00	810.00	0.00	810.00	0.00
Taxes	0.00	425.00	-425.00	3,675.00	3,825.00	-150.00	5,100.00
Website	0.00	84.00	-84.00	0.00	748.00	-748.00	1,000.00
<b>Total General &amp; Admin Expense</b>	1,628.40	3,154.00	-1,525.60	28,806.94	28,394.00	412.94	37,850.00
<b>Independent Contractors</b>							
Art	2,380.00	2,577.00	-197.00	19,040.00	19,326.00	-286.00	24,480.00
Athletics	3,400.00	3,000.00	400.00	25,300.00	22,500.00	2,800.00	28,500.00
Chorus	2,400.00	3,158.00	-758.00	23,900.00	23,684.00	216.00	30,000.00
Drama	1,200.00	1,053.00	147.00	10,320.00	7,894.00	2,426.00	10,000.00
Science	3,600.00	4,547.00	-947.00	32,600.00	34,106.00	-1,506.00	43,200.00
Independent Contractors - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total Independent Contractors</b>	12,980.00	14,335.00	-1,355.00	111,160.00	107,510.00	3,650.00	136,180.00
<b>School Support Expenses</b>							
8th Grade Dinner	0.00	416.00	-416.00	0.00	3,752.00	-3,752.00	5,000.00
Kinder Kick Off Event	0.00	21.00	-21.00	0.00	188.00	-188.00	250.00
Staff Appreciation Luncheon	0.00	625.00	-625.00	0.00	5,625.00	-5,625.00	7,500.00

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## Gravenstein Parent Association Profit & Loss Budget Performance March 2020

	Mar 20	Budget	\$ Over Budget	Jul '19 - Mar 20	YTD Budget	\$ Over Budget	Annual Budget
Staff Water Delivery-Alhambra	0.00	250.00	-250.00	1,464.59	2,250.00	-785.41	3,000.00
Teacher Mini Grants-\$500 Max	0.00	416.00	-416.00	4,063.90	3,752.00	311.90	5,000.00
Teacher Support \$350@48 Teacher	0.00	1,400.00	-1,400.00	0.00	12,600.00	-12,600.00	16,800.00
Teacher/Staff Appreciation Week	0.00	0.00	0.00	0.00	0.00	0.00	7,500.00
<b>Total School Support Expenses</b>	<b>0.00</b>	<b>3,128.00</b>	<b>-3,128.00</b>	<b>5,528.49</b>	<b>28,168.00</b>	<b>-22,639.51</b>	<b>45,050.00</b>
<b>Special Fundraising</b>							
Book Fair Expense	0.00	0.00	0.00	0.00	0.00	0.00	5,523.00
Boots, Beer and Bubbly Expense	-800.00	8,600.00	-9,400.00	3,800.00	8,600.00	-4,800.00	8,600.00
Color Run Expense	0.00	0.00	0.00	0.00	0.00	0.00	960.00
Jog-a-Thon Expense	0.00	0.00	0.00	5,664.79	3,480.00	2,184.79	3,480.00
Misc Promotional	0.00	0.00	0.00	0.00	65.00	-65.00	65.00
Movie Night Expense	0.00	0.00	0.00	400.00	747.00	-347.00	747.00
Pancake Breakfast Expense	0.00	0.00	0.00	852.72	1,244.00	-391.28	1,244.00
Read a Thon Expense	0.00	0.00	0.00	0.00	0.00	0.00	91.00
See's Candy Expense	0.00	0.00	0.00	18,448.85	6,600.00	11,848.85	6,600.00
Skate Night Expense	0.00	0.00	0.00	34.61	50.00	-15.39	100.00
Spirit Wear Expense	0.00	202.16	-202.16	0.00	1,819.52	-1,819.52	2,426.00
<b>Total Special Fundraising</b>	<b>-800.00</b>	<b>8,802.16</b>	<b>-9,602.16</b>	<b>29,200.97</b>	<b>22,605.52</b>	<b>6,595.45</b>	<b>29,836.00</b>
<b>Total Expense</b>	<b>13,808.40</b>	<b>29,419.16</b>	<b>-15,610.76</b>	<b>174,696.40</b>	<b>186,677.52</b>	<b>-11,981.12</b>	<b>248,916.00</b>
<b>Net Ordinary Income</b>	<b>3,843.07</b>	<b>18,318.52</b>	<b>-14,475.45</b>	<b>110,907.81</b>	<b>84,707.60</b>	<b>26,200.21</b>	<b>77,878.00</b>
<b>Net Income</b>	<b>3,843.07</b>	<b>18,318.52</b>	<b>-14,475.45</b>	<b>110,907.81</b>	<b>84,707.60</b>	<b>26,200.21</b>	<b>77,878.00</b>

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## **GPA Meeting Agenda**

**April 28, 2020 6:00pm Online Zoom Meeting**

**Mission and Vision Statement:** *GPA is the non-profit foundation dedicated to supporting and enhancing the ENRICH! Program. GPA does this by providing volunteers, direction and funding for these programs in cooperation with the GUSD school board, administration, teachers and staff.*

### **A. Public Comment on Non Agenda Matters**

#### **B. Finance Subcommittee**

1. Budget Update/Financial report review
2. Paying Enrichment Contractors
3. Review contribution levels

#### **C. Fundraising Subcommittee**

1. Teacher Appreciation

#### **D. Process of Election of Board Members for 2020-21**

1. Advertise in Newsletter, Facebook, message from district for volunteers
2. Amy shared google doc with tasks/responsibilities
3. Open meeting next month to vote in new board member/positions
4. Some current board member stay on to help transition over the summer

#### **E. Communications Subcommittee**

1. Advertise need for board members
2. Discuss communicating who/what GPA pays for to the community
3. End of year survey- how prefer to donate

#### **F. Secretary's Report**

1. Approval March 2020 minutes
2. Next meeting
  - a. May 26 at 6pm via Zoom meeting.

#### **G. Principal's Reports**

#### **H. Superintendent's Report**

#### **I. Flipcause Discussion (if time allows)**

## GPA Planning for 2020-21

### Daily/Weekly/Monthly:

Check email and respond accordingly

Check mail and deposit checks as needed

Communication to school community

- Monday Messages
- Monthly Newsletter

Communication to school board, provide monthly financial updates

Maintain website and facebook page

Prepare monthly agendas

Run monthly meetings

Take meeting notes and distribute for approval at the next meeting

### Legal/Financial:

Yearly election for new board members

File Taxes

File appropriate permits: raffle, alcohol, movie, etc.

Fill out and file insurance

Maintain non profit status

Pay all bills

Prepare and get approval for a budget each year

Work and communicate with bookkeeper

- to provide financial updates at each meeting
- to maintain list of pledge forms and donations
- to provide tax letters to families that donate each year

Create independent contractors contracts- in google drive

Work with GUSD administration for schedule of contractors and time sheets

Collect time sheets every month and process paychecks with bookkeeper

Have 2 board members responsible for signing checks whenever GPA needs to pay a bill

### **Fundraising:**

Manage donations for fundraiser

Manage Pledge forms, pledge drives at Gravenstein and Hillcrest

Maintain volunteer list

Skate Night

Read-a-Thon

Book Fair?

Jog-a Thon

Color Run?

Movie Night?

Business Sponsors

- reach out to the community for sponsorships. (Form in google drive)
- maintain a list for newsletter, jog-a-thon shirts and advertising at events.

Pancake Breakfast

Boots and Bourbon?

See's Candy

Spirit Wear

Box Tops

Passive fundraisers: escrip, amazon smile, etc.

### **School Support:**

Parking space raffle

Teacher Mini Grants

Teacher Classroom Support \$350 per teacher

Kinder Kick Off Event

Staff Appreciation Luncheon

Teacher/Staff Appreciation Week

Alhambra water delivery to each campus

8th grade dinner

**Gravenstein Union School District**  
**2012 Master Plan Review**

**Green indicates condition has been addressed or is no longer an outstanding issue since Master Plan**  
**Yellow indicates condition has not been addressed or fully addressed or items have aged to where they**  
**should have some consideration. Status as of 4/20/20**

<b><u>Project</u></b>	<b><u>Status as of 4/2020</u></b>
<p><b>Architectural Assessment:</b>  <u>Gravenstein:</u> 1) Walkway Canopies            2) Windows            3) Multi Use Building            4) Floor sills below grade level or sidewalk in buildings A,B, and Admin.</p> <p><u>Hillcrest:</u> 1) Buildings A&amp;B            a) Roofs            b) Cement plaster on outside corners            c) Exterior plaster on outside corners, moldings, caulking, rot            d) Damaged metal spandrel panels            e) East and West edge roof drains            2) Modular building behind multipurpose room            a) Exterior ramp plywood            b) Indoor air quality            c) Downspout repair            d) Wood headers for AC buckling            e) Demolition and removal of building?</p>	<p><b>Architectural Assessment: GRAVENSTEIN</b>  <u>Gravenstein:</u> 1) Walkway Canopies            Walkway canopies at all wings A,B,C, and D were addressed in phase 1 modernization that occurred in summer 2015. Damaged and rotted roof decking including 2 x 8 T&amp;G, members were identified and replaced as needed. All walkway canopies were painted and were re-roofed with built up roofing and coated with spray on roof coatings. Gutters were also replaced. No seismic retrofit was found to be needed.</p> <p>2) Windows            Windows remain as existing as single pane. No upgrades have been made in this area, with the exception of MPR, Admin/office, and learning lab classroom and new modulares. Some siding has been replaced as needed or observed to need replacement. Some sills have been rebuilt to replace rotted ones, but still ongoing with maintenance.</p> <p>3) Multi Use Building            Multi-use building and kitchen received an extensive updating part of Phase III in 2018. New windows, insulation, hvac, painting, roofing, flooring, lighting, pocket tables addressed. Kitchen was reconfigured to better serve spacing to address the needs of the district. New casework, sink, exhaust hood, insulation, dishwasher, flooring, insulation, paint, reframing of walls all occurred. New tankless water heater. Restroom removed in lieu of building code but gained one more storage space.</p> <p>4) Floor sills below grade level or sidewalk in buildings A,B, and Admin.</p>

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**GRAVENSTEIN Continued** Sills still sit below grade, but have made efforts to grade out around buildings where possible. Admin building was remodeled and regraded to help with this.

**Hillcrest:**

1) Buildings A&B

a) Roofs

Roofs have remained unchanged. Some periodic maintenance with sealant placement on flashings, and cleaning up debris from gutter openings. Roof replacement recommended. Consider to plan to also replace the roof on the Gym as it is 20 years old now.

b) Cement plaster on outside corners

No change

c) Exterior plaster on outside corners, moldings, caulking, rot.

No change. Caulking in existing moldings.

d) Damaged metal spandrel panels

Panels have been repainted by maintenance, dents can be filled with bondo and sanded to restore.

e) East and West edge roof drains

Roof drains remain as positioned and received cleaning out to remove obstructions.

2) Modular building behind multipurpose room

a) Exterior ramp plywood

Ramps remain plywood, but plywood has been replaced as needed and repainted.

b) Indoor air quality

Building was reroofed in summer 2019, New flooring placed in summer 2015.

c) Downspout repair

Gutters and downspouts replaced in summer 2018

d) Wood headers for AC buckling

Area received some new paving around the area of building. The rear of the modular could receive some with the header.



	<p><b>HILLCREST Continued</b>  <b>e) Demolition and removal of building?</b>  <b>At this time the building has received some attention to improve it. Continued maintenance will help prolong its lifespan. Building was manufactured in 1997 and received another section in 1998, as it became a band room in its former use. Now used as a STEM/media room.</b></p>
<p><b>Structural Assessment:</b>  <u>Gravenstein:</u> 1) General Condition  a) Walkway overhang dry rot  b) Rotting/deterioration of classroom framing beam ends  c) Deterioration of ledger/deckling on east face of Multiuse Building  d) Window wood trim rot  e) Wood sill deterioration  2) Solar feasibility  3) Seismic assessment - seismic joints for walkways</p> <p><u>Hillcrest:</u> 1) General Condition  a) Redwood fascia board overhangs on A&amp;B  b) Wood sill plate  2) Solar feasibility  3) Seismic assessment - detailed assessment?</p>	<p>: 1) General Condition GRAVENSTEIN  <b>a) Walkway overhang dry rot</b>  <b>Resolved in Phase 1 Modernization 2015.</b>  <b>b) Rotting/deterioration of classroom framing beam Ends</b>  <b>Was addressed in phase 1 and 2 modernizations with the exception of d-wing which has not been in the modernization full roofing scope. Ongoing with painting and maintenance upkeep.</b>  <b>c) Deterioration of ledger/deckling on east face of Multiuse Building</b>  <b>Ledger and Decking replaced and repaired in phase 1 modernization.</b>  <b>d) Window wood trim rot</b>  <b>Ongoing issue, some area repaired, some still to do as sills are exposed to weather, and design of the sills.</b>  <b>e) Wood sill deterioration</b>  <b>See above</b>  <b>2) Solar feasibility</b>  <b>Solar completed in 2019/2020. Tilt system installed on roofs at buildings A and B.</b>  <b>3) Seismic assessment - seismic joints for walkways</b>  <b>Seismic joints not deemed necessary.</b></p> <p><u>Hillcrest:</u> 1) General Condition  <b>a) Redwood fascia board overhangs on A&amp;B</b>  <b>Redwood fascia board remains. Painted, and periodic caulking. Possible replacement?</b>  <b>b) Wood sill plate</b>  <b>Wood sills remain in place. No change.</b></p>

HILLCREST Continued

2) Solar feasibility

Solar has been installed, carport structure in 2019.

3) Seismic assessment - detailed assessment?

Detailed seismic assessment has not been assessed.

**Mechanical Assessment:**

- Gravenstein:
- 1) Modular Buildings
    - a) Heat pumps in older building
    - b) Three newer classrooms
    - c) Two non-Field Act buildings
  - 2) 50 year old sewer, water and vent pipes, underground gas pipes
  - 3) Buildings A, B & C
    - a) Supply and return register clearance
    - b) Efficiency of and space in front of furnaces
    - c) Maintenance access to furnaces
    - d) Mechanical room size limits installation of new furnaces
    - e) Non-accessible sinks, stained and scratched
    - f) Old, stained, non-accessible fixtures in K classrooms
  - 4) Multi-Purpose Building
    - a) Old furnaces
    - b) Corrosion of supply ducts, low wall registers
    - c) Inoperable drinking fountain
  - 5) Kitchen
    - a) Exhaust hood
    - b) Exhaust fan
    - c) Dishwasher
    - d) Inoperable walk-in cooler
    - e) Stained scullery sink
    - f) Non-accessible bathroom fixtures
    - e) Water heaters
  - 6) Library
    - a) Furnace
    - b) Non-accessible sink
  - 7) Student/Staff Toilet Rooms & Ancillary Rooms
    - a) Staff room north of MPR with non-accessible, old,

1) Modular Buildings GRAVENSTEIN

a) Heat pumps in older building

Older modular building has been removed.

b) Three newer classrooms

Rm TK added in 2009

Rms 19, 20 added in 2011

Rms 21,22 added in 2013

Rms 23, 24, 25 added in 2016

c) Two non-Field Act buildings

These buildings have been removed and replaced with classrooms 21 and 22.

2) 50 year old sewer, water and vent pipes, underground gas pipes

Some lines have been updated, but much remains original. Main gas line feed from parking lot, to old gas main location has been replaced 2016. PGE has inspected lines for any leaks. MPR line has been updated. Feeds to Modulars have been updated, as well as ADMIN.

3) Buildings A, B & C

g) Supply and return register clearance

Units have been replaced and relocated.

h) Efficiency of and space in front of furnaces

i) Maintenance access to furnaces

Mechanical room size limits installation of new furnaces

Units have been replaced, to meet codes and most are inside classrooms for access.

k) Non-accessible sinks, stained and scratched

Old, stained, non-accessible fixtures in K classrooms

Sinks have been replaced in Phase II

- stained and poor condition sink and toilet
- b) Toilet Rooms north and south of MPR, non-accessible stained fixtures, ventilation
- c) Mop sink in janitor room south of MPR
- 8) Gas Supply
  - a) Seismic shutoff valve
- 9) Storm Drainage
  - a) Gutters and downspouts
  - b) Drains
- 10) Water Supply and Sewer
  - a) Water quality, taste, odor, turbidity, iron content
  - b) Condition and capacity of septic tank/leach field

Hillcrest:

- 1) Modular Building
  - a) Heat pump condition
  - b) Wood sill plate
- 2) Classrooms in Buildings A & B
  - a) Condition of furnaces and duct work
  - b) Rooftop exhaust fans
  - c) Classroom sinks
  - d) Toilet room fixtures, utility/mop sinks, water heaters
  - e) Sewer, water and vent pipes, underground gas pipes, underground gas valves
- 3) Multi-Purpose Building
  - a) Condition of furnaces and duct work
  - b) Rooftop exhaust fans
  - c) Toilet room fixtures and exhaust
  - d) Kitchen furnace, exhaust hood, thermostat
  - f) Triple scullery sink, hand wash/prep sink
  - g) Kitchen island hand wash sink
  - h) Water fountain
  - i) Water heater
- 4) Gas Supply
- 5) Water Supply and Sewer
  - a) Well pump
  - b) Storage tank
  - c) Filtration/treatment system
  - d) Condition and capacity of septic tank/leach field
- 6) Storm Drainage

**GRAVENSTEIN CONTINUED**

**modernization in 2016 and to accessible standards.**

4) **Multi-Purpose Building**

d) **Old furnaces**

**Replaced in 2019 phase III**

e) **Corrosion of supply ducts, low wall registers**

**Return ducts are all new. Low wall registers received new grills, and the pathway was deemed to be in good condition to be reused.**

f) **Inoperable drinking fountain**

**Drinking fountain was replaced with a bottle filling station/fountain combo in 2018.**

5) **Kitchen**

a) **Exhaust hood**

**Exhaust hood replaced**

b) **Exhaust fan**

**Exhaust fan replaced**

c) **Dishwasher**

**Dishwasher installed phase III modernization**

d) **Inoperable walk-in cooler**

**Walk-in cooler removed, as not needed. Went with a commercial refrigerator appliance.**

e) **Stained scullery sink**

**Sink has been replaced with a commercial three compartment sink per code.**

f) **Non-accessible bathroom fixtures**

**Bathroom removed as not code compliant with kitchen compliance standards.**

e) **Water heaters**

**Water heaters have been replaced. Tankless installed at MPR for the MPR.**

g) **Library NOW LEARNING LAB**

c) **Furnace**

**Furnace unit replaced to rooftop unit with AC**

d) **Non-accessible sink**

**Sink removed due to reconfiguration of student/staff restrooms.**

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- a) Shallow drain lines on southern end, back-up and clogging issues
- b) Finding eastern outlet location

#### GRAVENSTEIN CONTINUED

##### 7) Student/Staff Toilet Rooms & Ancillary Rooms

- d) Staff room north of MPR with non-accessible, old, stained and poor condition sink and toilet

**Restrooms updated in Phase II and III**

- e) Toilet Rooms north and south of MPR, non-accessible stained fixtures, ventilation

**Restrooms updated in Phase II Modernization in 2016.**

- f) Mop sink in janitor room south of MPR

**Sink still existing, but functional**

##### 8) Gas Supply

- b) Seismic shutoff valve

**PG&E gas main relocated in phase II modernization. Seismic shutoff valve installed.**

##### 9) Storm Drainage

**Most gutters have been redone, within the last four years with the exception of building D. Most downspouts tie into the storm drain system that has been partially reworked with the phase II modernization at the Administration building. Storm drain rerouted from classrooms 21 and 22 additions.**

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## Electrical Assessment:

- Gravenstein:
- 1) Power Distribution System
    - a) Age/capacity of main switchboard, insufficient for adding air conditioning
    - b) Old/obsolete breakers
    - c) Conductors from main switchboard to PG&E transformer smaller than PG&E service requirements
    - d) Photovoltaic connections
    - e) Age, condition of panel boards and feeders
    - f) Sufficiency of classroom receptacles
    - g) Adherence to recommendations
  - 2) Lighting and controls
    - a) Lighting levels and classroom visibility
    - b) Lamp/ballast replacement for improved energy performance
    - c) Occupancy sensors for older classrooms
    - d) Exterior lighting fixture controls
    - e) Building-mounted flood lights for parking area
    - f) Adherence to recommendations
  - 3) Telephone System
    - a) Nortel phone system replacement
    - b) Telephone trunk wiring system upgrade
    - c) Adherence to recommendations
  - 4) Public Address System
    - a) Upgrade tied to the phone system?
    - b) Adherence to recommendations
  - 5) Clock System
    - a) Master clock, failing system clocks, wiring
    - b) Wireless clocks, lack of signal reception in all rooms
    - c) Mechanical passing bells
    - d) Adherence to recommendations
  - 6) Television Distribution System
    - a) Cabling
    - b) Connectivity in all classrooms
  - 7) Data System
    - a) Optical fiber cabling
    - b) Quantity and location of data outlets
    - c) Adherence to recommendations

## GRAVENSTEIN CONTINUED

- 10) Water Supply and Sewer
  - j) **Water quality, taste, odor, turbidity, iron content**  
**Water system complies with state standards and is monitored weekly. Numerous tests on the water are performed each year to ensure water is safe for public consumption. Would look into a newer water holding tank and look into backup power should power fail?**
  - k) **Condition and capacity of septic tank/leach field**  
**No known issues of septic tank leach field. Was inspected in summer of 2018. Large capacity. Sits on lower field. Another examination needed?**

## Hillcrest:

- 1) **Modular Building**  
**Speed Space modulars demolished in 2012. New modulars P1 and P2 put in place on concrete foundation Rm 18 modular built in 1997.**
  - a) **Heat pump condition**  
Heat pump heater works
  - b) **Wood sill plate**  
**While modulars P1 and P2 sit on foundation, modular 18 sits on wood blocking on top of ac. Requires maintenance to paint caulk building and good drainage to extend the life of the building.**
- 2) Classrooms in Buildings A & B
  - a) **Condition of furnaces and duct work**  
**Furnaces were installed in modernization that occurred in 2007. Furnaces sit in closets within the classrooms. They contain economizers to draw in outside air, but are not AC units.**
  - b) **Rooftop exhaust fans**  
**Function, but were not replaced in the modernization.**

- 8) Fire Detection and Alarm System
  - a) Two panels, non-addressable(location ID)
  - b) Panel reset challenges
  - c) Older panel not State Fire Marshal listed
  - d) Connection to 24-hour offsite monitoring
  - e) Adherence to recommendations
- 9) Low-voltage wiring, general
  - a) Trunk wiring in classroom buildings
  - b) System wiring and components in main office
  - c) Adherence to recommendations

**Hillcrest:**

- 1) Power Distribution System
  - a) Age/brand of main switchboard, insufficient for adding air conditioning
  - b) Old/obsolete breakers

**Most breakers have been updated. Consider Gym in future?**

  - c) Capacity limitations

**Capacity should be investigated if pursue AC units in future?**

  - d) Conductors from main switchboard to PG&E transformer smaller than PG&E service requirements, not compatible with new PG&E conductors
  - e) Photovoltaic connections
  - f) Age, condition of panel boards and feeders

**Panels are newer, feeders are largely original**

  - g) Sufficiency of classroom receptacles
  - h) Adherence to recommendations
- 2) Lighting and controls
  - a) Lamp/ballast replacement for improved energy Performance

**All lighting is LED, for better efficiency.**

  - b) Occupancy sensors for older classrooms

**Most classrooms at buildings A and B do not have occupancy sensors. ( Never part of any upgrades)**

  - c) Exterior lighting fixture controls
  - d) Condition of recessed lighting fixtures
  - e) Building-mounted flood lights for parking area
  - f) Old parking lot lighting poles

**HILLCREST CONTINUED**

**l) Classroom sinks**

**Sinks were all replaced in modernization in 2007. Still in good working condition.**

**m) Toilet room fixtures, utility/mop sinks, water heaters**

**All restrooms at A and B were remodeled with new fixtures, tile and paint in 2007 modernization.**

**n) Sewer, water and vent pipes, underground gas pipes, underground gas valves**

**Sewer is functional and appears to be working. Septic has been partially pumped in summer 2018. Gas pipes are for the most part original. Gas valves were replaced in modernization in 2007. Water lines are original with replacement of shutoff valves in 2007 modernization. Vent pipes originally appear intact.**

**3) Multi-Purpose Building**

**a) Condition of furnaces and duct work**

**Unit is working. Just received new bearings. Unit is twenty years old. Consider replacement in future.**

**b) Rooftop exhaust fans**

**Working condition**

**c) Toilet room fixtures and exhaust**

**Fixtures function, but are 20 years old.**

**d) Kitchen furnace, exhaust hood, thermostat**

**Kitchen furnace works, exhaust works, newer**

**thermostat.**

**o) Triple scullery sink, hand wash/prep sink**

**Sink works, hands free wash/prep sink? Needs FRP paneling throughout the kitchen for updated building code.**

- g) Adherence to recommendations
- 3) Telephone System
- a) Nortel phone system replacement
  - b) Telephone trunk wiring system upgrade  
**Looking into upgrading the system as Nortel part availability is becoming obsolete.**
  - c) Adherence to recommendations
- 4) Public Address System
- a) Not operational  
**System operates through phone and speakers. Could look into ways of improvement, difficult to hear outside.**
- b) Adherence to recommendations
- 5) Clock System
- a) Master clock not operational, failing system clocks, wiring  
**Newer master clock installed, around 2014 or 2015**
  - b) Wireless clocks, lack of signal reception in all rooms  
**All clocks are wireless and or battery operated, Different kinds based on availability for purchase.**
  - c) Mechanical passing bells  
**Bell system from Gym does not work. Has wiring but has not been figured out.**
  - d) Adherence to recommendations
- 6) Television Distribution System
- a) Cabling
  - b) Connectivity in all classrooms  
**With the addition of Smart TVs, traditional cabling is not a need.**
- 7) Data System
- a) Copper cabling
  - b) Quantity and location of data outlets
  - c) Adherence to recommendations  
**Improvements occurring currently.**
- 8) Fire Detection and Alarm System

**HILLCREST CONTINUED**

- p) Kitchen island hand wash sink  
**Roughed in for plumbing, but never found to be needed?**
- g) Water fountain  
**Water fountains function 20 yrs old, adding bottle filler accessory.**
- r) Water heater  
**Water heater works, but is 20 yrs old, consider a tankless water heater?**
- 4) Gas Supply  
**Gas supply is adequate. Lines are about 50 years old.**
- 5) Water Supply and Sewer
- a) Well pump  
**Well pump is functional. Pump may need to be replaced as they traditionally last 10-15 years typically.**
  - b) Storage tank  
**Was installed approximately in 2001 and serves as potable water storage.**
  - c) Filtration/treatment system  
**Filtration consists of chlorine pump and ozone treatment. System is maintained by Weeks Water Treatment, and is monitored weekly. Passed state of drinking water compliance audit.**
  - d) Condition and capacity of septic tank/leach field  
**The Septic tank sits by classrooms 11 and 12. Leach field runs through field by baseball field.**
- 6) Storm Drainage
- a) Shallow drain lines on southern end, back-up and clogging issues
  - b) Finding eastern outlet location  
**Eastern outlet location found. Drain area by performing arts building repaired.**

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>a) Non-addressable(location ID)</li><li>b) Control panel manufacturer</li><li>c) Connection to 24-hour offsite monitoring</li><li>d) Adherence to recommendations</li></ul> <p>9) Exposed wiring, general</p> <ul style="list-style-type: none"><li>a) Aerial cabling on south portion of campus is unsightly and exposed to weather and vandalism</li><li>b) Adherence to recommendations</li></ul> |  |
|--|--|

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## Roof Assessment:

- Gravenstein:**
- 1) Existing Roof Systems
    - a) All permanent buildings with fiberglass Built-Up Roof (BUR) Systems, age?
    - b) Two classroom wings to the north of the courtyard retrofitted with single ply membrane, partial cover of wing contiguous with courtyard
    - c) Seven(7) modular classrooms, 5 with standing seam metal roofs and 2 with BURs with mineral surfaced cap sheet
  - 2) General Condition of the Roof System (Permanent Buildings)
    - a) Multiple patches, roof leaks reported
    - b) Leakage of perimeter edge metal and gutter detail
    - c) Leakage of BUR system on north classroom wings, perimeter edge detail non-approved
    - d) Badly deteriorated wood decking caused by leaks and perimeter edge detail failure
  - 3) Roof Recommendations
    - a) Replacement of existing BURs
    - b) Remove existing roof systems, repair roof decks, install new roof system, mandatory prior to any solar work

**Largely all reroofed within the last 10 years. Wind D has TPO membrane over BUR roof system done around 2010?**

- Hillcrest:**
- 1) Existing Roof Systems
    - a) Buildings A & B have BURs, age/wear? b) Multi-Use/Gym is asphalt shingle, age/wear? **Recommend getting replaced in future.**
    - c) One modular classroom with standing seam metal roof  
**TPO roof coating installed summer 2019.**
  - 2) General Condition of the Roof System (Permanent Buildings)
    - a) Condition of BUR on A & B is good, water ponds on western perimeter due to lack of roof drains, no

## Electrical Assessment: GRAVENSTEIN

- Gravenstein:**
- 1) Power Distribution System
    - a) Age/capacity of main switchboard, insufficient for adding air conditioning
    - b) Old/obsolete breakers  
**New main switchgear added in phase II modernization. Most subpanels were replaced in 2007 modernization.**
    - c) Conductors from main switchboard to PG&E transformer smaller than PG&E service requirements  
**New PG&E service pulled in phase II modernization.**
    - d) Photovoltaic connections  
**Solar array installed over buildings A and B**
    - e) Age, condition of panel boards and feeders  
**Oldest sub panels are from 2007. Breakers are in good shape. Feeders to building C, D, and A are older, but still in sufficient shape.**
    - f) Sufficiency of classroom receptacles  
**More receptacles are always useful, and are ever changing with the advent of different technology tools, TVs, chromebook carts etc...**
    - g) Adherence to recommendations
  - 2) Lighting and controls
    - a) Lighting levels and classroom visibility  
**Most classrooms have dimmable fixtures, with the exception of some of the modulars. All classrooms have LED fixtures either due in part to modernizations or prop 39 projects.**
    - b) Lamp/ballast replacement for improved energy Performance  
**With all light fixtures being LED, improved energy performance has been achieved.**
    - c) Occupancy sensors for older classrooms  
**Rooms have programmable occupancy sensors.**
    - d) Exterior lighting fixture controls  
**There is a mixture of timeclock controls and photocell activated lighting.**

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leaks to due retrofit electrical work, minor loss of aggregate adhesion

b) Multi-UseGym is in good condition, deck with most southern/western exposure in good condition, no fiberglass exposure or curling shingles

3) Roof Recommendations

a) Condition of Building A & B BURs

b) Condition of Multi-use/Gym roof

GRAVENSTEIN CONTINUED

e) Building-mounted flood lights for parking area

**Buildings have flood lights at lower lot, and one for main parking lot, in addition to PG&E pole light.**

f) Adherence to recommendations

GRAVENSTEIN

3) Telephone System

d) Nortel phone system replacement

**Looking into upgrading into a new system.**

**Nortel parts are becoming less available. Also, a more user friendly system is desirable.**

e) Telephone trunk wiring system upgrade

**Much of the inside wiring has been upgraded from phase II modernization. New 50 pair and 25 pair wire pulled in. Wiring is set up to transfer the next phone system from being in a classroom to being in a mechanical closet which is more appropriate.**

Energy Efficiency Review:

1) Energy saving upgrades

2) Solar Panel Projects status

GRAVENSTEIN CONTINUED

f) Adherence to recommendations

4) Public Address System

**Need to investigate speakers in classrooms vs rooms relying on phone speakers only. The PA thru the fire system is very effective for getting out urgent and safety messages.**

c) Upgrade tied to the phone system?

**Something to consider. Speaker wire communication with the phones.**

d) Adherence to recommendations

5) Clock System

a) Master clock, failing system clocks, wiring

**New master clock installed in 2016, with new bell wiring between buildings. System clocks were proving to be problematic and expensive upkeep to replace.**

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**GRAVENSTEIN CONTINUED**

b) **Wireless clocks, lack of signal reception in all rooms**  
**Wireless clocks are more cost effective, though all have the potential to behave differently**

**Mechanical passing bells**

**Bells work, though they are older.**

d) Adherence to recommendations

**6) Television Distribution System**

**With the advent of wireless technology and smart tvs in classrooms cabling is not a necessity.**

c) **Cabling**

d) **Connectivity in all classroom**

**Many improvements have been made in this area. Upgraded fiber through SCOE, new single mode fiber installed in 2016, new switches and access points in almost all classrooms, have dealt well with the increased demand use of technology. Though technology is always changing and constantly evolving, it is important to try to stay up to date.**

**7) Data System**

d) **Optical fiber cabling**

**New single mode fiber installed throughout campus. New fiber service installed in 2018 via Sonic Net fiber.**

e) **Quantity and location of data outlets**

**Data outlets are older but functional. More cat 6 wiring would be desired for the future and for better bandwidth capability.**

f) Adherence to recommendations

**8) Fire Detection and Alarm System**

b) **Two panels, non-addressable(location ID)**

**Fire alarm system updated in Phase II modernization, no more having two panels.**

**GRAVENSTEIN CONTINUED**

**Panel reset challenges**

**With only one panel to deal with, reset challenges are resolved.**

**g) Older panel not State Fire Marshal listed**

**Older panel is gone.**

**h) Connection to 24-hour offsite monitoring**

**Monitored as per code requirements.**

i) Adherence to recommendations

**9) Low-voltage wiring, general**

**Wiring could use some cleanup in some areas...ongoing as demands for technology and other needs change.**

**a) Trunk wiring in classroom buildings**

**Most wiring is older telephone wiring which operates on single pair which is fine currently, but if switch to voip in future consider upgrading wiring?**

**b) System wiring and components in main office**

**System wiring is completely new, and is adequate to meet the needs.**

c) Adherence to recommendations

**ADA Findings:**

- 1) Retrofits/adjustments
- 2) Compliance of new structures since 2012

**Hillcrest:**

1) Power Distribution System

**a) Age/brand of main switchboard, insufficient for adding air conditioning**

**New main electrical panel installed.**

**b) Old/obsolete breakers**

**Original main panel is gone. Subpanels were largely all replaced in 2007 with the exception of gym, and portable at rm 18.**

**c) Capacity limitations**

**Main panel has been upgraded, but subpanels are largely at capacity. Wiring would be needed to add large loads such as AC.**

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Other:

**HILLCREST CONTINUED**

d) Conductors from main switchboard to PG&E transformer smaller than PG&E service requirements, not compatible with new PG&E conductors

**Conductors have been changed, and new PG&E transformer installed in 2018.**

e) Photovoltaic connections

**Solar connection successful, boring occurred from the main panel to the carport.**

f) Age, condition of panel boards and feeders

**Most subpanels were replaced in modernization in 2007. New main switchboard installed in 2018.**

g) Sufficiency of classroom receptacles

**Have made some improvements, but more would be helpful with the advent of more technology tools have been introduced. TVs, chromebook carts etc...**

**Hillcrest:**

1) Power Distribution System

a) Age/brand of main switchboard, insufficient for adding air conditioning

b) Old/obsolete breakers

**Most breakers have been updated. Consider Gym in future?**

c) Capacity limitations

**Capacity should be investigated if we pursue AC units in future?**

d) Conductors from main switchboard to PG&E transformer smaller than PG&E service requirements, not compatible with new PG&E conductors

e) Photovoltaic connections

f) Age, condition of panel boards and feeders

**Panels are newer, feeders are largely original**

g) Sufficiency of classroom receptacles

h) Adherence to recommendations

HILLCREST CONTINUED

2) Lighting and controls

a) Lamp/ballast replacement for improved energy Performance

**All lighting is LED, for better efficiency.**

b) Occupancy sensors for older classrooms

**Most classrooms at buildings A and B do not have occupancy sensors. ( Never part of any upgrades)**

c) Exterior lighting fixture controls

d) Condition of recessed lighting fixtures

e) Building-mounted flood lights for parking area

f) Old parking lot lighting poles

g) Adherence to recommendations

3) Telephone System

d) Nortel phone system replacement

e) Telephone trunk wiring system upgrade

**Looking into upgrading the system as Nortel part availability is becoming obsolete.**

4) Public Address System

c) Not operational

**System operates through phone and speakers. Could look into ways of improvement, difficult to hear outside.**

d) Adherence to recommendations

5) Clock System

a) Master clock not operational, failing system clocks, wiring

**Newer master clock installed, around 2014 or 2015**

b) Wireless clocks, lack of signal reception in all rooms

**All clocks are wireless and or battery operated, Different kinds based on availability for purchase.**

FF

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HILLCREST CONTINUED

- c) Mechanical passing bells
- Bell system from Gym does not work. Has wiring but has not been figured out.**
- d) Adherence to recommendations

- 6) Television Distribution System
  - c) Cabling
  - d) Connectivity in all classrooms

**With the addition of Smart TVs, traditional cabling is not a need.**

- 7) Data System
  - d) Copper cabling
  - e) Quantity and location of data outlets
  - f) Adherence to recommendations

**Improvements occurring currently.**

- 8) Fire Detection and Alarm System
  - e) Non-addressable(location ID)
  - f) Control panel manufacturer
  - g) Connection to 24-hour offsite monitoring
  - h) Adherence to recommendations

- 9) Exposed wiring, general
  - a) **Aerial cabling on south portion of campus is unsightly and exposed to weather and vandalism**
  - Cable TV and Optic wiring still overhead**
  - b) Adherence to recommendations

**Roof Assessment:**

- Gravenstein:
- 1) Existing Roof Systems
    - a) All permanent buildings with fiberglass Built-Up Roof (BUR) Systems, age?
    - b) Two classroom wings to the north of the courtyard retrofitted with single ply membrane, partial cover of wing contiguous with courtyard

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**GRAVENSTEIN CONTINUED**

- c) Seven(7) modular classrooms, 5 with standing seam metal roofs and 2 with BURs with mineral surfaced cap sheet
- 2) General Condition of the Roof System (Permanent Buildings)
  - e) Multiple patches, roof leaks reported
  - f) Leakage of perimeter edge metal and gutter detail
  - g) Leakage of BUR system on north classroom wings, perimeter edge detail non-approved
  - h) Badly deteriorated wood decking caused by leaks and perimeter edge detail failure
- 3) Roof Recommendations
  - c) Replacement of existing BURs
  - d) Remove existing roof systems, repair roof decks, install new roof system, mandatory prior to any solar work

**Largely all reroofed within the last 10 years. Wind D has TPO membrane over BUR roof system done around 2010?**

**Hillcrest:**

**1) Existing Roof Systems**

- a) Buildings A & B have BURs, age/wear? b) Multi-Use/Gym is asphalt shingle, age/wear? **Recommend getting replaced in future.**
  - c) One modular classroom with standing seam metal roof
- TPO roof coating installed summer 2019.**



**Hillcrest Continued**

**2) General Condition of the Roof System (Permanent Buildings)**

- c) Condition of BUR on A & B is good, water ponds on western perimeter due to lack of roof drains, no leaks to due retrofit electrical work, minor loss of aggregate adhesion
- d) Multi-UseGym is in good condition, deck with most southern/western exposure in good condition, no fiberglass exposure or curling shingles

**3) Roof Recommendations**

- c) Condition of Building A & B BURs
- d) Condition of Multi-use/Gym roof

**Look into roof replacements**

**Projects done since Master Plan Creation**

Contains highlights but may not list every single line item in summary

**2012 Demo of two old speed space modulars at Hillcrest. Replaced with modulars P1 and P2**

**2013 Demo of old speed space buildings P1 and P2(Daycare non Field Ap Buildings). Modulars 21 and 22 built in place. In addition, a track at Gravenstein is constructed.**

**2014-2015 Construction of Performing Arts Classroom and Science classroom at Hillcrest. New upgraded fire alarm system panel that serves the entire campus is installed.**

**2015 Phase I Project at Gravenstein. Included dry rot repair and reroofing of all walkway corridors at classroom wings. Including beam repair at MPR. New roofing at buildings A and B complete with stanchion installs for future solar. Sidewalk installed at pickup circle.**

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**2016-2017 Phase II Project at Gravenstein. Included modernization of classrooms at Buildings A,B and C. Classrooms received new led lighting, sinks, heaters. Complete fire alarm replacement campus wide. Addition of classrooms 23, 24, 25. New concrete pad in front of rms 23, 24, and 25. New PG&E electric feed, and new gas main location. Fire water tank with fire pump installed. Completely remodeled administration building. New roofing at Building C and admin. New fiber and phone lines with roof pathways for expansion. New paving for fire truck access done as well. Student restrooms completely remodeled. New gas piping routed on the roof for buildings A, B, and C. ADA improvements dealing with thresholds at classrooms addressed. New drinking fountains installed by primary restrooms. New outdoor lighting fixtures installed at buildings A,B, and C.**

**2017 Lunch Shade Structure at Gravenstein. New lunch Shade structure installed in front of rms 23, 24, 25.**

**2018 Phase III Project at Gravenstein. Included complete remodel of kitchen at Gravenstein, including new HVAC, sinks, FRP paneling, kitchen hood, flooring, reconfiguration of space. MPR received new flooring, insulation, heating, lighting, windows, new pocket tables, paint, and new hardie panel siding. Additionally, a new elevator lift was installed. Learning lab was remodeled, to include new windows, lighting, hvac, paint and carpeting. Staff restrooms were reconfigured to enlarge the spaces and included new fixtures, lighting, flooring, walls, and paint. New lighting both inside and outside installed at wing D.**

**2018-2019 Hillcrest Middle School Improvements: New accessible walkway leading to the soccer field installed. New PG&E electrical service installed to go along with a new main switchboard. Main switchboard was upgraded to a 1200 amp panel. PGE feed is rated the same as previous due to cost of penalty billing of unused demand stipulation. Pathway created for future solar tie-in. New ceiling grid installed at hallways at buildings A and B with new LED lighting. New solar carport constructed and solar array installed.**

**2019 Prop 39 Energy Improvements at Gravenstein and Hillcrest. Consisted of retrofitting or complete replacement of virtually all non LED lighting fixtures not already addressed from previous modernization improvements.**

**2019 Solar at Gravenstein. Solar array is installed at Gravenstein on roofs of buildings A and B.**

**2020 E-Rate Project at Hillcrest. Projects consist of upgrading data wiring for better bandwidth and performance to meet the technology needs of classroom instruction. Consists of new fiber feed within the campus, and cat 6a and cat 6 wiring to all classrooms.**

### **Brainstorm of Ideas for Future Improvements at Hillcrest**

#### **Temperature Mitigation Improvements at Hillcrest**

 Currently, have a tar and gravel roof near the end of useful life at Buildings A and B

Look at a cool roof system to reflect heat off buildings A and B?

No insulation occurs in ceilings currently of buildings A and B

Windows are currently single pain with tinting film

Shade Structures as walkways help combat heat and weather?

Traditional AC units might prove a challenge due to existing electrical infrastructure and perhaps cost prohibitive. Electrical Assessment?

HVAC units are heat only with fan economizers that bring in air from outside, useful at night or early mornings, but not useful when weather is warm.

Other ways of cooling a building without AC?

Attic fans to draw hot air out?

Evaporative coolers?

Shade structure in Duck Pond

## **OTHER IDEAS FOR HILLCREST**

Running track, No track currently exists.

More curb appeal, with landscaping

ADA accessibility for classrooms (Current Ramps thresholds not current with code?)

Other items noted in 2012 master plan have mostly not changed.

Storage: Places to put items for drama productions, PE Equipment, and other facility related equipment is limited.

Modernization funding for Hillcrest GYM and Kitchen?

Playground Improvements, update to reflect Middle School and Accessibility

## **Ideas for Gravenstein not previously mentioned**

Playground Improvements, getting rid of playground bark in favor of a pour in place systems. Bark is tougher to maintain accessibility standards.

Upgrade playground equipment

Parking/Traffic mitigation ideas

**Facilities Report**  
**May 2020**  
**Prepared by Brian Sposato**

**Covid-19:** We continue to take steps to clean and sanitize our campuses. We have also ordered electrostatic disinfectant sprayers for both sites that will greatly help our efficiency and productivity, in addition to providing more comprehensive coverage of sanitizing surfaces and areas such as playgrounds, lunch tables, restrooms, plus classrooms moving forward.

**Master Planning and Future Projects for GUSD:** Counterpoint Construction Services, Inc has been selected to provide construction management services moving forward for future projects and facilitating the master plan. The district facilities committee has had two zoom meetings with Tenaya Dale and Scott Baer of Counterpoint, to go over next steps which includes sending out an RFQ for the process of hiring an architect. Scott and I also walked our two campuses, to get a visual and feel of the sites and to start looking at approaches for re-roofing/insulating buildings A and B at Hillcrest. We are excited to have Counterpoint on board and the experience they have with all phases school construction.

**Hillcrest**

**E-Rate Project:** Project has started with cat 6 and cat 6a cabling for Wifi being installed in classrooms. Project is going well, as most of the cable rough-in has been completed at the time of this publication. We are waiting on the fiber cabling to arrive, but it is expected soon. Project is going well and staying on schedule to this point.

**Bottle Filling Stations:** We added four bottle filling retrofit kits for Hillcrest. These will add convenience for students to fill their water bottles during recesses, PE etc. We also added one for the primary playground at Gravenstein.

**Painting:** We have been busy painting at Hillcrest, and painted the metal panels a bolder yellow to update to the school colors. We will continue to paint at both schools to use the time available with no in-class instruction.

**Marquee:** Our Marquee is scheduled to ship out soon, with the goal of having it installed in June. It will be placed in the second landscape island by the solar carport.



P O Box 330  
Penryn, CA 95663-0330  
916 652-4735 x 210  
916 652-4296 Fax  
www.KSTelecomInc.com  
bn@kstelecominc.com

April 17, 2020

**Proposed Change Order #01**

**Gravenstein Union School District  
RFP Year 22 2019-2020  
Cabling Infrastructure – E-Rate Year 22  
Hillcrest Middle School**

**K S Telecom, Inc. (KST)** is providing a price for change order work inside Building A for the office area workstations, Counselor’s Office, and Principal’s Office per the recent site walk. **KST** is providing and installing (24) new CAT 6 minimum compliance RISER cables and (2) CAT 6A RISER cables for 7 locations and will terminate in the MDF cabinet. All cables will be terminated on keystone RJ45 jacks at the station end and the patch panel. Cost does include surface mounted raceway for cable management. We will also demo (20) cables and (6) SMB's. This is an additional cost to our original scope of work.

**KST** is providing a deductive change order based on the site walk. (4) new CAT 6 minimum compliance RISER cables in Room 16 and (2) new CAT 6 minimum compliance RISER cables in Room 17 in Building F are not needed and have been deleted from scope. Deductive cost is stated below.

**Added Data/Voice Cabling for Building A cost is: \$10,900.00**

**Deductive work per site walk cost is: (\$1,200.00)**

**Total Cost for changes and contract adjustment is \$9,700.00**

\*This is a prevailing wage project done during normal business hours. ✓

\*\*Weekends and holidays are specifically excluded from this quote.

\*\*\*The district will provide access to work areas.

\*\*\*\*The district will provide storage for materials.

Ok to Pay 

**This Project Excludes:**

1. Any electrical work. (Electrical is non-E-rate eligible but can be added under a separate quote if the district does not have staff to do the work)
2. Any conduit work. (No conduits have been specified as needed. If conduits are crushed or unusable, they could be fixed with the contingency if the contingency is taken. If no

contingency is taken or if the contingency amount does not cover the overages due to unforeseen conditions, then the district would be obligated to do the work or obligated for the additional charges to repair the conduits or pathways)

3. Innerduct for underground locations.
4. Grounding feeds, bus bars, etc.
5. Conduit pathway out to the far portables.
6. Any active components including the WAP units, fiber SFP's, switches, etc.
7. Programming or patching of any active equipment.
8. Patch cables.
9. MDF/IDF racks or cabinets.
10. New plywood wall covering at the MDF/IDF.
11. Patch and paint. (Patch and paint would be by district)
12. EZ path or similar fire rated sleeves. (None were shown on the prints and none were called out in the specifications or addendums. If needed, **KST** could provide under the contingency)
13. Plenum rated cable. (No plenum rated areas were identified on the site walk)
14. Surface-mount raceway except as noted below.
15. Any lead paint or asbestos drilling, abatement, etc. (If this material exists it is the districts responsibility to drill the holes or remediate/abate the materials)
16. Anything other than what has been described above as this is how we understand the project based off of the information that has been provided.

### ***Warranty Information***

**K S TELECOM, Inc.** warrants all materials and craftsmanship to be free from defects for a ***period of one year*** from the date of substantial completion. **KST** shall fix or replace, at its sole discretion, all defective materials and/or craftsmanship, at no charge to the customer, excluding damage as a result of negligence, abuse, misuse, and/or acts of God. Normal and customary service charges shall apply for the diagnosis of repair or non-warranted defects. Any changes to LAN/WAN configuration or programming after acceptance is the responsibility of the customer.

**Please call or email if you have questions.**

Sincerely,



Beau Neville  
Project Manager  
K S Telecom, Inc.  
916-652-4735 x 227  
916-652-4296 Fax  
916-280-5819 Cell  
bn@KSTelecomInc.com

## Calculated Priority Risk Index (CPRI)

### **Sonoma County Office of Education Multi-Jurisdictional Hazard Mitigation Plan**

The CPRI value is obtained by assigning varying degrees of risk to four (4) categories for each hazard, and then calculating an index value based on a weighting scheme.

- ✓ The four criteria in the CPRI are Probability, Magnitude/Severity, Warning Time and Duration.
- ✓ The CPRI is calculated with the following weightings for each of the criteria:
  - Probability 45% (.45)
  - Magnitude/Severity 30% (.30)
  - Warning Time 15% (.15)
  - Duration 10% (.10)
- ✓ For each of the criteria, there are four (4) options from which to choose: 1,2,3,4. Zero (0) is the value taken when an option is not assigned.

Reading the "Description" on the attached Degree of Risk Chart is essential to selecting the correct index value for each hazard. A CPRI analysis is conducted for each known hazard.

#### Example

Using the attached example for a location in the Project Area, this is an example of how to calculate the CPRI Index for threats associated with an earthquake on the Northern San Andreas Fault M7.8:

- **Probability** = Likely = 3
- **Magnitude/Severity** = Critical = 3
- **Warning Time** = Less than 6 hours = 4
- **Duration** = Less than 6 hours = 4

Here's how to determine the Calculated Priority Risk Index:

$$\text{CPRI} = [(3 \times 0.45) + (3 \times 0.30) + (4 \times 0.15) + (4 \times 0.10)]$$

$$\text{CPRI} = 2.95$$

**Note: The Assigned Weighting Factor determinations are based on perceptions of the hazards and their risks.**



Following is the summary table for capturing the results of your CPRI assessment:

Hazard	Probability	X 45% (.45)	Magnitude/ Severity	X 30% (.30)	Warning Time	X 15% (.15)	Duration	X 10% (.10)	CPRI Total
Earthquake (Rodgers Creek and Healdsburg Fault Zones M7.2)									
Earthquake (Northern San Andreas Fault M 7.9)									
Flood									
Landslide									
Wildfire									

**CALCULATED PRIORITY RISK INDEX**

**JURISDICTION (SCOE/District):** Gravenstein Union School District

<b>Hazard</b>	<b>Probability</b>	<i>Weighted 45% (x.45)</i>	<b>Magnitude Severity</b>	<i>Weighted 30% (x.3)</i>	<b>Warning Time</b>	<i>Weighted 15% (x.15)</i>	<b>Duration</b>	<i>Weighted 10% (x.1)</i>	<b>CPRI Total</b>
Earthquake - Rodgers Creek/Healdsburg Fault Zones M7.2	3	1.35	3	0.90	4	0.60	1	0.10	2.95
Earthquake - Northern San Andreas Faults M 7.9	3	1.35	3	0.90	4	0.60	1	0.10	2.95
Epidemic/Pandemic/Vector-Borne Diseases	4	1.80	3	0.90	1	0.15	4	0.40	3.25
Flood	1	0.45	2	0.60	1	0.15	3	0.30	1.50
Landslide	1	0.45	1	0.30	1	0.15	1	0.10	1.00
Wildfire	4	1.80	2	0.60	1	0.15	4	0.40	2.95
Tsunami	1	0.45	1	0.30	1	0.15	1	0.10	1.00
Utility Related Event	4	1.80	2	0.60	1	0.15	3	0.30	2.85

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April 10, 2020

David Rose, Superintendent  
Gravenstein Union School District  
3840 Twig Avenue  
Sebastopol, CA 95472

Dear Mr. Rose,

We know these are challenging times and we appreciate your flexibility and patience as we all adjust to how we can best serve students and continue best practices in business functions during this Shelter in Place time. SCOE staff are here to support you. As we move forward and look toward the development of the 2020-21 budgets, please be assured that SCOE will continue providing updates about budget assumptions for 2020-21 and the uncertainty ahead. The only thing we know for sure is that it will be different from the projections and assumptions that guided the Governor in the January budget proposal used as your base for the Second Interim Reports.

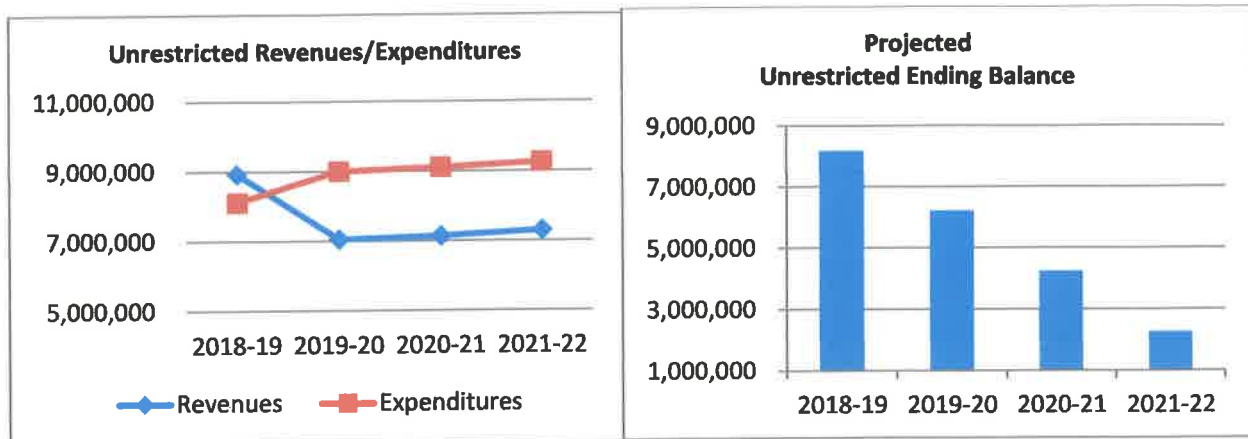
In accordance with Education Code Section 42131, the Sonoma County Office of Education (County) has completed a review of Gravenstein Union School District's (District) Second Interim Report for fiscal year 2019-20. The District self-certified its 2019-20 Second Interim Report as Positive. After a review of the financial data, analyzed in the context of the January Governor's budget proposal for the 2020-21 year, as well as the 2019-20 Adopted State Budget and related trailer bills that were approved, the County has accepted the report as **Positive**. This letter addresses various concerns as well as standard reminders.

**Second Interim and Multi-Year Projection (MYP)**

The District's Second Interim Report MYP, which includes its conversion charter, projects unrestricted deficit spending of **-\$1,956,188** in 2019-20, **-\$1,979,068** in 2020-21, and **-\$1,966,569** in 2021-22.

The State minimum reserve for economic uncertainty of 4% is met in all three years. Deficit spending of this magnitude is of great concern to the County and the elimination of structural deficit spending is critical in order to maintain required reserve levels. Having an adequate reserve allows school district governance teams the ability to be strategic in reducing expenditures when faced with a financial crisis. An adequate reserve protects students, employees, and the public. Given the uncertain times, we are now in with the current Pandemic, COVID-19, school districts with adequate reserves are better equipped to protect the community they serve.

The graphs below depict the gap between projected revenues and expenditures; and projected unrestricted ending fund balances. The District is currently projecting that the unrestricted ending fund balance will decline by 72% by 2021-22.



**Collective Bargaining**

Based upon the Criteria and Standards, negotiations with all units in the 2019-20 fiscal year are settled. Because these costs make up the largest portion of the district’s budget, any salary and/or benefit increase could adversely impact the fiscal condition of the district. We caution the district to ensure that the costs of any proposed agreement be supported by ongoing revenues to avoid creating or exacerbating structural deficits. Before the district takes any future action on a proposed collective bargaining agreement, Government Code Section 3547.5 requires the district to certify financial projections reflecting the impact of any salary negotiations on the current or two subsequent years.

**Summary**

Our Office appreciates the preparation and timely submittal of your 2019-20 Second Interim Budget report. A technical review will be communicated to the business office. **Please see the attached for standard reminders.** If you have any questions, please feel free to call me at (707) 524-2635.

Sincerely,

*Shelley Stiles*

Shelley Stiles  
 Director, External Fiscal Services

- cc:  
 Wanda Holden, District CBO  
 Dr. Steven D. Herrington, County Superintendent of Schools  
 Mary Downey, Deputy Superintendent Business, SCOE  
 Linda Daugherty, District Fiscal Management Advisor, SCOE

Checks Dated 04/01/2020 through 04/30/2020

Board Meeting Date May 14, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1779579	04/02/2020	Ana Horta	04-8699	Refund- Monterey FT		180.00
1779580	04/02/2020	Andrea Schmitz	04-8699	Refund- Monterey FT		180.00
1779581	04/02/2020	Tammie Keithley	04-8699	Refund-Monterey Student & Chaperone		280.00
1779582	04/02/2020	Tracy Shayewitz	04-8699	Refund- Monterey FT		60.00
1779583	04/02/2020	Redfern, Sally R	03-4310	Reimb. Science Supplies		95.60
1779584	04/02/2020	Urmini, Christina	03-4310	Reimb. Spelling City		69.95
1779585	04/02/2020	Educational Innovations Inc.	01-4440	Stem/Tech Supplies	13.08	
			03-4440	Stem/Tech Supplies	139.21	152.29
1779586	04/02/2020	Fishman Supply Company	01-4370	District Wide Custodial Supplies	25.26	
			03-4370	District Wide Custodial Supplies	303.19	
			04-4370	District Wide Custodial Supplies	176.87	505.32
1779587	04/02/2020	Sable Computer Inc. DBA KIS	01-4440	Desktop Computer - Account Clerk	37.28	
			03-4440	Desktop Computer - Account Clerk	447.30	
			04-4440	Desktop Computer - Account Clerk	260.93	745.51
1779588	04/02/2020	Office Depot	01-4351	Paper	43.29	
			01-4359	Instructional Supplies for Grav Elem/Grav First	55.02	
			03-4351	Paper	519.47	
			04-4351	Paper	303.02	
			12-4390	BTB Supplies	72.69	993.49
1779589	04/02/2020	Pacific Gas & Electric	01-5520	Light Poles at Grav Elem 2019-20	1.37	
			03-5520	Light Poles at Grav Elem 2019-20	15.71	17.08
1779590	04/02/2020	West County Transportation	03-5826	Bus for K Discovery - Rohnert Park Gymnastics		334.40
1779591	04/02/2020	Ally Technology Consulting LLC	01-5840	IT Consultant 2019-20	162.50	
			03-5840	IT Consultant 2019-20	1,950.00	
			04-5840	IT Consultant 2019-20	1,137.50	3,250.00
1779592	04/02/2020	B.T. Mancini Co., Inc.	14-5830	Replace/Repair damaged Areas- Hillcrest		566.00
1779593	04/02/2020	Office Depot	01-4359	Instructional Supplies for Grav Elem/Grav First		8.11
1779594	04/02/2020	Oriental Trading Company	03-4310	Classroom Supplies- Otterson		10.60
1779595	04/02/2020	Roberts Mechanical & Elec. Inc	04-5830	Repair HVAC -Hillcrest	702.00	
				Replace Backflow Device -Hillcrest	1,637.30	2,339.30
1779596	04/02/2020	West County Transportation	04-5826	Bus Trans -7th Grade LBC		876.40
1779597	04/02/2020	EmergencyKits.com	01-4390	Sanitation Kits- District		1,782.03
1780663	04/09/2020	Deeths, William H	01-4390	Reimb. School Whistles	21.70	
			04-4390	Reimb. Staff Appreciation	93.57	
				Reimb. Student Rewards	78.48	193.75

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Checks Dated 04/01/2020 through 04/30/2020

Board Meeting Date May 14, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1780664	04/09/2020	Clinton, John D	01-9213	Reissue Lost Check		1,243.10
1780665	04/09/2020	ACSIG	01-9573	Employee's Dental Plan Coverage 2019-20		9,252.00
1780666	04/09/2020	AT&T Calnet 3	01-5911	Gravenstein AT&T CALNET 3 Charges 2019-20	9.39	
			03-5911	Gravenstein AT&T CALNET 3 Charges 2019-20	111.88	
			04-5911	Gravenstein AT&T CALNET 3 Charges 2019-20	55.76	
				Hillcrest AT&T CALNET 3 Charges 2019-20	60.79	237.82
1780667	04/09/2020	Greenacre Homes, Inc	01-5100	2019-20 ISA	2,943.45	
			01-5810	2019-20 ISA	1,000.55	3,944.00
1780668	04/09/2020	H&M Landscape Materials Inc	03-4380	Sand for Playground- Gravenstein		259.80
1780669	04/09/2020	Lattice Educational Services	01-5100	Special Ed Services	1,887.11	
			01-5810	Special Ed Services	1,921.66	3,808.77
1780670	04/09/2020	SyTech Solutions	01-5830	Document Management Services 2019-20	12.52	
			03-5830	Document Management Services 2019-20	150.30	
			04-5830	Document Management Services 2019-20	87.68	250.50
1780671	04/09/2020	U.S. Bank Equipment Finance	01-5631	Copier Lease for Schools and DO for 2019-20	35.29	
			03-5631	Copier Lease for Schools and DO for 2019-20	423.36	
			04-5631	Copier Lease for Schools and DO for 2019-20	246.98	705.63
1780672	04/09/2020	West County Transportation	01-5804	Special Ed Transportation 2019-2020 Qtr 1 and 2		4,699.51
1780673	04/09/2020	U.S. Bank Corporate Payment	01-4310	Grav First Supplies	150.84	
			03-4310	Crandall-Class Supplies	137.44	
				Haas-Class Supplies	64.72	
			03-5826	Supplies-4th Gr FT-Brown	60.60	
			04-4310	Elective Supplies-Collins	31.61	
				Elective Supplies-Rich	194.82	
				HMS Dance Supplies	80.84	
				Scan Disc-McDowell	64.95	
			04-5826	Refund -Hotel for 7th FT	121.68-	
			12-4390	BTB SNACKS	180.95	
			13-4700	Grav Kitchen Supply	61.72	906.81
1781686	04/16/2020	Jeffery Beiswenger	04-8699	Refund -Monterey FT		180.00
1781687	04/16/2020	Lyn Bollinger	04-8699	Refund-Monterey FT		180.00

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ESCAPE ONLINE

Checks Dated 04/01/2020 through 04/30/2020

Board Meeting Date May 14, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1781688	04/16/2020	Perez-Atwell, Eva A	01-5200 Reimb. Mileage		4.25	
			03-5200 Reimb. Mileage		51.06	
			04-5200 Reimb. Mileage		29.79	85.10
1781689	04/16/2020	CDW Government Inc	13-4390 Software for Food Service			331.32
1781690	04/16/2020	Dave's Music Workshop	04-5630 HC Musical Instrument Repair for 19-20			20.00
1781691	04/16/2020	Pacific Gas & Electric	01-5520 Electric and Gas for 2019-20 Gravenstein		141.31	
			03-5520 Electric and Gas for 2019-20 Gravenstein		1,625.02	1,766.33
1781692	04/16/2020	Ray Morgan Company	01-5633 Copier Contract Charges 2019-20			1,219.28
1781693	04/16/2020	Arlene Tuttle	12-8689 Refund -BTB Covid-19			82.50
1781694	04/16/2020	Kelly Seidler	12-8689 Refund -BTB Covid-19			197.50
1781695	04/16/2020	Maggie Schugt	12-8689 Refund- March BTB 2020			125.00
1781696	04/16/2020	ARC Alternatives	40-5830 Board Approved Prop 39 Consulting			2,677.50
1781697	04/16/2020	Dept Of Justice, Acctg Office	01-5862 Fingerprinting for staff 2019-20		1.60	
			Fingerprinting for volunteers 2019-20		4.80	
			03-5862 Fingerprinting for staff 2019-20		19.20	
			Fingerprinting for volunteers 2019-20		57.60	
			04-5862 Fingerprinting for staff 2019-20		11.20	
			Fingerprinting for volunteers 2019-20		33.60	128.00
1781698	04/16/2020	Employment Development Dept.	01-9555 Unemployment Taxes for the year 2019-20			742.64
1781699	04/16/2020	Hardware Tech Inc.	04-5830 Replace Doors and Hinges- HMS			6,160.00
1781700	04/16/2020	Point Reyes National Seashore Assoc.	03-5826 Clem Miller Environmental Ed. Ctr.			3,300.00
1781701	04/16/2020	Recology Sonoma Marin	01-5560 Recology-Gravenstein		71.45	
			03-5560 Recology-Gravenstein		821.73	
			04-5560 Recology-Hillcrest		628.68	1,521.86
1781702	04/16/2020	Weeks Drilling & Pump Co. Inc.	01-5530 Gravenstein Elem Water Service for 2019-20		38.00	
			03-5530 Gravenstein Elem Water Service for 2019-20		437.00	
			04-5530 Hillcrest Water Service for 2019-20		475.00	950.00
1782727	04/23/2020	Lisa Kiehl	04-8699 Refund- Monterey FT (2)			360.00
1782728	04/23/2020	Lisa Kiehl	03-8699 Refund-Web of Life Gr 5			405.00
1782729	04/23/2020	Seojong Kim	03-8699 Refund-Cancelled Field Trips			49.00
1782730	04/23/2020	Shane Follenvaider	03-8699 Refund-Cancelled FT -Brown			255.00
1782731	04/23/2020	Alpha Analytical Laboratories,	01-5830 Water testing for Gravenstein		2.56	
			03-5830 Water testing for Gravenstein		29.44	
			04-5830 Water testing for Hillcrest		32.00	64.00
1782732	04/23/2020	MCI Comm Service	12-5911 Daycare Phone Line for 2019-20			13.58
1782733	04/23/2020	Redwood Pediatric Therapy Asso	03-5811 OT/PT Svcs for Student WS			680.66

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ESCAPE ONLINE

Checks Dated 04/01/2020 through 04/30/2020

Board Meeting Date May 14, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1782734	04/23/2020	Ron Blair Signs	01-5830	Outside Signs for Gravenstein School	41.56	
			03-5830	Outside Signs for Gravenstein School	586.29	627.85
1782735	04/23/2020	All-Guard Alarm Systems, Inc	03-5800	Alarms-Hillcrest & Gravenstein 2019-20 SY	949.65	
			04-5800	Alarms-Hillcrest & Gravenstein 2019-20 SY	650.85	1,600.50
1782736	04/23/2020	Bureau of Education & Research	04-5202	Conference -Best Practices for Co-Teaching		15.00
1782737	04/23/2020	CalPERS Cash & Payment Processing Unit	01-9572	Employee's CalPERS Health Plan Coverage 2019-20		39,868.39
1782738	04/23/2020	JMS Mechanical, Inc.	01-5830	Sound Baffle Installation	56.40	
			03-5830	Sound Baffle Installation	676.80	
			04-5830	Sound Baffle Installation	394.80	1,128.00
1782739	04/23/2020	Pitney Bowes Postage By Phone	01-5950	Postage for postage machine	41.05	
			03-5950	Postage for postage machine	492.59	
			04-5950	Postage for postage machine	287.35	820.99
1782740	04/23/2020	Santa Rosa City Schools	13-4710	Lunch Program for 2019-20		4,545.00
1782741	04/23/2020	Business Card	01-4362	Dist fuel	7.69	
			01-4380	Grav Maint	21.62	
			01-5869	Finance Charge	17.06	
			03-4362	Dist Fuel	92.25	
			03-4380	Dist Maint	248.68	
			03-5830	School Survey	37.00	
			04-4362	Dist Fuel	53.81	478.11
1783654	04/30/2020	Chris Langland	12-8689	BTB- Credit Refund		70.00
1783655	04/30/2020	Tracie Koenig	04-8699	Refund- Monterey Field Trip		180.00
1783656	04/30/2020	Fisher, Cassidy S	01-9213	Re-Issue Employee Payment		1,245.43
1783657	04/30/2020	Sporrer, Kelly A	04-4440	Reimb. Apple Pencil		108.99
1783658	04/30/2020	Fishman Supply Company	01-4370	District Wide Custodial Supplies	2.04	
			03-4370	District Wide Custodial Supplies	24.49	
			04-4370	District Wide Custodial Supplies	14.29	40.82
1783659	04/30/2020	Pacific Gas & Electric	01-5520	Light Poles at Grav Elem 2019-20	1.37	
			03-5520	Light Poles at Grav Elem 2019-20	15.75	17.12
1783660	04/30/2020	Quill Corp	01-4310	Office/Classroom Supplies	19.18	
			01-4350	Office/Classroom Supplies	2.94	
			03-4310	Office/Classroom Supplies	14.95	
			03-4350	Office/Classroom Supplies	35.08	
			04-4310	Office/Classroom Supplies	7.90	
			04-4350	Office/Classroom Supplies	20.47	
			12-4390	Office/Classroom Supplies	12.29	112.81

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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. (Limited to Checks issued from the COUNTY bank account.)

ESCAPE ONLINE



Checks Dated 04/01/2020 through 04/30/2020

Board Meeting Date May 14, 2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1783661	04/30/2020	United Forest Products Inc.	01-4370	Golden Nuggets -Gravenstein	19.16	
			03-4370	Golden Nuggets -Gravenstein	220.34	
			04-4370	Golden Nuggets -Hillcrest	479.01	718.51
1783662	04/30/2020	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2019-20		2,116.40
1783663	04/30/2020	Crandall, Sara K	03-4310	Collage Posters for Students		68.47
1783664	04/30/2020	U.S. Bank Corporate Payment	01-4350	Yearbooks for Board	14.11	
				Yearbooks for Grav	11.29	
			03-4350	Yearbooks for Board	162.27	
				Yearbooks for Grav	129.81	
			04-4350	Yearbooks for Grav	35.27	
			04-4400	Supplies for EI-Collins	31.61	384.36
<b>Total Number of Checks</b>					<b>73</b>	<b>113,588.79</b>

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	38	71,016.64
03	Gravenstein Elementary Charte	37	16,578.66
04	Hillcrest Middle Charter	36	17,057.44
12	Child Development Fund	8	754.51
13	Cafeteria Fund	3	4,938.04
14	Deferred Maintenance Fund	1	566.00
40	Special Reserve-capital Proj	1	2,677.50
Total Number of Checks		<b>73</b>	<b>113,588.79</b>
Less Unpaid Tax Liability			<b>.00</b>
<b>Net (Check Amount)</b>			<b>113,588.79</b>

Includes checks for only Bank Account COUNTY

53

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. (Limited to Checks issued from the COUNTY bank account.)

Gravenstein Union School District  
April Payroll Report

May 14, 2020 Regular Board Meeting

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**Certificated Salary & Benefits**

Regular: \$ 498,485.49

Supplemental: \$ 3,611.49

**Classified Salary & Benefits**

Regular: \$ 161,537.32

Supplemental: \$ 2,463.74

**Total Salary & Benefits**

\$ 666,098.04

**GRAVENSTEIN UNION SCHOOL DISTRICT**

3840 TWIG AVENUE  
SEBASTOPOL, CA 95472

**Board of Education  
Regular Meeting Minutes**

DATE: Thursday, April 9, 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**

**I. CALL TO ORDER AT 5:00 PM**

Call to meeting at 5:02 pm

In attendance GA, SS, and JK. Attending remotely via Zoom AK and PL.

Public able to view the meeting via the youtube link with questions being sent to DR via email.

**II. ADOPTION AND APPROVAL OF THE AGENDA**

**Approval of the agenda for April 9, 2020 (2 min.)**

Action taken/comments:

GA moves to approve  
JK 2nds  
GA Yes  
PL yes  
JK Yes  
Ak yes  
SS yes

Passes 5 to 0

SS is leaving at 6:45 for religious observance.

Motion GA Second: JK Vote: SS: aye GA: aye  
PL: aye JK: aye AK: aye

### **III. REPORTS, AND ORAL COMMUNICATIONS**

#### **A. (p. 1) Emergency Powers Utilized by the Superintendent Pursuant to Resolution 200316-1 (1 min.)**

Review of special meeting to give powers to Supt. as recommended by SCOE and as needed.

DR noted that at this point he has not used the executive powers provided by the board in March. There was only one purchase that was made but that was within regular purchase powers.

#### **B. (p. 3) Gravenstein Principal (15 min.)**

Reported included in packet. No questions from the Board. KP noted that she will speak later as a “tag team” with WD during the Superintendent report.

#### **C. (p. 4) Hillcrest Principal (15 min.)**

Report included in packet. No questions from the Board. WD noted that he will speak later as a “tag team” with KP during the Superintendent report.

#### **D. Gravenstein Union Teachers’ Association (5 min.)**

GUTA submitted their report in advance and there is nothing additional to report. JK requested that the Board also receive copies of the job descriptions that are being requested in the GUTA report. BT noted everyone is doing a wonderful job and they greatly appreciate the board and admin.

#### **E. District Site Council (0 min.)**

No report at this time.

#### **F. (p. 9) Gravenstein Parent Association, GPA (5 min.)**

DR shares multiple reports from GPA. GPA did agree to pay their contractors through April 7th. They had to cancel their fundraiser Boots and Bourbon. The suspension of in person instruction has impacted their fundraising. JK asked regarding the impact on the fundraising. DR noted there has been a major decrease but we do not have solid numbers at this time.

KP has been in contact with all enrichment contractors, for many of them they are looking forward and building for next year.

- 1. February 25, 2020 Minutes**
- 2. Financials Through February 29, 2020**
- 3. March 31, 2020 Agenda**

#### **4. GPA Communication with Contractors**

##### **G. Trustee Reports (5 min.)**

JK very impressed by all the staff and how coordinated they all are.

GA thank you to the teachers and how they are making his life so easy with the detailed lessons and activities. GA has been asked to join the Sonoma Land Trust Board. DR has had the issue reviewed by SCLS and there is no current conflict of interest.

AK so impressed by teachers and the staff and their efforts. 4th grade teachers have done an amazing job with the transition to online training.

DR Says thank you on behalf of all the staff.

PL He says he is extremely grateful and amazed. Brought a tear to his eye when he heard about the school helping those having a struggle connecting.

SS Very impressed with everything the staff has done. We did have a committee meeting about reserves, but we have not had one since last meeting, but thinks we should invite someone from GPA and GUTA

##### **H. Climate Committee (0 min.)**

no report

##### **I. (p. 18) Facilities Report (5 min.)**

Report included in packet.

Any visits to campus are being cleaned up right after by staff.

The solar panels are out performing the expected production rates.

SS I didn't think there were plans to hire a contractor. When do we think we will have a bid?

RFP has already gone out and we are bringing a candidate tonight.

##### **J. CBO Report (5 min.)**

WH presented some basic information related to funding at this moment.

Based on info posted yesterday COLA can dip below 2%. Created a scenario of what if we decreased by 1%. Regardless of the current uncertainty, there is a reserve of approximately 8 million. FEMA has encouraged us to apply for emergency funding. Board questions reason. DR noted we do not have a current need but were told by SCOE to file paperwork to get into the que. The school purchased "Hot Spots" to aid students in connecting to the internet for

distance learning. GUTA requested that teachers are also surveyed to make sure they are not having connection issues. DR will make sure that is done.

Board noted concerns about current year funding. DR noted that at this time there are no impacts. WH noted that there are possible changes down the road and we will know more at the May revise.

## **K. Superintendent Report/District Correspondence (15 min.)**

### **1. Questions from March Board Meeting**

Town hall traffic session...putting it on back burner. However as we talk about the master plan we will be talking to board members about this. Board noted that this is not currently a high priority.

Presentation from parents last time and about release of records...we did consult with SCOE legal and they said the school is to follow current mandates.

Mental health position description that was requested is in the agenda has been provided.

Classified staff have posted a notification and are looking to start a union.

### **2. (p. 25) Coronavirus Update**

WD and KP presenting updated distance learning information via presentation that will be uploaded to the website and can be found under important documents.

Some highlights are as follows:

WD #1 is student and staff safety. Want to be sure they are doing everything they can to ensure safety. However, we are a community and we want to maintain that as well. We want to be sure we are keeping our kids focused and on task. Parents were notified and materials were sent home with kids before spring break. We were being proactive. Because of that we were prepared and ready as soon as spring break was over.

KP the next two slides show about distance learning. Our campuses have reduced hours and staffing so that we could abide by the social distancing. We were immediately able to check out chrome books. At Gravenstein we have checked out a little over 120 and at Hillcrest about 35.

One program doesn't fit all and that is even more true with distance learning. There have been many ways the teachers have reached out to their students So everyone is still collaborating and changing.

WD - collaboration - even with everyone not being together every day, the collaboration has been at an all-time high. Really feels that the teachers are reaching out to each other on many different levels. Not just regarding teaching but making sure everyone is okay.

KP - messaging - really making sure everyone is hearing our message in all ways possible without scaring people. The Monday after spring break we had more people open Monday messages than ever before. We are making sure the info that is being sent out is helpful and informative. Staff has been maintaining great communication. The students we were most worried about have been quickly identified and reached out to by staff.

WD we are working on keeping our students engaged. This can be a challenge on a day to day basis while in class, but even harder during distance learning. Teachers are reaching out in several ways to make sure that students are doing what needs to be done. We have asked teachers to record engagement weekly. They have been given a sheet to check off when they have had communication with students.

DR noted we are not taking attendance, we are making sure that the teachers have had communication with the students and that they are turning in assignments. To be sure we are providing compulsory education.

KP reading some of the messages from parents included in the presentation.

KP mentioned the reason, in large part, for the success of what is happening now is because of the procedures our teachers had already put in place from the beginning of the year.

DR commended Will and Keri, the teachers, and the staff for all their hard work.

AK wants to reiterate how amazingly impressed he is with teachers and staff. Also glad to see we are considering how to recreate some of the school wide community events.

Board noted we should be sure we keep the staff in mind as well and make sure we support them as well as the students during and after distance learning.

DR we have a lot of data to know if there is spanish speaking parents. We are having spanish speaking staff reach out to those families.

KP regarding social emotional learning we have used 2nd step. So much of that is being handled with video conferencing or reaching out through phone calls. Kids are saying they miss the teachers, but now they are saying they miss their friends. Teachers have reached out asking parents if they are willing to share information so that they can reach out to each other. Regarding the spanish speakers, one of our staff members speaks spanish and it has been her assignment to reach out to the spanish speaking parents.

PE is something that many of the teachers are working on. Paul Carey has created PE videos that are being sent to teachers and then posted on the teacher's web site. Mr. Sotiras and the whole PE department built a google classroom site.

Sam Cole also built a counseling facebook page.

Hillcrest also had a Spirit week and getting extra points for family participation.

JK asks about school lunch distribution. WH we are not serving on our campus, but we have shared on multiple levels where lunches are being served at different schools. Have just recently shared that Redwood food bank is also delivering groceries for families. JK wants to be sure we are reaching out to the individual families that would need these services.

SS leaves at 6:38pm

**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.

No public comment

**V. CONSENT AGENDA (2 min.)**

**ACTION ITEM**

- A. (p. 27) Warrants**
- B. (p. 35) Payroll**
- C. (p. 36) Minutes from the Regular Board Meeting of March 12, 2020 and the Emergency Board Meeting of March 16, 2020**
- D. (p. 52) Continuing Disclosures Bond Report**
- F. (p. 61) Mental Health Coordinator Position Description**
- G. Agreement Regarding Interdistrict Attendance Agreements (a hard copy of this document is available to view at the GUSD Office, electronic copy to Board Members)**

Action taken/comments:

JK requested pulling the March 12, 2020 board minutes for changes

JK moves to approve consent agenda excluding the minutes

AK 2nds

GA aye

PL aye

JK aye

AK aye

Passes 4 - 0

GA moves to approve minutes with changes as requested by JK

JK 2nds

GA aye

PL aye

JK aye

AK aye



passes 4 - 0

**VI. GENERAL ACTION ITEMS**

**A. (p. 64) Management Salary Schedule (5 min.)**

**Situation:** Our current Management Salary Schedule is inconsistent from position to position in terms of the number of column steps included on the schedule. The current number of column steps range from 5 to 11 steps.

**Plan:** To amend the salary schedule so that each position has 11 column steps with equivalent incremental increases.

**Recommended motion:** For the Board to approve the amended Management Salary Schedule.

Action taken/comments:

This item was tabled at the last meeting to allow all Board members to be part of the discussion. The information is the same as at the last meeting.

JK noted disparity with the percentages and equality issues with the current schedules.

Discussion was held regarding the development of the schedules. Board did not reach a consensus on the issue and it was moved to committee to review and bring back to the board with suggested changes related to percentages and the steps.

JK motions to table and move to committee to develop recommendations to the Board.

Committee to include JK and GA from the Board.

Motion JK Second: PL Vote: SS: n/a GA: aye

PL: aye JK: aye AK: aye

**B. (p. 67) Gravenstein Parent Association (GPA) Enrichment Contractors  
(15 min.)**

**Situation:** GPA, through parent donations and fundraising efforts, currently provides specialized instructors for a variety of enrichment activities for our students. With the suspension of in-person instruction due to the Coronavirus and Sonoma County Health Department and California Department of Education guidance, these specialists cannot provide their typical services, and will be paid by GPA only through April 7, 2020. As GUSD staff build and refine our distance learning platform for the delivery of key Common Core Standards instruction, we are currently not including the rich schedule of enrichment activities that

students experience during in person instruction. The GUSD Board has set aside funds to support any shortfall experienced by GPA; however, the current situation was not a consideration that factored into the Board's action.

**Plan:** GPA and the specialized instructors are initiating a platform to continue to provide enrichments for students through distance learning, but not tied to the activities being provided by GUSD classroom teachers. Administration is working with the contractors individually to identify opportunities for enrichment contractors to provide student activities while being sensitive to the new system of instruction that is in place and the new set of challenges and demands that this system presents for students and parents. The Board will discuss and consider requesting that GPA bill GUSD for contractor instruction services from April 8 to May 29, 2020, in an amount not to exceed \$30,000.

**Recommended motion:** For the Board to approve the payment of an invoice from GPA for Enrich! independent contractors for 4/8/2020 - 5/29/2020 not to exceed \$30,000.

Action taken/comments:

DR money to cover this would not come from the reserve set aside but from the field trip set aside. This is currently in the budget for this year but will not be needed due to the canceling of field trips.

JK is supportive of approving the motion but requests that GPA provide some guidance as to their funding needs and their ability to fund continued learning to the end of the year.

Motion to approve the payment of this invoice from GPA not to exceed \$30,000

Motion GA Second: JK Vote: SS: n/a GA: aye  
PL: aye JK: aye AK: aye

### C. (p. 68) Property Damage Claim (5 min.)

**Situation:** A citizen that owns a property adjacent to the Hillcrest Middle School campus has filed a claim with our insurance carrier, the Redwood Empire Schools Insurance Group (RESIG), in an attempt to recover the cost (\$1,100) of a damaged fence. The citizen speculates that the damage was caused by a Hillcrest student or possibly by soccer team participants utilizing the Hillcrest field. The citizen has filed a report with law enforcement, but no evidence exists as to who actually damaged the fence. Without verifiable proof of district liability, approving district funds to reimburse the property for the cost of repairs would be a gift of public funds, and therefore illegal.

**Plan:** The Board tabled this item during the March 12, 2020 Board Meeting, asking for more information. If the report to law enforcement or any other information lead to the responsible party, the citizen should notify GUSD as soon as possible.

**Recommended motion:** For the Board to deny the citizen's request for reimbursement for the cost of the fence repairs.

Action taken/comments:

Research shows that the fence is 30 yards away from the soccer field, it is not on school property, but rather a foot inside the neighbors property line. In talking to the soccer league and coach no balls go over that fence.

DR follow up RESIG has written a letter with all the research done and will send to the neighbor.

Motion JK Second: AK Vote: SS: n/a GA: aye  
PL: aye JK: aye AK: aye

**D. GUSD Actions to Support Distance Learning and Other Related Essential Services (10 min)**

**Situation:** With the constant changes in guidelines and mandates related to the suspension of in-person instruction due to the Coronavirus for GUSD students, this item is a placeholder in the event that any action items arise between the time this agenda is posted and the time of the meeting, as well as serving as a potential action item that arises based on Board discussion during the meeting.

**Plan:** For the Board to consider any new action item based on new or additional mandates as well as any action item put forth by the Board during the meeting.

**Recommended motion:** None at this time.

Action taken/comments

DR did not present any additional items to the Board. No action was taken.

Motion      Second:      Vote: SS:      GA:      PL:      JK:      AK:     

**E. (p. 69) Memorandum of Understanding Between the Gravenstein Union School (GUSD) and the Gravenstein Union Teachers' Association (GUTA) Regarding COVID-19 Coronavirus (5 min)**

**Situation:** GUTA and GUSD have formalized a number of actions and agreements related to mandates and best practices guidelines during the current shelter in place order and the resulting suspension of in-person instruction.

**Plan:** For GUSD and GUTA members to abide by the tenets of this MOU as we deliver distance learning instruction through the end of the school year.

**Recommended motion:** For the Board to approve the MOU.

Action taken/comments:

Board questioned whether the document has been reviewed by SCLS? DR yes SCLS has reviewed the document.

Motion GA Second: JK Vote: SS: n/a GA: aye  
PL: aye JK: aye AK: aye

**F. Selection of Project Manager to Update the Facilities Master Plan and Manage the Hillcrest Roofing and Excessive Classroom Temperature Mitigation Project** (Hard copies of the RFP and proposals are available at Gravenstein Office.)

**Situation:** The GUSD Board approved an RFP offering for this project during the February 12, 2020 Board Meeting. A committee composed of staff and Board Members has reviewed the submittals and has recommended a firm to manage this project.

**Plan:** For the Board to award the contract to the firm recommended by the committee.

**Recommended motion:** For the Board to approve the committee's recommendation.

Action taken/comments

DR the committee selected CounterPoint.

JK and PL served on the selection committee. Both are confident that the selection is the right selection. Staff did referral checks with other districts.

JK moves to approve  
PL 2nds

Motion JK Second: PL Vote: SS: n/a GA: aye  
PL: aye JK: aye AK: aye

**VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION**

No comments on items in closed session

Adjourn to close session at 7:22

**VIII. 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

**IX. RECONVENE TO OPEN SESSION**

Reconvened to open session at 7:41pm

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

Nothing to report from closed session.

Action taken/comments

Motion \_\_\_\_\_ Second \_\_\_\_\_ Vote: SS: \_\_\_\_\_ GA: \_\_\_\_\_ PL: \_\_\_\_\_  
JK: \_\_\_\_\_

AK: \_\_\_\_\_

**XI. FUTURE BOARD MEETINGS**

- A. May 14, 2020 at 5pm
- B. June 11, 2020 at 5pm
- C. June 18, 2020 at 5pm (pending CDE LCAP guidance)

**XII. ADJOURNMENT**

**Adjourned at 7:42pm**

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.

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# Williams Settlement Quarterly Uniform Complaint Report - January 1, 2020 - March 31, 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

Name of District

Gravenstein Union School

Name and Title of Person Reporting \*

Renee Lott

Phone Number \*

7078436193

66



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

### 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



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## INSTRUCTIONAL MATERIALS

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



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Gravenstein Union School District  
Position Description  
**DRAFT**

Job Title: School Psychologist  
Reports To: Superintendent  
Prepared Date: April 2020  
Approved Date:

**SUMMARY**

Under the general direction of the Superintendent, provide school psychologist services to the district programs, including testing, consulting with general and special education staff, to assist in meeting the social, emotional and educational needs of students with a main focus area of students with disabilities being serviced by the Gravenstein Union School District; administer and interpret psychological assessments of students; prepare recommendations regarding the evaluation and placement of students; consult with teachers, administrators, specialists, agency and district personnel and parents; develop and coordinate behavior management programs; counsel students and to perform related duties as assigned.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other job-related duties may be assigned.

Incumbent works closely with the Superintendent, site principals, Special Education Teachers and General Education Teachers and follows detailed instruction and/or established practice on most duties. May be assigned job related responsibility based on legislative mandates. Uses some judgment and initiative in performing job responsibilities; makes reports and recommendations to staff, supervisor, and parents/guardians. Provides consultant services, interpretation of information guidance and support to staff, teachers, administrators, and parents in the area of Special Education. Provide psycho-educational assessments of students for districts and programs; participate in resulting Individualized Educational Program (IEP) meetings; interpret psycho-educational assessment results. Develop student goals and objectives and facilitate IEP meetings as required. Provide written reports analyzing, interpreting and summarizing test results, observations and information from school personnel, students and parents. Determine special education eligibility and assist districts and County Office programs to meet education code and other legal mandates for regular and special education. Plan, coordinate and/or develop educational interventions, behavior management and counseling mental health programs for Special Education students. Conduct Functional Behavior Assessments of students, develop behavioral support plans, and work with staff to implement and monitor such plans. Develop, coordinate and provide inservice training to staff, parents, agency, and district personnel. Maintain confidential records, ensuring transmittal to appropriate school and agency personnel. Assume responsibility for planning and coordination of selected Special Education projects and activities. Establish and maintain clear communication and cooperative working relationships with clients, staff, other agencies, regional and state administrators through announcements, letters, telephone communications, attendance at meetings and site visits. Develop personal goals and objectives which support and are consistent with the goals of the Gravenstein Union School District. Maintain professional competencies in areas of responsibility; maintain contact with and

participate in professional job related organizations and serve as a liaison to professional groups. Plan, organize and implement Special Education Programs in cooperation with county office, school districts, other agencies and consultants in the surrounding region.

## **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of: Federal and state laws, codes, regulations and requirements pertaining to areas of assigned responsibility for regular and special education. Professional and ethical standards and practices. Counseling techniques and methodology. Principles, practices, methods and strategies applicable to special education curriculum development and strategies for implementation. Psychological and educational techniques, tests, materials, methods, theories and trends in assessing and identifying a typical student learning and behavior characteristic. Recommendations regarding the evaluation and placement of students. Public and private education programs and community resources for referrals. Current techniques in research and development in the field of psychological evaluation and the application of program evaluation methods. Behavior management theories and techniques. Respond promptly to requests of internal and external clients. Provide needed direction, assistance, training, materials and resources. Select appropriate assessment instruments and methods of assessment. Plan and implement programs of remediation. Write coherent and comprehensive psychological reports. Communicate effectively both orally and in writing. Make decisions in an objective, rational and competent manner. Facilitate team work. Demonstrate flexibility and creative problem solving. Establish effective working relationships with staff, district personnel, other agencies, and the public. Maintain and improve professional skills and knowledge. Be flexible and receptive to change. Provide Educationally-Related Mental Health Services(ERMHS).

## **EDUCATION and/or EXPERIENCE**

Masters Degree from an accredited college or university with an emphasis in educational psychology or closely related field preferred. California Pupil Personnel Credential with School Psychology Authorization required. One (1) year experience as an intern in a special education program. One (1) year unsupervised work as a school psychologist.

## **LANGUAGE SKILLS**

Ability to read, analyze and interpret professional journals and reports; ability to write reports and communicate with and respond to questions from students and families as well as staff and other community members. Fluent understanding of how to communicate Special Education concepts and interventions.

## **REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written and oral form. Ability to multitask while remaining organized.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk, or hear; and use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms, climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

# Gravenstein Union School District

## PositionDescription

Draft

Job Title: School Counselor (Academic)  
Reports To: Principals  
Prepared Date: April 2020  
Approved Date:

### SUMMARY

Under the general direction of the school site Principals, the School Counselor plans, coordinates and provides oversight and supervision for the school counseling program. Duties include providing a range of counseling support services to students and/or parents; consulting with and training for teachers, administrators, specialists and district personnel; building a system of universal student support strategies, mitigating barriers to annual academic growth for students; recruiting and supervising mental health interns/trainees and to do job-related work as required.

**ESSENTIAL DUTIES AND RESPONSIBILITIES** include the following. Other job-related duties may be assigned.

The School Counselor is responsible for developing, implementing and managing a comprehensive school counseling program to serve the academic, social and career development needs of students enrolled in GUSD. The primary purpose of the comprehensive school counseling program is the support of the instructional and academic goals of GUSD. Promotes an understanding and appreciation of diverse populations and cultures. Uses data to develop and inform the school counseling program and evaluates the program's impact on the school's instructional goals. Collaborates on the development and management of the comprehensive school counseling program with district administration and teachers. Communicates and shares the goals of the comprehensive school counseling program to stakeholders including students, families and community partners. Develops and maintains a written plan for effective delivery of the school counseling programs based on the GUSD student achievement goals and aligned with the American School Counseling Association (ASCA) National Standards for School Counseling Programs. Provide direct services to students through preventive and responsive services, including conflict resolution and individual student planning. Designs, implements and assesses the guidance curriculum, particularly in the area of social and emotional learning. Utilizes responsive counseling, initiating individual and group sessions for students' academic, social and personal concerns. Consults with families and staff to appraise student needs and interests and to discuss appropriate recommendations for educational options. Support master schedule creation and student enrollment process; create student schedules. Plans, coordinates and provides the classroom guidance sessions to meet the identified guidance and counseling competencies in the areas of academic achievement, career and educational development, and personal and social development to assist students in developing decision-making skills and identifying life goals. Participates in Student Study Team meetings, IEPs and other educational meetings as part of an interdisciplinary team. Assesses student needs and

makes referrals to appropriate school resource personnel, social agencies, community agencies and alternative programs. Duties include conducting threat assessments, suicide assessments and making CPS reports when mandated and participates on the district crisis intervention team. Prepares students for the transition to the next level: middle school and high school activities/options. Plans and coordinates programs such as test skills preparation, spirit and positive school climate events or activities, improved/perfect attendance celebrations and other extensions of the counseling program. Collaborates with parents/guardians and educators to assist students with educational and career planning. Participates in school management teams in order to advocate for students needs and provide guidance for school staff. Guides, coordinates and supports other school staff in implementing school wide advisory programs. Uses responsive counseling strategies to establish relationships and collaborate with educators, students, families, and community partners which reflect recognition of and respect for each individual. Assists families in obtaining services for their children through an appropriate referral and follow-up process. Serves as liaison between the social services agencies and personnel from GUSD. Assists teachers in understanding their students, including providing and interpreting student data. Provides in-service training on topics related to the school counseling program and supporting student achievement.

## **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Commitment to equity and passionate about closing the achievement gap and ensuring that every child, regardless of background or circumstance, receives an excellent education. Knowledge of the principles of human behavior. Familiar with a variety of counseling interventions appropriate in working with TK-8 students, including conflict resolution, individual, group and family methods. Knowledge of child development and stages of academic and cognitive growth. Knowledge of community service agencies and resources; problems and concerns of families in the community; family needs; social and personal needs of school-age students and organizations and individuals who handle emotional, social and substance use-related problems of school-age students. Must possess strong communication and interpersonal skills. Ability to effectively intervene in mental health crises utilizing consultation as needed. Must be self-motivated and be able to work independently without direct supervision as well as have the ability to work collaboratively within school, social services, mental health, law enforcement, probation, legal and non-profit systems. Ability to apply knowledge of cultural diversity, anti-bullying strategies, domestic violence and healthy relationships. Ability to establish and maintain cooperative relationships with students, school administrators, teachers, school support staff and the community; analyze situations accurately and adopt an effective course of action; take responsibility and use good judgment in recognizing scope of authority.

## **EDUCATION and/or EXPERIENCE**

Master's Degree from an accredited college or university in school guidance and counseling, Pupil Personnel Services in School Counseling. Experience in program creation and oversight preferred. Experience working within schools is preferred.

## **LANGUAGE SKILLS**

Ability to read, analyze and interpret professional journals and reports; ability to write reports and communicate with and respond to questions from students and families as well as staff and other community members. Fluent understanding of how to communicate academic supports and interventions.

## **REASONING ABILITY**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written and oral form. Ability to multitask while remaining organized.

## **PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, stand, walk, talk, or hear; and use hands to finger, handle, or feel. The employee is occasionally required to reach with hands and arms, climb or balance; and stoop, kneel, or crouch. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

## **WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

# The Essential Role of Middle School Counselors



**R**esearch shows school counseling programs, as outlined by “The ASCA National Model: A Framework for School Counseling Programs,” have a positive impact on student achievement. The development and implementation of these programs requires leadership from well-trained, highly competent middle school counselors and collaboration with school administrators, classroom teachers, school staff and community stakeholders.

## MIDDLE SCHOOL STUDENTS’ DEVELOPMENTAL NEEDS

Middle school is an exciting yet challenging time for students, their parents and teachers. During this passage from childhood to adolescence, middle school students are characterized by a need to explore a variety of interests, connecting their learning in the

classroom to its practical application in life and work; high levels of activity coupled with frequent fatigue due to rapid growth; a search for their own unique identity as they begin turning more frequently to peers rather than parents for ideas and affirmation; extreme sensitivity to the comments from others; and heavy reliance on friends

to provide comfort, understanding and approval.

Identifying students’ academic and social/emotional needs, as well as providing any necessary interventions, is essential in removing barriers to learning and helping students develop skills and behaviors critical for academic achievement. The knowledge, attitudes and skills students acquire during these years build the foundation for future success.

## MEETING THE NEED

Middle school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills. They implement a school counseling program to support students through this important developmental period. The school counseling program provides education, prevention and intervention activities, which are integrated into all aspects of students’ lives. The program teaches students the knowledge, attitudes and skills necessary for academic, career and social/emotional development.

Middle school counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. Middle school counselors also collaborate with teachers and parents on early identification and intervention of children’s academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

The work of middle school counselors aligns with the school’s mission to support all students’ academic achievement as they

prepare for the ever-changing world of the 21st century. This alignment is accomplished through the design, development, implementation and evaluation of a school counseling program. The tools guiding this work are the ASCA Mindsets & Behaviors for Student Success, which address students' academic, career and social/emotional development, and the ASCA National Model, with its data-informed, results-based focus. Research demonstrating the effectiveness of school counseling programs continues to grow, and there is evidence of the positive impact these programs have on students' academic and social/emotional development.

### IMPLEMENTING A SCHOOL COUNSELING PROGRAM

Middle school counselors define and focus the school counseling program based on the school's academic, attendance and discipline data. Identifying student needs through this data and consulting with administrators guides program development. Middle school counselors balance their program by addressing students' academic, career and social/emotional development in addition to balancing delivery methods, recognizing that students learn in multiple ways. The end result of this work is reflected in improvement in academic, attendance and discipline outcomes related

to academic development, college and career readiness and social/emotional development.

The ASCA National Model provides a flexible framework middle school counselors use to develop a school counseling program designed to meet students' unique needs. The delivery of these services includes:

#### *Direct student services including:*

- instruction – teaching the school counseling curriculum to students focused through the lens of selected student standards from the ASCA Mindsets & Behaviors for Student Success.
- appraisal and advisement – assessing student abilities, interests and achievement to help them make decisions about their future.
- counseling – providing professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success. School counselors do not provide therapy or long-term counseling in schools; however, school counselors are prepared to recognize and respond to student mental health needs and to assist students and families seeking resources.

#### *Indirect student services including:*

- consultation – share strategies supporting student achievement with parents, teachers, other educators and community organizations
- collaboration – work with other educators, parents and the community to support student achievement
- referrals – support for students and families to school or community resources for additional assistance and information

### RESEARCH ON THE EFFECTIVENESS OF SCHOOL COUNSELING

Numerous studies demonstrate the value of school counseling for students in the domains of academic development, college and career readiness and social/emotional development. Results of research about the effectiveness of school counseling can be found at [schoolcounselor.org/effectiveness](http://schoolcounselor.org/effectiveness).

### THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING

For more information about school counseling programs based on the ASCA National Model, go to [schoolcounselor.org/ascanationalmodel](http://schoolcounselor.org/ascanationalmodel).

(Revised, 2019)

## Why Middle School Counselors?

Middle school students are characterized by rapid physical growth, curiosity about their world and an emerging self-identity. Middle school counselors have an impact on these years by implementing a school counseling program and collaborating with school staff, parents and the community to create a safe, respectful learning environment whereby young adolescents can maximize personal and academic achievement.

Middle school counselors enhance the learning process and promote academic, career and social/emotional development. School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set informed career goals and realize full academic potential to become productive, contributing members of the world community.

Middle school counselors hold a master's degree and required state certification in school counseling. Maintaining certification includes ongoing professional development to stay current with education reform and challenges facing today's students. Professional association membership enhances the school counselor's knowledge and effectiveness.



Gravenstein Union School District  
3840 Twig Avenue, Sebastopol, CA 95472

TO: Prospective Applicants - Architectural Services  
FROM: Gravenstein Union School District  
DATE: May 18, 2020  
RE: REQUEST FOR QUALIFICATIONS

The Gravenstein Union School District ("District") is requesting Statements of Qualification from architectural firms for architectural services for the Master Planning and associated projects, as well as possible future Bond Measure projects at Gravenstein Union School District and for other facility projects which may be identified by the District. Thus, while this RFQ focuses on the above project, the architectural firm selected may, at the sole discretion of the District, be engaged in other projects as designated by the district.

Your Statement of Qualifications **submittal must be received by 3:00 p.m. on June 8, 2020.** Submittals received after this date and time will not be accepted by the District. Please submit **four (4) printed copies and one (1) digital copy** of your completed Statement of Qualifications to **Attn: Dave Rose, Superintendent.**

### PROJECT DESCRIPTION

The architectural services, shall include, but not be limited, to the following:

- Master planning for associated projects, as well as possible future Bond Measure projects.
- Preparation of all construction documents required for approval by the Division of the State Architect ("DSA");
- Obtain DSA approval for the Projects;
- Administer the bidding process; and
- Provide assistance and consultation during construction of Projects.

### SUBMITTAL REQUIREMENTS

Your Statement of Qualifications shall respond to each item noted below and must follow the format described below. Please limit response information to no more than ten (10) pages and include relevant information only. Submitted materials are limited to 8-1/2 x 11 sized papers.

1. COVER LETTER/LETTER OF INTEREST  
Maximum of two (2) pages. Must include name of firm, address, telephone and fax numbers, and name of Principal to contact. The letter must be signed by a representative of the firm with authorization to bind the firm by contract.

2. DESCRIPTION OF FIRM AND KEY SUB-CONSULTANT FIRMS

A. Architectural Firms

- History, number of years in business in California, staff size
- Location of office which will perform the work
- Size of staff, number of licensed architects and/or engineers in the office who will perform the work

B. Sub-Consultant Firms

- Describe the relationship of your firm and any sub-consultants.
- For each sub-consultant firm, provide the following information:
  - Description of the services the firm will be providing
  - History, number of years in business, staff size
  - Location of office which will perform the work
  - Size of staff, number of professionals in the office which will perform the work
  - Description of extent and duration of prior working relationship with your firm (number and type of projects, number of years)
  - Fees to be charged.

3. RELEVANT EXPERIENCE

A. List relevant K-12 school projects completed in the past 5 years and include:

- Project name and location
- Year completed or current status
- Client, contact person, and phone number
- Project size: square feet and student enrollment
- Project cost
- Key consultant firms (structural, mechanical, electrical, civil, etc.)

4. PROJECT TEAM

A. List the following key Team Members for each primary discipline (structural, mechanical, electrical, civil).

- Principal-in-Charge
- Project Manager
- Project Architect or Engineer

B. Provide qualifications of the Team Members listed above by including resumes which also list related experience

5. FIRM TRACK RECORD

- A. Has your firm ever been terminated or dismissed by a client or replaced by another firm during any educational and/or related project? If so, explain in detail.
- B. Describe by example your experience in meeting schedules and timelines. Describe an approach you have taken to expedite a schedule.
- C. Describe by example your experience in meeting budgets. Describe by example an approach you have taken to bring a project back into budget.
- D. List a completed school modernization projects and/or a new school construction project and their construction budgets that you have been involved in. You may use a related project type if your firm has not completed relevant school projects.

- E. Provide a statement of your firm's financial stability.
- F. Does your firm have any current or pending litigation? If so, please describe.
- G. Has your firm ever defaulted on a contract within the past five (5) years or declared bankruptcy, or been placed in receivership within the past five (5) years?
- H. Name of the prime professional license holder exactly as on file with the requisite licensing authorities.

6. DESCRIPTION OF FEE STRUCTURE

Describe your typical fee structure for a project of this type and scope. The specific fee for the project will be negotiated with the firm ranked highest in the selection process. If a reasonable fee cannot be agreed upon, the District may elect to consider the next highest ranking firm.

### **SELECTION PROCESS**

All Statements of Qualifications received by the specified deadline will be reviewed by the Gravenstein Union School District for completeness, content, experience, and qualifications. For those firms deemed most qualified, further evaluation and interviews may be conducted as part of the final selection process. However, the District reserves the right to complete the selection process without proceeding to an interview process, and may choose to select based on the information supplied in the Statement of Qualifications.

The District reserves the right to select the firm(s) whose qualifications, in the District's sole judgment, best meet the needs of the District.

### **SELECTION CRITERIA**

The following criteria, listed in no particular order of importance, will be used to select the firm for the above described work.

- Responsiveness to the RFQ – completeness and quality of the response.
- Firm and sub-consultant experience with school projects Qualifications and experience of proposed Team Members.
- Client satisfaction.
- Ability to comply with budget.
- Ability to comply with schedule.
- Stability and production capacity of firm and sub-consultant firms.
- Appropriate design aesthetic.
- Reasonableness of fees.

# Gravenstein Union School District

## Board Policy - **DRAFT**

### Maintaining Appropriate Adult-Student Interactions

BP 4119.24 4219.24,4319.24

#### Personnel

~~\*\*\*Note: The following optional policy may be revised to reflect district practice.\*\*\*~~

The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

(cf. 5145.7 - Sexual Harassment)

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

~~\*\*\*Note: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, are required to report known or suspected child abuse, including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.\*\*\*~~

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

- (cf. 1312.1 - Complaints Concerning District Employees)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

- (cf. 4117.7/4317.7 - Employment Status Reports)
- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)

~~\*\*\*Note: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post, in a publicly accessible manner on each school's web site or on the district web site if a school does not maintain one, the section(s) of the code of conduct dealing with employee-student interactions. At the beginning of each school year, the district must also provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, this Board policy, sections of BP/E 4119.21/4219.21/4319.21—Professional Standards, and employee handbooks.\*\*\*~~

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

- (cf. 1113 - District and School Web Sites)
- (cf. 5145.6 - Parental Notifications)

### Inappropriate Conduct

~~\*\*\*Note: The following section lists examples of inappropriate conduct and conduct that can create the appearance of impropriety. For additional examples of behaviors that may constitute sexual harassment of students, see BP/AR 5145.7—Sexual Harassment.\*\*\*~~

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without

parent/guardian consent

4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

(cf. 4040 - Employee Use of Technology)

5. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee
6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students
8. Addressing a student in an overly familiar manner, such as by using a term of endearment
9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities
10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose
11. Transporting a student in a personal vehicle without prior authorization
12. Encouraging students to confide their personal or family problems and/or relationships
13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

Legal Reference

EDUCATION CODE

44030.5 Employment status reports

44050 Employee code of conduct; employee interactions with students

44242.5 Reports and review of alleged misconduct

44940 Sex offenses and narcotic offenses; compulsory leave of absence

48980 Parental notifications

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status, alleged misconduct

80304 Notice of sexual misconduct

Note: These notes in red are to address the suggested changes in this BP and will not be included in the final draft that is adopted. GUSD BP 5131.2 needs to be updated pursuant to new legislation and CDE/CSBA guidelines. The current text of this GUSD BP is in regular font. New text from CSBA is in italics. "Notes" in the existing GUSD version (boxed) and from CSBA are included here for reference, but will be edited out of the final version that is posted on the website. It is recommended that some of the language from the current GUSD BP be edited to match current CSBA recommendations; those deletions are shown below with strikethrough; additions are in italics.

# Gravenstein Union School District

## Board Policy - **DRAFT**

### Bullying

BP 5131.2

#### Students

*\*\*\*Note: Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following policy and accompanying administrative regulation contain sample procedures that fulfill this mandate and may be revised to reflect district practice.\*\*\**

**\*\*\*Note: Education Code 234.1 and federal law mandate that the Governing Board adopt policy prohibiting discrimination, harassment, intimidation, retaliation, and bullying based on specified characteristics; see BP 5145.3 – Nondiscrimination/Harassment for language fulfilling this mandate.\*\*\***

GUSD does not currently have a BP 5145.3; the Board will be considering a draft of BP 5143.3 concurrently with the process for reviewing this BP.

**\*\*\*Note: In its October 2010 Dear Colleague Letter: Harassment and Bullying, the U.S. Department of Education Office for Civil Rights (OCR) clarified that misconduct that falls under a district's general anti-bullying policy may also trigger responsibilities under one or more federal antidiscrimination laws if the bullying is on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, and/or other legally protected category. If so, federal law requires the district to investigate or otherwise determine what occurred and, if it finds that unlawful discrimination did occur, take prompt and effective steps reasonably calculated to end the discrimination, eliminate any hostile environment and its effects, and prevent the discrimination from recurring.\*\*\***

**\*\*\*Note: In addition, OCR's August 2013 Dear Colleague Letter: Bullying of Students with Disabilities points out that any bullying of any student with disabilities that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education and must be remedied under the federal Individuals with Disabilities Education Act. As necessary, the school may**



need to convene the student's individualized education program (IEP) team to determine whether the student's needs have changed as a result of the bullying and, if so, revise the IEP to ensure that the student continues to receive appropriate special education and related services.\*\*\*

\*\*\*Note: Thus, while this policy is intended to prevent and address all types of bullying incidents among students, school officials need to know that when "discriminatory bullying" is committed (i.e., discrimination based on the actual or perceived status of the alleged victim which is protected by law, such as race, sex, sexual orientation, gender identity or expression, religion, age, or disability), and the bullying is sufficiently serious to create a hostile educational environment for the alleged victim or to otherwise deny or limit his/her educational benefits and services, including denial of a free appropriate public education, the alleged victim must be afforded the protections specified under relevant state and/or federal law. CSBA staff met with representatives from California Department of Education (CDE) and OCR to discuss this policy as it relates to the uniform complaint procedure (UCP) requirements. As a result, this sample policy has been drafted to go beyond the minimal requirements under California's UCP laws and regulations in an attempt to address issues and concerns raised by CDE and OCR. While CDE and OCR have not approved or signed off on this policy, CSBA believes that the additional details provided herein may help school districts and county offices of education during any compliance check by CDE or in the event that a CDE or OCR investigation occurs.\*\*\*

The Governing Board recognizes the harmful effects of bullying on *student well-being*, student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. *No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.* District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

\*\*\*Note: Pursuant to Education Code 48900, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act such as posting of messages on social media networks and includes electronic acts that originate off campus; see the section "Discipline" below and AR 5144.1—Suspension and Expulsion/Due Process.\*\*\*

The "Discipline" section will be removed, as the guidelines for investigation are contained herein and guidance for any disciplinary action is included in GUSD BP/AR 5144.1

\*\*\*Note: In addition, Penal Code 653.2 makes it a crime to distribute another person's personally identifiable information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's address online so that he/she receives harassing messages).\*\*\*

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies

using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

~~\*\*\*Note: Education Code 32282 encourages districts to include bullying prevention policies and procedures in their comprehensive safety plan; see BP 0450—Comprehensive Safety Plan. In addition, Education Code 52060-52077 require the Board to adopt and annually update a local control and accountability plan which includes, among other specified state priorities, goals for addressing school climate; see BP/AR 0460—Local Control and Accountability Plan. Pursuant to Education Code 52060, school climate should be measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable.\*\*\*~~

See red notes on page 4.

The information in the following 3 sections has been updated by CSBA; the revised language is included below.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

~~(cf. 0420—School Plans/Site Councils)~~

~~(cf. 0450—Comprehensive Safety Plan)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 1400—Relations Between Other Governmental Agencies and the Schools) (cf. 6020—Parent Involvement)~~

~~\*\*\*Note: Because bullying is not limited to one environment, collaboration among a variety of community agencies and organizations that serve youth may be helpful in preventing and responding to bullying. For further information about building a collaborative, see CSBA's publications Safe Schools: Strategies for Governing Boards to Ensure Student Success and Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement.\*\*\*~~

~~As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.~~

~~(cf. 1020—Youth Services)~~

~~(cf. 5131—Conduct)~~

~~(cf. 5136 – Gangs)  
(cf. 5145.3 – Nondiscrimination/Harassment)  
(cf. 5145.7 – Sexual Harassment)  
(cf. 5145.9 – Hate Motivated Behavior)~~

~~\*\*\*Note: Because bullying and its effects extend beyond the school environment, collaboration among a variety of community agencies and organizations that serve youth may be helpful in preventing and responding to bullying. For further information about building a collaborative, see CSBA's publications *Safe Schools: Strategies for Governing Boards to Ensure Student Success and Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement*.\*\*\*~~

*The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.*

~~(cf. 1220 - Citizen Advisory Committees)  
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 6020 - Parent Involvement)~~

~~\*\*\*Note: Education Code 32282 encourages districts to include bullying prevention policies and procedures in their comprehensive safety plan; see BP 0450 – Comprehensive Safety Plan. In addition, Education Code 52060-52077 require the Board to adopt and annually update a local control and accountability plan which includes, among other specified state priorities, goals for addressing school climate; see BP/AR 0460 – Local Control and Accountability Plan. Pursuant to Education Code 52060, school climate should be measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable.\*\*\*~~

GUSD does not currently have BPs 0450 or 0460; staff will be preparing drafts for Board review in June. Our Comprehensive Safety Plan will be edited to include specific citations of BP 5131.2 once the final version is adopted. Our LCAP conforms to the above requirements.

*Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.*

~~(cf. 0420 - School Plans/Site Councils)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 0460 - Local Control and Accountability Plan)~~

~~\*\*\*Note: Pursuant to Education Code 234.1, districts are required to adopt a process for receiving and investigating complaints involving unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) based on specified characteristics.~~

*Pursuant to 5 CCR 4600-4633, the uniform complaint procedures (UCP) must be used for this purpose. In addition, federal regulations require districts to adopt procedures providing for prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25). \*\*\**

**Our UCP is in place.**

*\*\*\*Note: Although some bullying incidents may not fall within the provisions of Education Code 234.1 or federal civil rights regulations, CSBA strongly recommends that districts use the UCP to investigate all bullying incidents (whether discriminatory or nondiscriminatory) to ensure consistent implementation by district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of an actual or perceived membership in a legally protected class. Those bullying incidents found to involve discrimination based on the results of the investigation would then be resolved using the UCP. When a bullying incident is determined to be nondiscriminatory, it should be resolved through the appropriate disciplinary process. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with AR 1312.3—Uniform Complaint Procedures. \*\*\**

**GUSD UCP and BP/AR 1312.3 is in place.**

*Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*\*\*\*Note: Education Code 46600, as amended by AB 1127 (Ch. 781, Statutes of 2019), requires a district to approve an intradistrict transfer request for a victim of bullying. If there is no available school for an intradistrict transfer, the district cannot prohibit the student's interdistrict transfer. See BP/AR 5116.1—Intradistrict Open Enrollment and AR 5117—Interdistrict Attendance. \*\*\**

**BPs/ARs 5116.1 and 5117 are in place.**

*If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.*

(cf. 5116.1 - Intradistrict Open Enrollment)  
(cf. 5117 - Interdistrict Attendance)

*Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.*

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The following sections are addressed in other BP/AR, the Comprehensive School Safety Plan, the UCP, and the LCAP, and therefore CSBA has removed them from their current sample BP.

### **Bullying Prevention**

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

(cf. 5137 - Positive School Climate)

\*\*\*Note: California content standards related to student education about bullying and violence prevention (e.g., recognizing the characteristics of bullying, examining the effects of bullying on others, demonstrating what to say and do when witnessing bullying) are addressed within the health education content standards adopted by the State Board of Education.\*\*\*

\*\*\*Note: 47 USC 254 mandates districts that receive e rate discounts to adopt a policy which addresses educating students about appropriate online behavior, including the interaction with other individuals on social networking web sites and in chat rooms, as well as providing information about cyberbullying awareness and response. See BP 6163.4 Student Use of Technology for language implementing this mandate.\*\*\*

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History Social Science Instruction)  
(cf. 6163.4 - Student Use of Technology)

\*\*\*Note: Education Code 32283.5 requires the CDE to develop an online training module to assist all school staff, school administrators, parents/guardians, students, and community members in increasing

their knowledge of the dynamics of bullying and cyberbullying, including, but not limited to, identifying acts of bullying or cyberbullying and implementing strategies to address such acts.\*\*\*

Staff shall receive related professional development materials, including information about early warning signs of harassing/intimidating behaviors and effective response.

(cf. 4131—Staff Development)

(cf. 4231—Staff Development)

(cf. 4331—Staff Development)

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

### **Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

\*\*\*Note: Although Education Code 234.1 requires the district to adopt a policy requiring school personnel who witness acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against students based on the actual or perceived status of the student belonging to a protected class to take immediate steps to intervene when it is safe to do so, it is recommended that districts apply this policy equally to all students; also see AR 5145.3—Nondiscrimination/Harassment.\*\*\*

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2—Guidance/Counseling Services)

### **Reporting and Filing of Complaints**

\*\*\*Note: The following reporting process may be revised to reflect district practice.\*\*\*

~~Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within two business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within two business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.~~

~~Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3—Uniform Complaint Procedures.~~

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

~~\*\*\*Note: Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12—Search and Seizure and BP/AR 6163.4—Student Use of Technology\*\*\*.~~

~~When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.~~

~~When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.~~

### **Investigation and Resolution of Complaints**

~~\*\*\*Note: Pursuant to Education Code 234.1, districts are required to adopt a process for receiving and investigating complaints involving unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) based on race or ethnicity, nationality, gender, sex, sexual orientation, religion, or any other characteristic contained in the definition of hate crimes in Penal Code 422.55. Pursuant to 5 CCR 4600-4633, the UCP must be used for this purpose. In addition, federal regulations require districts to adopt procedures providing for prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25).\*\*\*~~

~~\*\*\*Note: Although some bullying incidents may not fall within the provisions of Education Code 234.1 or federal civil rights regulations, CSBA strongly recommends that districts use the UCP to investigate all bullying incidents (whether discriminatory or nondiscriminatory) to ensure consistent implementation by~~

district staff. It is not always easy or possible for staff to know prior to an investigation whether a student was bullied because of his/her actual or perceived membership in a legally protected class. Those bullying incidents found to involve discrimination based on the results of the investigation would then be resolved using the UCP. When a bullying incident is determined to be nondiscriminatory, it should be resolved through the appropriate disciplinary process. Districts that are concerned about the capacity of a single district compliance officer to handle a possible increase in the number of UCP complaints, or that prefer to handle certain incidents at the school site level whenever possible, may designate multiple compliance officers in accordance with AR 1312.3 – Uniform Complaint Procedures.\*\*\*

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

## Discipline

\*\*\*Note: Pursuant to Education Code 48900-48900.4, "bullying" is a ground for suspension or expulsion; see AR 5144.1 – Suspension and Expulsion/Due Process.\*\*\*

\*\*\*Note: The courts have generally upheld discipline for off-campus student conduct that posed an identifiable threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities (e.g., Wynar v. Douglas County School District, Lavine v. Blaine School District). In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior. For example, the court in J.C. v. Beverly Hills Unified School District found that the district would be able to discipline a student for a video recorded off-campus and posted on YouTube, but that the discipline imposed on this particular student was not justified since the district did not present evidence of specific facts that led school officials to predict that the video would cause substantial disruption (e.g., the video was not violent or threatening nor did it lead to any confrontations between the students).\*\*\*

\*\*\*Note: Consistent with these interpretations, Education Code 48900 defines bullying by means of an electronic act to include creation or transmission originating on or off the school site. Thus, for purposes of determining whether the conduct may be subject to suspension or expulsion, the act does not necessarily need to have been committed while at school, while coming to or from school, or during a school-sponsored activity. Nevertheless, the act needs to satisfy the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to his/her person or property, causing a substantially detrimental effect on his/her physical or mental health, causing substantial interference with his/her academic performance, or causing substantial interference with his/her ability to participate in or benefit from school services, activities, or privileges).\*\*\*



~~\*\*\*Note: When the conduct does not rise to the level specified in Education Code 48900, the district may implement interventions other than suspension or expulsion to address the bullying. For further information, see CSBA's policy brief Cyberbullying: Policy Considerations for Boards. Also see BP 5131 – Conduct and BP 5145.2 – Freedom of Speech/Expression.\*\*\*~~

~~\*\*\*Note: Additionally, districts should note that, in the context of discriminatory bullying on the basis of race, color, national origin, sex, or disability, federal law and regulations require school districts to impose discipline on students, up to and including suspension and expulsion, where necessary to remedy the effects of a hostile environment and prevent the discrimination from recurring.\*\*\*~~

~~Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations:~~

~~(cf. 5138 – Conflict Resolution/Peer Mediation)~~

~~(cf. 5144 – Discipline)~~

~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~

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

~~6159.4 – Behavioral Interventions for Special Education Students)~~

~~Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.~~

~~(cf. 4118 – Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 4119.21/4219.21/4319.21 – Professional Standards)~~

~~(cf. 4218 – Dismissal/Suspension/Disciplinary Action)~~

#### Legal Reference:

##### EDUCATION CODE

~~200-262.4 – Prohibition of discrimination~~

~~32282 – Comprehensive safety plan~~

~~32283.5 – Bullying; online training~~

~~35181 – Governing board policy on responsibilities of students~~

~~35291-35291.5 – Rules~~

~~48900-48925 – Suspension or expulsion~~

~~48985 – Translation of notices~~

~~52060-52077 – Local control and accountability plan~~

##### PENAL CODE

~~422.55 – Definition of hate crime~~

647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7  
Use of camera or other instrument to invade person's privacy; punishment  
653.2 Electronic communication devices; threats to safety  
CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform-complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine

v. Blaine School District, (2002) 279 F.3d 719

Management Resources:  
CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy,

Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and

Gender Nonconforming Students, Policy Brief, February 2014 Addressing the Conditions of

Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Building Healthy Communities: A School Leaders Guide to Collaboration and Community

Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade

Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.ede.ca.gov/ss>

Common Sense Media: <http://www.commoncommonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

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

*Legal Reference:*

*EDUCATION CODE*

*200-262.4 Prohibition of discrimination*  
*32282 Comprehensive safety plan*  
*32283.5 Bullying; online training*  
*35181 Governing board policy on responsibilities of students*  
*35291-35291.5 Rules*  
*46600 Student transfers*  
*48900-48925 Suspension or expulsion*  
*48985 Translation of notices*  
*52060-52077 Local control and accountability plan*

*PENAL CODE*

*422.55 Definition of hate crime*  
*647 Use of camera or other instrument to invade person's privacy; misdemeanor*  
*647.7 Use of camera or other instrument to invade person's privacy; punishment*  
*653.2 Electronic communication devices, threats to safety*

*CODE OF REGULATIONS, TITLE 5*

*4600-4670 Uniform complaint procedures*

*UNITED STATES CODE, TITLE 47*

*254 Universal service discounts (e-rate)*

*CODE OF FEDERAL REGULATIONS, TITLE 28*

*35.107 Nondiscrimination on basis of disability; complaints*

*CODE OF FEDERAL REGULATIONS, TITLE 34*

*104.7 Designation of responsible employee for Section 504*

*106.8 Designation of responsible employee for Title IX*

*110.25 Notification of nondiscrimination on the basis of age*

*COURT DECISIONS*

*Wynar v. Douglas County School District, (2013) 728 F.3d 1062*

*J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094*

*Lavine v. Blaine School District, (2002) 279 F.3d 719*

*Management Resources:*

*CSBA PUBLICATIONS*

*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

*Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010*

*Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*Bullying Module*

*California's Social and Emotional Learning: Guiding Principles, 2018*

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

*Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008*

*Bullying at School, 2003*

*CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS*

*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018*

*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS*

*Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014*

*Guidance to America's Schools: Bullying of Students with Disabilities, October 2014*

*Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

*WEB SITES*

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

*California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>*

*California Office of the Attorney General: <http://oag.ca.gov>*

*Center on Great Teachers and Leaders: <http://gtlcenter.org>*

*Collaborative for Academic Social and Emotional Learning: <http://casel.org>*

*Common Sense Media: <http://www.commonsensemedia.org>*

*National School Safety Center: <http://www.schoolsafety.us>*

*Partnership for Children and Youth: <http://www.partnerforchildren.org>*

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

**Adopted: February 10, 2016**

**GRAVENSTEIN UNION SCHOOL DISTRICT  
Sebastopol, Ca**

Note: GUSD does not currently have AR 5131.2.

# Gravenstein Union School District

## Administrative Regulation - Draft

### Bullying

AR 5131.2

#### Students

~~\*\*\*Note: Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following administrative regulation may be revised to reflect district practice.\*\*\*~~

#### Examples of Prohibited Conduct

~~\*\*\*Note: The following section reflects definitions and examples of bullying and cyberbullying contained in the California Department of Education's (CDE) Bullying Module and may be revised to reflect district practice.\*\*\*~~

~~\*\*\*Note: Education Code 48900 defines "bullying," including bullying via an electronic act, for purposes of establishing grounds for suspension or expulsion. See AR 5144.1 - Suspension and Expulsion/Due Process. In addition, Penal Code 653.2 makes it a crime to distribute another person's personally identifiable information electronically with the intent to place that person in reasonable fear of the person's own or a family member's safety and for the purpose of imminently causing harassment or injury by a third party.\*\*\*~~

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions,

or making cruel or rude hand gestures

2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

~~\*\*\*Note: Pursuant to Education Code 234.1, the district must adopt a policy requiring school personnel who witness acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against a student to take immediate steps to intervene when it is safe to do so. It is recommended that districts apply this policy equally to all students. Also see AR-5145.3 Nondiscrimination/Harassment.\*\*\*~~

5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

## Staff Development

~~\*\*\*Note: Education Code 32283.5 requires districts to make available annually, to certificated staff and all other employees who have regular interaction with students, the CDE's online Bullying Module described below.\*\*\*~~

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~\*\*\*Note: Pursuant to Education Code 234.7, districts are mandated to adopt policy, equivalent to that developed by the Attorney General, which requires the provision of staff training with the components specified below.\*\*\*~~

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

## Information and Resources

~~\*\*\*Note: Education Code 234.6, as added by AB 34 (Ch. 282, Statutes of 2019), requires districts to make specified information on bullying and harassment prevention readily accessible on their web sites beginning in the 2020-21 school year. The following list reflects, but does not reproduce in exact form, all the items specified in Education Code 234.6.\*\*\*~~

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

~~\*\*\*Note: Education Code 215 mandates that any district serving students in grades 7-12 adopt a policy on student suicide prevention, intervention, and postvention; see BP/AR 5141.52— Suicide Prevention. As amended by AB 1767 (Ch. 694, Statutes of 2019), Education Code 215 mandates policy on suicide prevention, intervention, and postvention for grades K-6 by 2020-21 school year. Districts that do not maintain any of grades K-6 should modify item #1 accordingly.\*\*\*~~

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)

#### Student Instruction

~~\*\*\*Note: California content standards related to student education about bullying and violence prevention (e.g., recognizing the characteristics of bullying, examining the effects of bullying on others, demonstrating what to say and do when witnessing bullying) are addressed within the~~



~~health education content standards adopted by the State Board of Education.\*\*\*~~

~~\*\*\*Note: 47 USC 254 mandates districts that receive e-rate discounts to adopt a policy which addresses educating students about appropriate online behavior, including the interaction with other individuals on social networking web sites and in chat rooms, as well as providing information about cyberbullying awareness and response. See BP 6163.4 Student Use of Technology for language implementing this mandate.\*\*\*~~

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6142.94 - History-Social Science Instruction)

~~\*\*\*Note: Education Code 234.7 requires districts to educate students about the negative impact of bullying based on actual or perceived immigration status or religious beliefs and customs. The following paragraph reflects the California Attorney General's model policy developed pursuant to Education Code 234.7, contained in the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, and has been expanded to include education about the impact of bullying based on any other individual characteristic.\*\*\*~~

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

~~\*\*\*Note: The remainder of this section reflects recommendations in CDE's Bullying Module and may be revised to reflect district practice.\*\*\*~~

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

### Reporting and Filing of Complaints

~~\*\*\*Note: The following reporting process may be revised to reflect district practice.\*\*\*~~

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a

compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

~~\*\*\*Note: Districts have the authority to monitor student use of the district's Internet system and to conduct individual searches of student accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12—Search and Seizure and BP/E 6163.4—Student Use of Technology.\*\*\*~~

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

#### Discipline/Corrective Actions

~~\*\*\*Note: Pursuant to Education Code 48900-48900.4, "bullying" is a ground for suspension or expulsion; see AR 5144.1—Suspension and Expulsion/Due Process.\*\*\*~~

~~\*\*\*Note: The courts have generally upheld discipline for off-campus student conduct that poses an identifiable threat to the safety of other students, staff, or school property or presents a risk of substantial disruption of school activities, provided that the district is able to document the impact or disruption that the conduct has, or could be expected to have, on school activities (e.g., Wynar v. Douglas County School District, Lavine v. Blaine School District). The court in J.C. v. Beverly Hills Unified School District found that the district would be able to discipline a student for a video recorded off campus and posted on YouTube, but that the discipline imposed on this particular student was not justified since the district did not present evidence of specific facts that led school officials to predict that the video would cause substantial disruption (e.g., the video was not violent or threatening nor did it lead to any confrontations between the students).\*\*\*~~

~~\*\*\*Note: Consistent with these interpretations, Education Code 48900 defines bullying by means of an electronic act to include creation or transmission originating on or off the school site. Thus, for purposes of determining whether the conduct may be subject to suspension or expulsion, the act does not necessarily need to have been committed while at school, while coming to or from school, or during a school-sponsored activity. Nevertheless, the act needs to satisfy the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges).\*\*\*~~

~~\*\*\*Note: When the conduct does not rise to the level specified in Education Code 48900, the district may implement interventions other than suspension or expulsion to address the bullying. For further information, see CSBA's policy brief Cyberbullying: Policy Considerations for Boards. Also see BP 5131 - Conduct and BP 5145.2 - Freedom of Speech/Expression.\*\*\*~~

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5116.2 - Involuntary Student Transfers)  
(cf. 5138 - Conflict Resolution/Peer Mediation)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

### Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of

intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

# Gravenstein Union School District

## Board Policy - **DRAFT**

### Child Abuse Prevention And Reporting

BP 5141.4

#### Students

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

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

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

#### Child Abuse Prevention

~~\*\*\*Note: The following optional section may be revised to reflect district practice. \*\*\*~~

~~\*\*\*Note: Education Code 51220.5 specifies that the district's course of study for grades 7 and/or 8 may include parenting skills education, including instruction on child abuse and neglect; see AR 6143 - Courses of Study. \*\*\*~~

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

~~\*\*\*Note: The following paragraph is optional. Education Code 51900.6, as added by AB 2016 (Ch. 809, Statutes of 2014), authorizes districts to provide age-appropriate instruction in sexual abuse and sexual assault awareness and prevention in grades K-12, provided that students are allowed to be excused from such instruction upon the written request of their parents/guardians. It also requires the State Board of Education and Superintendent of Public Instruction to consider addressing these issues in the next revision of the state health education content standards and curriculum framework. \*\*\*~~

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### Child Abuse Reporting

~~\*\*\*Note: The Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3) identifies persons who are mandated to report known or suspected child abuse or neglect and establishes procedures for filing a report; see the accompanying administrative regulation. \*\*\*~~

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

~~\*\*\*Note: Education Code 44252, as amended by AB 2560 (Ch. 110, Statutes of 2014), requires that teachers applying to the Commission on Teacher Credential for a new credential or a renewal of their credential read and sign a statement that they understand the duties imposed on them as mandated reporters pursuant to Penal Code 11164-11174.3. \*\*\*~~

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

~~\*\*\*Note: As amended by AB 1432 (Ch. 797, Statutes of 2014), Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees regarding the duties of mandated reporters; see the accompanying administrative regulation. However, pursuant to Penal Code 11165.7, a lack of training does not excuse any mandated reporter from the duty to report suspected child abuse and neglect. \*\*\*~~

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:  
EDUCATION CODE  
32280-32288 Comprehensive school safety plans

33195 Heritage schools, mandated reporters  
33308.1 Guidelines on procedure for filing child abuse complaints  
44252 Teacher credentialing  
44691 Staff development in the detection of child abuse and neglect  
44807 Duty concerning conduct of students  
48906 Notification when student released to peace officer  
48987 Dissemination of reporting guidelines to parents  
49001 Prohibition of corporal punishment  
51220.5 Parenting skills education  
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act  
273a Willful cruelty or unjustifiable punishment of child; endangering life or health  
288 Definition of lewd or lascivious act requiring reporting  
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

[http://www.ag.ca.gov/childabuse/pdf/ss\\_8572.pdf](http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf)

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

# Gravenstein Union School District

## Administrative Regulation - **DRAFT**

### Child Abuse Prevention And Reporting

AR 5141.4  
**Students**

~~\*\*\*Note: Pursuant to Education Code 44691, as amended by AB 1432 (Ch. 797, Statutes of 2014), the California Department of Education (CDE) is required to disseminate information to all school districts regarding the detection and reporting of child abuse and to provide guidance on the responsibilities of mandated reporters. See the CDE web site for information and resources.\*\*\*~~

#### Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

~~\*\*\*Note: AB 1775 (Ch. 264, Statutes of 2014) amended Penal Code 11165.1 to revise the definition of sexual exploitation to also include knowingly downloading, streaming, or accessing through any electronic or digital media a film, photograph, videotape, video recording, negative, or slide in which a child is engaged in an act of obscene sexual conduct.\*\*\*~~

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)



(cf. 3515.3 - District Police/Security Department)

~~\*\*\*Note: Education Code 44807 provides that physical control of a student under the conditions specified in item #3 below is not subject to criminal prosecution or penalties.\*\*\*~~

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144 - Discipline)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

(cf. 6142.7 - Physical Education and Activity)  
(cf. 6145.2 - Athletic Competition)

~~\*\*\*Note: Pursuant to Penal Code 11165.15, as added by AB 652 (Ch. 486, Statutes of 2013), the fact that a child is homeless or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect.\*\*\*~~

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

~~\*\*\*Note: The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.\*\*\*~~

~~\*\*\*Note: Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidents of child abuse or neglect.\*\*\*~~

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers

or supervisors of child attendance; athletic coaches, administrators, and directors; administrators and employees of a licensed child day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

### Reportable Offenses

~~\*\*\*Note: Penal Code 11166 specifies that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, like other private citizens, he/she has the discretion whether or not to make a report.\*\*\*~~

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

~~\*\*\*Note: Pursuant to Penal Code 152.3, it may be a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288 where the victim is under age 14. Persons who fail to report such offenses may be subject to a fine and/or imprisonment.\*\*\*~~

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual

agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

~~\*\*\*Note: Penal Code 11166.01 provides that it may be a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report.\*\*\*~~

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

(cf. 1240 - Volunteer Assistance)

#### Reporting Procedures

##### 1. Initial Telephone Report

~~\*\*\*Note: Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency must accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction.\*\*\*~~

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

~~\*\*\*Note: It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area.\*\*\*~~

Report To: **Sonoma County Human Services Department, Youth, Family & Children's Division - Child Protection Hotline**

Address: **1202 Apollo Way  
Santa Rosa, CA 95407**

Phone number: **(707) 565-4304 or (800) 870-7064**

~~\*\*\*Note: The following paragraph is optional.\*\*\*~~

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

## 2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

~~\*\*\*Note: Pursuant to Penal Code 11168, the Department of Justice form shall be distributed by the police department, sheriff's department, county probation department, or county welfare department as appropriate and is available on the Department of Justice's web site. It may also be made available at the district office or school site. The following optional paragraph should be revised to reflect district practice.\*\*\*~~

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

~~\*\*\*Note: Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.\*\*\*~~

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code

11167)

~~\*\*\*Note: Item #3 below is optional and may be revised to reflect district practice. Pursuant to Penal Code 11166, school districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures must not inhibit or impede immediate and direct reporting by employees to appropriate agencies. Penal Code 11166 prohibits internal procedures from requiring the employee to make a report to the district or requiring that the identity of the mandated reporter be disclosed to the district.\*\*\*~~

### 3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### Training

~~\*\*\*Note: As amended by AB 1432 (Ch. 797, Statutes of 2014), Education Code 44691 and Penal Code 11165.7 require districts to annually train their employees and any other mandated reporters working on their behalf regarding the duties of mandated reporters. Education Code 44691, as amended, also requires the CDE to develop an online training module to be provided to the California Department of Social Services for use by districts.\*\*\*~~

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~\*\*\*Note: Education Code 44691 requires school districts to use the online training module provided by the California Department of Social Services. However, if the online training module is not used, the Superintendent or designee is required to report to the CDE regarding the training being used in its place.\*\*\*~~

The Superintendent or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

~~\*\*\*Note: Education Code 44691, as amended by AB 1432 (Ch. 797, Statutes of 2014), requires districts to develop a process by which all persons required to receive training must provide proof of receiving the training (e.g., the use of a sign in sheet, submission of a certificate of completion). The following paragraph may be revised to reflect district practice.\*\*\*~~

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

~~\*\*\*Note: The following optional paragraph may be revised to reflect district practice. Education Code 44691, as amended by AB 1058 (Ch. 748, Statutes of 2015), encourages districts to provide training to all school employees, at least once every three years, on the prevention of child abuse on school grounds, by school personnel, or in school-sponsored programs. As amended, Education Code 44691 also requires the CDE to establish best practices for prevention of abuse and to provide links on its web site to training resources.\*\*\*~~

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

#### Victim Interviews by Social Services

~~\*\*\*Note: Penal Code 11174.3 authorizes a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect to interview a student during school hours, on school grounds, concerning a report of child abuse or neglect that occurred at home or in an out-of-home care facility. However, there is no clear guidance regarding the procedures to be followed if a social worker is accompanied by law enforcement. In *Greene v. Camreta*, the 9th Circuit Court of Appeals had ruled that, absent exigent circumstances, a social worker and sheriff could not question a student in school without obtaining a warrant, court order, or parent/guardian consent. Subsequently, that ruling was vacated by the U.S. Supreme Court on appeal (*Camreta v. Greene*) since the case was then moot. Districts should proceed with caution and consult with legal counsel as necessary.\*\*\*~~

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

#### Parent/Guardian Complaints

~~\*\*\*Note: Education Code 48987 requires the district to disseminate guidelines, upon request, advising parents/guardians of procedures for filing child abuse complaints. As required by Education Code 33308.1, the CDE has prepared sample guidelines for this purpose, which were updated in March 2014 and are available on the CDE's web site.\*\*\*~~

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

~~\*\*\*Note: Parents/guardians of special education students also may file a complaint with the CDE as provided in the following paragraph. The CDE does not investigate allegations of child abuse or neglect, but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of a free appropriate public education.\*\*\*~~

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

~~Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.~~

~~\*\*\*Note: The remainder of this section is optional and should be deleted by districts that do not provide these additional notifications.\*\*\*~~

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect



shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Note: GUSD does not currently have AR 5145.3.

# Gravenstein Union School District

## Administrative Regulation

### Nondiscrimination/Harassment

#### AR 5145.3 Students

~~\*\*\*Note:—The following mandated administrative regulation provides measures that may be implemented by a district to comply with state and federal laws and regulations prohibiting unlawful discrimination at school or in school-sponsored or school-related activities, including discriminatory harassment, intimidation, and bullying, of any student based on his/her actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected category or association with a person or group with one or more of these actual or perceived characteristics. Federal and state law also prohibit retaliation against those who engage in activity to protect civil rights.\*\*\*~~

~~\*\*\*Note:—5 CCR 4621 mandates the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying. In addition, 34 CFR 106.8 and other federal regulations mandate districts that receive federal financial assistance to adopt procedures for the "prompt and equitable" resolution of student and employee discrimination complaints, including the designation of one or more responsible employees to ensure district compliance with federal laws and regulations governing the district's educational programs.\*\*\*~~

~~\*\*\*Note:—During the Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for investigating complaints. The U.S. Department of Education's (USDOE) Office for Civil Rights (OCR) is the agency responsible for the administrative enforcement of federal antidiscrimination laws and regulations in programs and activities that receive federal financial assistance from the department. In reviewing a district's discrimination policies and procedures, OCR will examine whether the district has identified the employee(s) responsible for coordinating compliance with federal civil rights laws, including the investigation of complaints.\*\*\*~~

~~\*\*\*Note:—The following paragraphs identify the employee(s) designated to coordinate the district's efforts to comply with state and federal civil rights laws (e.g. Title IX and Section 504 coordinators), including the investigation and resolution of discrimination complaints under AR 1312.3—Uniform Complaint Procedures. Note also that a district may designate more than one employee to coordinate compliance and/or receive and investigate complaints, although each~~

~~employee designated as a coordinator/compliance officer must be properly trained.\*\*\*~~

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Gravenstein Union School District Superintendent  
3840 Twig Avenue  
Sebastopol, CA 95472  
707-823-7008

Email address for the Superintendent is the first initial, no space, last name@grav.k12.ca.us

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)

#### Measures to Prevent Discrimination

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

~~\*\*\*Note: As part of its responsibility to monitor district compliance with legal requirements concerning discrimination pursuant to Education Code 234.1, CDE is required to ensure that the district posts its nondiscrimination policies in all schools, offices, staff lounges, and student government meeting rooms. In addition, federal regulations enforced by OCR require the district to notify students, parents/guardians, and employees of its policies prohibiting discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25) and of related complaint procedures.\*\*\*~~

~~\*\*\*Note: Item #1 below may be revised to specify the means by which the district publicizes its nondiscrimination policies and complaint procedures.\*\*\*~~

1. Publicize the district's nondiscrimination policy and related complaint procedures,

including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.

~~\*\*\*Note: Education Code 221.6 requires districts and public schools to post on their web sites information related to Title IX (20 USC 1681-1688). A comprehensive list of rights based on the federal regulations implementing Title IX can be found in Education Code 221.8. A district that does not maintain a web site may comply by posting the information below on the web site of its county office of education. A school without a web site may comply by posting the information on the web site of the district or county office of education.\*\*\*~~

2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.61)

a. The name and contact information of the district's Title IX coordinator, including the phone number and email address

b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)

c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:

(1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations

(2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site

(3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

~~\*\*\*Note: In its October 2010 Dear Colleague Letter: Harassment and Bullying, OCR identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. Item #4 below may be modified to reflect district practice.\*\*\*~~

4. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

~~\*\*\*Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires school districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited English proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.\*\*\*~~

5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes

prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

- (cf. 1240 - Volunteer Assistance)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

~~\*\*\*Note: Item #8 below may be revised to reflect district practice. In some situations, the district may need to provide assistance to a student to protect him/her from harassment or bullying. Each situation will need to be analyzed to determine the most appropriate course of action to meet the needs of the student, based on the circumstances involved.\*\*\*~~

8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatening or potentially discriminatory behavior and ensure their privacy rights.

#### Enforcement of District Policy

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

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

#### Process for Initiating and Responding to Complaints

~~\*\*\*Note: Education Code 234.1 requires that districts adopt a process for receiving and investigating complaints of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying. Such a process, which is required to be consistent with the uniform complaint procedures specified in 5 CCR 4600-4670, must include (1) a requirement that school personnel who witness an act take immediate steps to intervene when safe to do so, (2) a timeline for investigating and resolving complaints, (3) an appeal process, and (4) translation of forms when required by Education Code 48985. In addition, federal regulations require districts to adopt procedures providing for the prompt and equitable resolution of complaints of discrimination on the basis of sex (34 CFR 106.8), disability (34 CFR 104.7 and 28 CFR 35.107), and age (34 CFR 110.25). OCR guidance on federal civil rights requirements notes that districts may have a responsibility to respond to notice of discrimination whether or not a formal complaint is filed. In addition, districts may have an obligation to respond to notice of sexual harassment of students which occurs off school grounds or outside school-sponsored or school-related programs or activities, since the sexual harassment may still create a hostile environment at school. This principle would also apply to harassment on other bases, such as race, gender, or disability.\*\*\*~~

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

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

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to

stop the incident when it is safe to do so. (Education Code 234.1)

~~\*\*\*Note:—Though a formal complaint must be in writing pursuant to 5 CCR 4600, the district's obligation to provide a safe school environment for its students overrides the need to comply with formalities. Thus, once the district receives notice of an incident, whether verbally or in writing, it is good practice to begin the investigation of the report and to take steps to stop any prohibited conduct and address any effect on students. The following paragraph reflects such practice and is consistent with OCR recommendation.\*\*\*~~

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

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

(cf. 5141.4 - Child Abuse Prevention and Reporting)

### Transgender and Gender-Nonconforming Students

~~\*\*\*Note:—The following section may be modified to reflect district practice. Pursuant to Education Code 221.5, a district is required to permit a student to use facilities and participate in sex-segregated school programs and activities consistent with the student's gender identity, regardless of the gender listed on his/her educational records. Because Education Code 221.5 affords transgender students these rights, districts in California are not impacted by the February 22, 2017 action of the USDOE and U.S. Department of Justice to rescind earlier federal guidance which had indicated that, under Title IX, students must be allowed to use sex-segregated facilities in accordance with their gender identity. In implementing state law, districts may review recommended practices in the USDOE's Office of Elementary and Secondary Education's Examples of Policies and Emerging Practices for Supporting Transgender Students. For more information on the rights of transgender students, see CSBA's Updated Legal Guidance:—Protecting Transgender and Gender Nonconforming Students Against Discrimination.\*\*\*~~

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



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

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

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

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

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

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

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to

facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

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

~~\*\*\*Note: Timelines included in items #1-2 below may be modified to reflect district practice.\*\*\*~~

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is

maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

~~\*\*\*Note: 5 CCR 432 requires the legal name, sex, date of birth, etc., of a student to be maintained as part of the student's "mandatory permanent student records" but does not prohibit keeping of other records, such as a student's preferred name, as part of the student's "permitted student records."\*\*\*~~

5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

This is a revision of current AR, new language in *italics*.

# Gravenstein Union School District

## Administrative Regulation - Draft

### Suicide Prevention

AR 5141.52

#### Students

~~\*\*\*Note: Pursuant to Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), districts serving students in grades 7-12 are mandated to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide). See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice.\*\*\*~~

*\*\*\*Note: Education Code 215, as amended by AB 1767 (Ch. 694, Statutes of 2019), mandates policy on suicide prevention, intervention, and postvention for grades 7-12 and, beginning in the 2020-21 school year, for grades K-6. See the accompanying Board policy. The following administrative regulation provides additional strategies that fulfill the mandate and may be revised to reflect district practice. \*\*\**

~~\*\*\*Note: Examples of suicide prevention strategies are also available in the California Department of Education's (CDE) Model Youth Suicide Prevention Policy, the U.S. Department of Health and Human Services publication Preventing Suicide: A Toolkit for High Schools, and resources issued by other state and federal agencies and organizations. For further information about strategies to protect students from bullying, cyberbullying, and other harassment, see BP 5131 Conduct, BP 5131.2 Bullying, BP 5145.3 Nondiscrimination/Harassment, and BP 5145.9 Hate-Motivated Behavior. \*\*\*~~

#### Staff Development

~~\*\*\*Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy and procedures address any training to be provided to teachers of students in grades 7-12 on suicide awareness and prevention. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice.\*\*\*~~

*\*\*\*Note: Education Code 215, as amended by AB 1767, mandates that the district's policy address any training on suicide awareness and prevention to be provided to teachers of students in all grade levels served by the district. In addition, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. The following section may be revised to reflect district practice. \*\*\**

*\*\*\*Note: Education Code 216 requires CDE to identify evidence-based online training program(s), aligned with the requirements of Education Code 215, that districts can use to train students and staff. Additionally, dependent upon funds being appropriated in the annual Budget Act, CDE will provide grants, upon application, to county offices of education for the acquisition of such training programs to disseminate to districts at no cost. \*\*\**

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

~~\*\*\*Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016), mandates that the district's policy specifically address the needs of high-risk groups; see the accompanying Board policy. One strategy to specifically address their needs is to increase staff awareness of the higher rates of suicide among these groups, as provided in item #1 below.\*\*\*~~

1. The higher risk of suicide among certain groups, including, but not limited to, students who are ~~bereaved~~ *impacted* by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning

~~\*\*\*Note: Staff development may include training about individual risk factors associated with suicide, as provided in item #2 below. Information about risk factors is available from CDE, Centers for Disease Control and Prevention, American Association of Suicidology, American Foundation for Suicide Prevention, Trevor Project, and other agencies and organizations. \*\*\*~~

2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions,

such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent

4. Protective factors that may help to decrease a student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community

5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

~~7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide~~

*7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed*

8. *District procedures for responding after a suicide has occurred*

Instruction

~~\*\*\*Note: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school. \*\*\*~~ The district may revise the following paragraph to reflect grade levels offered by the district.\*\*\*

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age appropriate manner and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors in oneself and others and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide

2. Develop coping and resiliency skills and self-esteem

3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent

4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5141.6 - School Health Services)  
(cf. 6142.8 - Comprehensive Health Education)  
(cf. 6164.2 - Guidance/Counseling Services)

### *Student Identification Cards*

~~\*\*\*Note: The following section is for use by districts that serve students in grades 7-12. Education Code 215.5 requires districts that issue or reissue student identification cards to have printed on either side of the card the telephone number of the National Suicide Prevention Lifeline (1-800-273-8255), and allows to have printed on the card the Crisis Text Line (texting HOME to 741741) and/or a local suicide prevention hotline telephone number. If, as of July 1, 2020, the district has unissued student identification cards that do not comply with the above requirements, the cards should be issued until the supply is depleted. \*\*\*~~

*Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)*

### *Intervention*

~~\*\*\*Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016) mandates that the district's policy and procedures address suicide intervention. The following section should be revised to reflect district practice. \*\*\*~~

~~\*\*\*Note: In addition, the district may choose to incorporate crisis intervention strategies in its comprehensive school safety plan adopted pursuant to Education Code 32280-32289.5; see BP/AR 0450 - Comprehensive Safety Plan. \*\*\*~~

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, the staff member shall promptly notify the principal or school counselor, who shall implement district intervention protocols as appropriate.

~~\*\*\*Note: Education Code 49602 generally protects the confidentiality of information of a~~



~~personal nature disclosed to a school counselor by a student age 12 years or older or by a parent/guardian. However, in certain circumstances, the counselor may disclose such information to avert a clear and present danger to the health, safety, or welfare of the student or others within in the school community. Also see BP 6164.2 Guidance/Counseling Services. \*\*\*~~

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

~~A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)~~

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

(cf. 5125 - Student Records)

~~\*\*\*Note: The following paragraph is optional. If a student's parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide, the Superintendent or designee shall consider whether a referral to child protective services for child neglect is needed. Pursuant to Penal Code 11164-11174.3, the Child Abuse and Neglect Reporting Act, school employees who are mandated reporters are required to report child abuse or neglect, as defined in law, when they have knowledge of or reasonably suspect that a child is a victim of child abuse or neglect. See BP/AR 5141.4 Child Abuse Prevention and Reporting. \*\*\*~~

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

#### Postvention

~~\*\*\*Note: Education Code 215, as added by AB 2246 (Ch. 642, Statutes of 2016) mandates that the district's policy and procedures address suicide postvention. The following section should be revised to reflect district practice. \*\*\*~~

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

~~\*\*\*Note: Research has identified an increased risk of suicide among youth who are grieving the suicide of another (so-called "suicide contagion"). The National Association of School Psychologists, in its Preventing Suicide: Guidelines for Administrators and Crisis Teams, recommends that memorials should be implemented with care so as not to sensationalize or glamorize suicide and thereby increase the suicide risk to other students. If a memorial is conducted for a student who dies by suicide, the association suggests a living memorial, such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school that emphasize the importance of students taking care of each other. \*\*\*~~

The Superintendent or designee shall implement procedures to address students' and staff's grief

and to minimize the risk of imitative suicide or suicide contagion. The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. *Students significantly affected by suicide death and those at risk of imitative behavior should be identified and closely monitored.* School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Adopted by GUSD 5/10/17

Note: GUSD does not currently have BP 5145.3

# Gravenstein Union School District

## Board Policy

### Nondiscrimination/Harassment

BP 5145.3

#### Students

~~\*\*\*Note: The following mandated policy reflects various provisions of state and federal law which prohibit discrimination against students in educational programs and activities based on certain actual or perceived characteristics of an individual, including Education Code 220, as amended by AB 699 (Ch. 493, Statutes of 2017), which prohibits discrimination based on race, nationality, immigration status, ethnicity, gender, gender identity, gender expression, sex, sexual orientation, religion, or any other characteristic contained in the definition of hate crimes in Penal Code 422.55; Government Code 11135, which prohibits discrimination based on all the foregoing characteristics and on age, disability, and an individual's genetic information; Title VI (42 USC 2000d-2000e-17), which prohibits discrimination based on race, color, or national origin; Title IX (20 USC 1681-1688), which prohibits discrimination based on sex, gender, gender identity, pregnancy, and parental status; the Age Discrimination Act of 1975 (42 USC 6101-6107), which prohibits discrimination based on age; and Title II (20 USC 12101-12213) and Section 504 (29 USC 794), which prohibit discrimination based on disability. Education Code 260 gives the Governing Board primary responsibility for ensuring that district programs and activities are free from discrimination based on age or any of these characteristics. See also BP 0410—Nondiscrimination in District Programs and Activities.\*\*\*~~

~~\*\*\*Note: Moreover, this sample Board policy and the accompanying administrative regulation reflect the statutory right of a transgender student to participate in sex-segregated educational programs and use facilities consistent with his/her gender identity as specified in Education Code 221.5, and best practices based on existing state and federal law. Districts with questions about the rights of transgender and gender-nonconforming students should consult legal counsel as appropriate. For more information on the rights of transgender students, see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination.\*\*\*~~

~~\*\*\*Note: Education Code 234.1 mandates that districts adopt policy prohibiting discrimination at school or in any school activity related to school attendance or under the authority of the district, including discriminatory harassment, intimidation, and bullying, based on the foregoing characteristics. The California Department of Education (CDE), through its Federal Program Monitoring process, reviews districts' uniform complaint procedures (UCP) and other anti-discrimination policies and practices to ensure compliance with these requirements. In addition, the U.S. Department of Education's Office for Civil Rights (OCR) is responsible for the administrative enforcement of federal laws and regulations prohibiting discrimination on the basis of race, color, national origin, sex, disability, and age in programs and activities that receive federal financial assistance from the department, and requires the adoption of~~

~~nondiscrimination policies and complaint procedures.\*\*\*~~

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5131 - Conduct)
- (cf. 5131.2 - Bullying)
- (cf. 5137 - Positive School Climate)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6164.6 - Identification and Education Under Section 504)

~~\*\*\*Note: Education Code 234.1 prohibits unlawful discrimination in all acts related to school activity or school attendance. OCR has clarified in several publications that conduct that occurs off campus may have an adverse effect on a student at school (i.e., create a "hostile environment" for the student). When that happens, the district has an obligation to investigate and to take steps to protect the student.\*\*\*~~

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

~~\*\*\*Note: In addition to the types of prohibited student conduct described above, prohibited conduct includes different treatment of students with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services. See BP 0410 Nondiscrimination in District Programs and Activities.\*\*\*~~

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

~~\*\*\*Note: Pursuant to Education Code 234.1 and 34 CFR 106.8, a district is required to adopt and publicize its nondiscrimination policies to the school community. The following paragraph may be modified to reflect district practice.\*\*\*~~

~~\*\*\*Note: In addition, in its October 2010 Dear Colleague Letter: Harassment and Bullying, OCR identifies training of the school community as one of the key measures for minimizing discriminatory and harassing behavior in school. See the accompanying administrative regulation for specific measures to prevent discrimination and facilitate students' access to the educational program.\*\*\*~~

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1330 - Use of Facilities)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

~~\*\*\*Note: Policies related to discrimination must be consistent with the First Amendment right to free speech. Education Code 48950 prohibits a district from subjecting a high school student~~

~~to disciplinary sanctions solely on the basis of speech or other communication that would be constitutionally protected if engaged in outside of campus. However, Education Code 48950 also specifies that the law does not prohibit discipline for harassment, threats, or intimidation unless constitutionally protected. Whether such speech might be entitled to constitutional protection would be determined on a case-by-case basis, with consideration for the specific words used and the circumstances involved. The district should consult legal counsel as necessary.\*\*\*~~

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4119.21/4219.21/4319.21 - Professional Standards)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))  
(cf. 5145.2 - Freedom of Speech/Expression)

#### Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

#### Legal Reference:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48985 Translation of notices  
49020-49023 Athletic programs  
51500 Prohibited instruction or activity  
51501 Prohibited means of instruction

60044 Prohibited instructional materials  
CIVIL CODE  
1714.1 Liability of parents/guardians for willful misconduct of minor  
GOVERNMENT CODE  
11135 Nondiscrimination in programs or activities funded by state  
PENAL CODE  
422.55 Definition of hate crime  
422.6 Crimes, harassment  
CODE OF REGULATIONS, TITLE 5  
432 Student record  
4600-4670 Uniform complaint procedures  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1681-1688 Title IX of the Education Amendments of 1972  
12101-12213 Title II equal opportunity for individuals with disabilities  
UNITED STATES CODE, TITLE 29  
794 Section 504 of Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964  
6101-6107 Age Discrimination Act of 1975  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
99.31 Disclosure of personally identifiable information  
100.3 Prohibition of discrimination on basis of race, color or national origin  
104.7 Designation of responsible employee for Section 504  
106.8 Designation of responsible employee for Title IX  
106.9 Notification of nondiscrimination on basis of sex  
110.25 Prohibition of discrimination based on age  
COURT DECISIONS  
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567  
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students  
Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to  
Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common  
Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016



Dear Colleague Letter: Title IX Coordinators, April 2015  
Dear Colleague Letter: Harassment and Bullying, October 2010  
Notice of Non-Discrimination, Fact Sheet, August 2010

WEB SITES

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

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

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

April 27, 2020

Memo To: Gravenstein Union School District Board of Trustees

From: David Rose, Superintendent

Subject: Budget Preparation Overview

As we prepare a 2020/2021 draft budget for Public Hearing and for the Board to consider, the variables that we endeavor to plan for annually will be significantly different during this process. At present, we have no definitive timeline for how long the current shelter in place order (and the subsequent suspension of in-person instruction) will remain in place. Additionally, once the shelter in place order is lifted, we are anticipating a series of mandates and directives as well as recommendations for continuing to practice social distancing once in-person instruction resumes. However, we will be moving forward with the preparation process, knowing that as some variables are defined, others may change multiple times between now and June when we will be presenting a draft budget for your consideration.

The purpose of this memo is to outline some confirmed information, base assumptions, and factors that are subject to change that we are using to build the budget.

**Confirmed Information:**

- Second Interim was accepted by SCOE, projected deficit spending for 19/20 at \$1,953,478
- We expect to receive approximately \$1.8 million in Basic Aid Supplemental funding at the end of this school year
- If we open the 20/21 school year without any modifications, we would expect to deficit spend in the amount of \$1,979,068
- We will see some savings over the final one-third of the school year due to the suspension of in person Instruction

**Base Assumptions:**

- We will need to assess the impact of distance learning on student academic gains for the final one-third of the 19/20 school year and adjust our planning based on that data
- There will be some mandates, regulations, and suggested practices in regard to social distancing and virus spread prevention practices, supplies, and training

**Current Variables:**

Funding

- Information shared during the Governor's Budget May revise (5/14) is not expected to contain definitive information, the June update is expected to contain more confirmed funding information
- The COLA funding level (-2.0%?, -5.0%?)
- Continuance of Basic Aid Supplemental Funding?
- LCFF/Revenue Limit amounts
- Title I flexibility
- Donations to GPA

Added Expenses

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- Cost of additional cleaning and hygiene supplies
- Cost of additional personnel needed to meet increased requirements
- Possible litigation regarding special education (in looking at other states, regions)
- Curriculum orders: purchase of consumable materials and replacement texts
- Technology: cost for purchasing/replacing Chromebooks and HotSpots
- Other mandated restrictions/conditions in order to resume in-person instruction
- Unfunded mandates

#### Changes to Program Structure, Format, Schedule, Operations

- Delayed start?
- Addressing potential lag in academic progress during distance learning
- End of year process costs for 19/20 school year
- Class size restrictions
- Staggered schedules: start, recess, lunch, dismissal
- Mandated or needed change to our adopted calendar
- Attendance policies/rates
- Status of extra-curricular activities (sports, play/theater, after school "clubs")
- Status of field trips
- Continuation of daycare services, new mandates for staff ratios
- Continuation of distance learning
- Social and Emotional support and learning
- Summer School feasibility and format (distance learning?)
- Health compromised students/family members and DL requests
- Health compromised staff
- Availability of subs
- Other mandated restrictions/conditions in order to resume in-person instruction
- Mandated protocol following a positive COVID-19 test for a student or staff member
- Traditional events held in the beginning of the year: 6-8 orientation, TK-5 Meet-the-Teacher, Staff Development, Back-to-School Nights, GPA event
- GPA message to parents
- Scheduling of GUSD Teachers: 6-8 Electives and TK-5 Enrichments, contract language
- Impact on staff needs and scheduling- w/ or w/o electives; curriculum (Band, etc)
- Scheduling of Independent Contractors: TK-5 Enrichments
- Scheduling of Classified/Support Staff

As we endeavor to draft a proposed budget for your consideration, we eagerly await definitive information related to the current variables from the Governor's office, the California Department of Education, the Sonoma County Health Services Department, and the Sonoma County Office of Education. We are monitoring all local and state sources of information, our personal resources, and the ongoing updates, meetings, trainings and discussion groups providing us with the most current developments and proposed strategies as we prepare for the 20/21 school year.

April 17, 2020

Memo To: Management Salary Schedule Committee

From: Dave

Subject: Sample schedules and information for April 20 meeting

Please find attached a collection of various salary schedules from around Sonoma County, the materials presented to the Board previously, and a proposed draft for consideration. The schedules note the ADA of the district, as well as notes regarding the various percentage increases that each schedule contains.

As we look at this material, here are some of the outcomes we are hoping to achieve through this process:

- 1) All management positions on one schedule, per SCOE recommendation.
- 2) Consistency from position to position in regard to step increases.
- 3) A schedule that covers the same length of employment for all positions.
- 4) A schedule that addresses increases beyond 11 years of employment.
- 5) A schedule format that allows for maintaining consistency of salary schedule increments and records adjustments/changes over time.

Here are some initial observations of the sample schedules:

*Schedules separated by position:*

**Bennett Valley Union School District (1021 ADA):** A schedule for each position. Each schedule addresses at least 25 years of employment. Step increases for supt. and principal are very consistent, business manager increments are not.

*Some schedules separated by position, others grouped on one schedule for classified and one for certificated:*

**Mark West Union (1,272 ADA):** For the three individual position schedules, two schedules cover 10 years each, one extends to 15. The two ten-year schedules have consistent increments, yet differ from each other in percentage increase for each increment (2.67% vs. 3.0%). The principal/director schedule is consistent for the first 10 years, and then step increase rates change and appear to happen every other year.

The certificated schedule has consistent increments, and each position has a schedule for at least 10 years, with unique longevity language. The classified step increments are inconsistent from one position to another, with the exception of three of the positions, and differ from the

increments on the individual and certificated step increments. Each position has a schedule for 10 years, and each position is subject to the same longevity increases.

*Districts with schedules separated by classified/certificated:*

**Guernville (260 ADA):** One schedule for classified, one for certificated. Step increases are not uniform with the exception of the CBO schedule. Longevity increases beyond year 10 are noted only on the classified schedule and reflect escalating percentage increases every 5 years.

**Petaluma City Schools (7,100 ADA):** One schedule for classified, one for certificated. Step increases are uniform throughout both schedules, however the classified step increase is 5% while the certificated step increase is 1.75%. The certificated schedule is for 9 years, while the classified is for 8; each schedule has the same longevity language.

**Oak Grove Union (786 ADA):** One schedule for both classified and certificated. Step increases are different from position to position. The schedule shows 12 years of steps, but only 1 of the 5 positions has step increases for years 11 and 12. The schedule does not address longevity.

**Sonoma Valley Unified (3,946 ADA):** One schedule for both classified and certificated. Step increases are different from position to position, and also vary by step for most positions. The schedule shows 8 years of steps, and has the same longevity language for all positions

*Gravenstein Documents:*

- 1) The current schedule for 2019/20 and the schedule for 2020/21 with the 3% "me too" added to each position.
- 2) The current schedule for 2019/20 and the revised schedule for 2020/21 with the 3% "me too" added to each position, each schedule extended to 11 years, and the noted differences in the step increments from one position to another.
- 3) A proposed draft with all management positions on one schedule, consistency from position to position in regard to step increases (2.5%), a schedule that covers the same length of employment for all positions (11 years), language that addresses increases beyond 11 years of employment, a format that allows for maintaining consistency of salary schedule increments and records adjustments/changes over time, and adds an annual stipend for a doctorate degree.

1,021 ADA

# BENNETT VALLEY UNION SCHOOL DISTRICT

## 2018/2019 Administration Salary Schedule

3.00% Increase Over 2017/18

Superintendent/Director of Special Education/Director of Curriculum and Instruction

ANNUAL

YEAR 1	\$120,347	2.0%
YEAR 2	\$122,754	2.0%
YEAR 3	\$125,209	2.0%
YEAR 4	\$127,714	
YEAR 5	\$130,268	
YEAR 6	\$132,874	
YEAR 7	\$135,530	
YEAR 8	\$138,241	2.0%
YEAR 9	\$141,006	
YEAR 10	\$143,826	
YEAR 11	\$146,703	
YEAR 12	\$149,637	
YEAR 13	\$152,630	
YEAR 14	\$155,682	
YEAR 15	\$158,796	
YEAR 16	\$161,972	
YEAR 17	\$165,211	
YEAR 18	\$168,515	
YEAR 19	\$171,885	
YEAR 20	\$175,324	
YEAR 21	\$178,830	2.0%
YEAR 22	\$182,407	
YEAR 23	\$186,055	
YEAR 24	\$189,775	
YEAR 25	\$193,572	
YEAR 26	\$197,443	
YEAR 27	\$201,391	
YEAR 28	\$205,419	
YEAR 29	\$209,528	2.0%
YEAR 30	\$213,718	

Annual stipend of \$650 for masters degree  
Annual stipend of \$650 for doctorate degree

1,020 ADA

# BENNETT VALLEY UNION SCHOOL DISTRICT

## 2018/2019 Administration Salary Schedule

3.00% Increase Over 2017/18

Site Principal

ANNUAL

YEAR 1	\$98,069	1.82%
YEAR 2	\$99,857	1.91%
YEAR 3	\$101,685	1.83%
YEAR 4	\$103,546	
YEAR 5	\$105,448	
YEAR 6	\$107,385	
YEAR 7	\$109,361	
YEAR 8	\$111,377	
YEAR 9	\$113,431	1.85%
YEAR 10	\$115,530	
YEAR 11	\$117,670	
YEAR 12	\$119,851	
YEAR 13	\$122,076	
YEAR 14	\$124,349	
YEAR 15	\$126,663	1.86%
YEAR 16	\$129,024	
YEAR 17	\$131,435	
YEAR 18	\$133,891	
YEAR 19	\$136,397	1.87%
YEAR 20	\$138,953	
YEAR 21	\$141,561	
YEAR 22	\$144,222	
YEAR 23	\$146,935	
YEAR 24	\$149,702	1.89%
YEAR 25	\$152,524	

Annual stipend of \$650 for masters degree  
Annual stipend of \$650 for doctorate degree

# BENNETT VALLEY UNION SCHOOL DISTRICT

## 2018/2019 Administration Salary Schedule

2.50% Increase Over 2017/18

Business Manager	STEP	MONTHLY	ANNUAL
YEAR 1	1	\$5,489.58	\$65,875 5.0%
YEAR 2	2	\$5,764.00	\$69,168 5.0%
YEAR 3	3	\$6,052.00	\$72,624 5.0%
YEAR 4	4	\$6,354.83	\$76,258
YEAR 5	5	\$6,672.67	\$80,072
YEAR 6	6	\$7,006.25	\$84,075
YEAR 7	7	\$7,356.33	\$88,276 5.0%
YEAR 8	8	\$7,724.50	\$92,694 5.0%
YEAR 9	9	\$8,110.58	\$97,327 2.0%
YEAR 10	10	\$8,272.67	\$99,272
YEAR 11	11	\$8,438.17	\$101,258
YEAR 12	12	\$8,607.00	\$103,284 2.0%
YEAR 13	13	\$8,779.00	\$105,348 2.0%
YEAR 14	14	\$8,954.67	\$107,456
YEAR 15	15	\$9,133.58	\$109,603
YEAR 16	16	\$9,316.42	\$111,797
YEAR 17	17	\$9,498.00	\$113,976
YEAR 18	18	\$9,683.33	\$116,200 1.95%
YEAR 19	19	\$9,872.08	\$118,465
YEAR 20	20	\$10,064.75	\$120,777
YEAR 21	21	\$10,266.00	\$123,192
YEAR 22	22	\$10,471.25	\$125,655
YEAR 23	23	\$10,680.75	\$128,169
YEAR 24	24	\$10,894.33	\$130,732
YEAR 25	25	\$11,112.00	\$133,344 2.0%
YEAR 26	26	\$11,334.33	\$136,012
YEAR 27	27	\$11,560.92	\$138,731
YEAR 28	28	\$11,792.17	\$141,506
YEAR 29	29	\$12,028.00	\$144,336 2.0%
YEAR 30	30	\$12,268.58	\$147,223

Monthly stipend of \$500 for computer network administration



<b>Mark West Union School District</b>
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**Administrative**  
**Salary Schedule**  
**2019-2020**

**Principal/Director**

			Daily Rate
210 base days	Step 1	\$102,249	\$486.90
	Step 2	\$104,979	\$499.90 <span style="margin-left: 20px;">2.67%</span>
	Step 3	\$107,785	\$513.26
	Step 4	\$110,660	\$526.95 <span style="margin-left: 20px;">2.67%</span>
	Step 5	\$113,614	\$541.02
	Step 6	\$116,646	\$555.46 <span style="margin-left: 20px;">2.67%</span>
	Step 7	\$119,762	\$570.30
	Step 8	\$122,957	\$585.51 <span style="margin-left: 20px;">2.67%</span>
	Step 9	\$126,241	\$601.15 <span style="margin-left: 20px;">2.67%</span>
	Step 10	\$129,610	\$617.19 <span style="margin-left: 20px;">2.5%</span>
	Step 11	\$132,849	\$632.61 <span style="margin-left: 20px;">0</span>
	Step 12	\$132,849	\$632.61 <span style="margin-left: 20px;">5.06%</span>
	Step 13	\$139,574	\$664.64 <span style="margin-left: 20px;">0</span>
	Step 14	\$139,574	\$664.64 <span style="margin-left: 20px;">5.06%</span>
	Step 15	\$146,641	\$698.29

Add \$1,100.00 for Masters Degree

Add \$1,100.00 for Doctorate

3.26% increase

Board Approved: June 4, 2019

2.67% step increases

1,272 ADA

**Mark West Union School District**

**Administrative  
Salary Schedule  
2019/2020**

<b>Vice Principal</b>			Daily Rate
200 base days	Step 1	<b>\$97,381</b>	\$486.91
	Step 2	<b>\$99,980</b>	\$499.90
	Step 3	<b>\$102,652</b>	\$513.26
	Step 4	<b>\$105,388</b>	\$526.94
	Step 5	<b>\$108,204</b>	\$541.02
	Step 6	<b>\$111,092</b>	\$555.46
	Step 7	<b>\$114,060</b>	\$570.30
	Step 8	<b>\$117,101</b>	\$585.51
	Step 9	<b>\$120,229</b>	\$601.15
	Step 10	<b>\$123,436</b>	\$617.18

Add \$1,100.00 for Masters Degree  
Add \$1,100.00 for Doctorate

Includes a 3.26% increase  
Board Approved: June 4, 2019

3<sup>rd</sup> Step increases

1,272 ADA

**Mark West Union School District**

**2019-2020  
Psychologist Salary Schedule**

Based on 185 days per Year

	Annual	Daily rate
Step 1	\$ 70,924	\$ 383.37
Step 2	\$ 73,052	\$ 394.88
Step 3	\$ 75,246	\$ 406.74
Step 4	\$ 77,501	\$ 418.92
Step 5	\$ 79,828	\$ 431.50
Step 6	\$ 82,222	\$ 444.44
Step 7	\$ 84,687	\$ 457.77
Step 8	\$ 87,230	\$ 471.51
Step 9	\$ 89,848	\$ 485.66
Step 10	\$ 92,541	\$ 500.22

Add \$1,100.00 for Masters Degree

Add \$1,100.00 for Doctorate

3.26% increase

Board Approved: June 4, 2019

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Mark West Union School District  
 Management Salary Schedule  
 2019-2020

1272 ADA

Position	Work Year Days	1	2	3	4	5	6	7	8	9	10	11	12
Superintendent*	218	\$ 150,943 \$ 692.40	\$ 154,868 \$ 710.40	\$ 158,895 \$ 728.88	\$ 163,026 \$ 747.83	\$ 167,266 \$ 767.28	\$ 171,613 \$ 787.22	\$ 176,076 \$ 807.69	\$ 180,653 \$ 828.68	\$ 185,351 \$ 850.23	\$ 190,170 \$ 872.34		
Associate Superintendent of Business**	260	\$132,462 \$509.47	\$135,905 \$522.71	\$139,439 \$536.30	\$143,065 \$550.25	\$146,784 \$564.55	\$150,601 \$579.23	\$154,516 \$594.29	\$158,533 \$609.74	\$161,786 \$622.25	\$165,446 \$636.33	\$169,581 \$652.23	\$173,821 \$668.54
Assistant Superintendent of Ed Services**	220	\$127,814 \$580.97	\$130,977 \$595.35	\$134,251 \$610.23	\$137,607 \$625.49	\$141,046 \$641.12	\$144,572 \$657.15	\$148,186 \$673.57	\$151,890 \$690.41	\$155,687 \$707.67	\$159,578 \$725.35	\$163,567 \$743.49	\$167,656 \$762.07

\* Superintendent Longevity (see employment contract)  
 3% longevity at year 5  
 3% longevity at year 10  
 3% longevity at year 15

\*\* Assoc. Superintendent Longevity (see employment contract)  
 5% longevity for yrs. 16-20  
 5% longevity for yrs. 21-25  
 5% longevity for yrs. 26 and beyond

Add \$1,100.00 for Masters Degree  
 Add \$1,100.00 for Doctorate

3.26% increase  
 Board Approved:  
 June 4, 2019

Handwritten notes in the table cells:

- 2.6% (above 2, 3, 6, 9)
- 2.6% (above 2, 3)
- 2.6% (above 6)
- 2.6% (above 9)
- 2.6% (above 2)
- 2.5% (above 5, 7)
- 2.5% (above 11, 12)
- 2.47% (above 2)
- 2.5% (above 3)
- 2.5% (above 5)
- 2.5% (above 9)
- 2.5% (above 11, 12)

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1272 ADA

Mark West Union School District

Classified Management/Confidential Salary Schedule  
2019-20

Position	Work Year Days	Step									
		1	2	3	4	5	6	7	8	9	10
Chief Financial Officer	260	\$ 95,701	\$ 98,814	\$ 102,515	\$ 106,106	\$ 109,819	\$ 113,663	\$ 117,640	\$ 121,761	\$ 126,024	\$ 130,592
Technology Supervisor/Maintenance and Operations Director	260	\$ 85,471	\$ 85,873	\$ 88,302	\$ 91,831	\$ 95,534	\$ 95,534	\$ 95,534	\$ 99,424	\$ 99,424	\$ 103,553
Maintenance and Operations Director	260	\$ 64,017	\$ 67,218	\$ 70,577	\$ 74,106	\$ 77,811	\$ 77,811	\$ 77,811	\$ 81,702	\$ 81,702	\$ 85,785
District Administrative Assistant	260	\$ 49,043	\$ 51,496	\$ 54,068	\$ 56,774	\$ 59,614	\$ 62,594	\$ 65,724	\$ 69,010	\$ 72,462	\$ 76,084
Business/Personnel Technician*	260	\$ 49,043	\$ 51,496	\$ 54,068	\$ 56,774	\$ 59,614	\$ 62,594	\$ 65,724	\$ 69,010	\$ 72,462	\$ 76,084
District Communication Coordinator	260	\$ 49,043	\$ 51,496	\$ 54,068	\$ 56,774	\$ 59,614	\$ 62,594	\$ 65,724	\$ 69,010	\$ 72,462	\$ 76,084
Longevity											
5% longevity for yrs. 16-20											
5% longevity for yrs. 21-25											
5% longevity for yrs. 26 and beyond											

\*now part of the CSEA bargaining unit, this schedule is maintained for grandfathering-in purposes only.

3.26% increase

Board Approved:

June 4, 2019

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## CERTIFICATED MANAGEMENT SALARY SCHEDULE 2020/2021

Board Approved: 5.13. 2019  
Effective 7.1.2020

+ 2%
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Range II / Principal- Instructional Coach								Work Days	208
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
\$ 103,347	\$ 107,509	\$ 115,455	\$ 120,074	\$ 121,875	\$ 123,702	\$ 126,176	\$ 128,699	\$ 131,272	
4.0%		7.4%		4.0%		1.5%		2.0%	

Range III / Superintendent								Work Days	225
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	
\$ 148,319	\$ 150,881	\$ 161,545	\$ 166,836	\$ 170,174	\$ 173,578	\$ 177,050	\$ 180,591	\$ 184,202	
1.73%		7.1%		3.28%		2.0%		2.0%	

\* Note: 6% of compensation reflected above expires 6.30.2021

**Degree/Certificate Stipends:**

Masters	\$1,000
Doctorate	\$1,000
National Board Certification	\$1,000
Bilingual Proficiency	\$1,000

## CLASSIFIED MANAGEMENT SALARY SCHEDULE 2020/2021

**Board Approved: 5.13.2019**

**Board Revised: 1.13.2020**

**Effective: 7.1.2019**

+ 1.00 per cell

Range	Position	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
<b>A</b>	Food Service Supervisor	\$ 26.70	\$ 27.89	\$ 29.11	\$ 30.44	\$ 31.81	\$ 33.23	\$ 34.73	\$ 36.35	\$ 37.99
	District Administrative Assistant									
	Technology/Student Data System Coord.									

<b>C</b>	District Administrative Assistant & H.R. Coordinator	\$ 29.11	\$ 30.44	\$ 31.81	\$ 33.23	\$ 34.73	\$ 36.35	\$ 37.99	\$ 39.59	\$ 41.26
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+2% contingent on ADA

Range I / Chief Business Official (CBO)						Work Days- 12 months				
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$ 100,003	\$ 102,002	\$ 104,042	\$ 106,123	\$ 108,243	\$ 110,408	\$ 112,615	\$ 114,867	\$ 117,164	\$ 119,507	\$ 121,897

2.0%      2.0%

2.0%

2.0%      2.0

### Paid Holidays

1. July 4th  
*For 12 month employees*
2. Labor Day
3. California Admission Day  
*Observed Wed. before Thanksgiving*
4. Veterans Day
5. Thanksgiving Day
6. Friday After Thanksgiving
7. Christmas Day
8. New Year's Day
9. Martin Luther King Day
10. Lincoln's Birthday
11. Presidents Day
12. Memorial Day

Longevity Time of Service In Guerneville District	
Year 10	1.50%
Year 15	2%
Year 20	3%
Year 25	4%
Year 30	5%
Year 35	6%

Vacation*	
*Range A & B Only	
Year 0-2	12 days/year
Year 3-5	14 days/year
Year 6-10	17 days/year
Year 11+	22 days/year

1.75% step increases

7,100 ADA

**PETALUMA CITY SCHOOLS**  
**CERTIFICATED MANAGEMENT SALARY SCHEDULE**  
**Effective 7/1/18**

<b>Position</b>	<b>Workdays</b>	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>	<b>VIII</b>	<b>IX</b>
Assistant Superintendent, Student Services	223	126,340	128,551	130,801	133,090	135,419	137,789	140,200	142,653	145,149
Assistant Superintendent, Human Resources	223	126,340	128,551	130,801	133,090	135,419	137,789	140,200	142,653	145,149
Director	221	115,403	117,423	119,478	121,569	123,696	125,861	128,064	130,305	132,585
Coordinator	215	105,277	107,119	108,994	110,901	112,842	114,817	116,826	118,870	120,950
Program Manager	209	94,037	95,683	97,357	99,061	100,795	102,559	104,354	106,180	108,038
Principal, Elementary School	209	100,485	102,243	104,032	105,853	107,705	109,590	111,508	113,459	115,445
Principal, K-6 Charter School	212	101,927	103,711	105,526	107,373	109,252	111,164	113,109	115,088	117,102
Principal, K-8 Charter School	215	103,569	105,381	107,225	109,101	111,010	112,953	114,930	116,941	118,987
Principal, Junior High School	215	106,298	108,158	110,051	111,977	113,937	115,931	117,960	120,024	122,124
Principal, High School	222	116,635	118,676	120,753	122,866	125,016	127,204	129,430	131,695	134,000
Principal, CDS/AP Alternative Programs	209	86,143	87,650	89,184	90,745	92,333	93,949	95,593	97,266	98,968
Principal, Small Continuation Schools	209	90,879	92,469	94,087	95,734	97,409	99,114	100,848	102,613	104,409
Principal, Continuation HS and IS	209	102,301	104,091	105,913	107,766	109,652	111,571	113,523	115,510	117,531
Principal, Adult School	217	101,080	102,849	104,649	106,480	108,343	110,239	112,168	114,131	116,128
Assistant Principal, Junior High School	209	94,037	95,683	97,357	99,061	100,795	102,559	104,354	106,180	108,038
Assistant Principal, High School	211	98,074	99,790	101,536	103,313	105,121	106,961	108,833	110,738	112,676
Assistant Principal, Adult School	211	93,753	95,394	97,063	98,762	100,490	102,249	104,038	105,859	107,712
Administrative Intern	209	94,037	95,683	97,357	99,061	100,795	102,559	104,354	106,180	108,038

Additional stipends: Master's degree \$1,400, Doctorate degree \$2,400, National Board Teaching Certification \$1,098.

Full-time management employees shall receive the following longevity increments: \$58 per month at the start of the fifth year, plus an additional \$58 per month every fifth year thereafter. Part-time management employees shall receive longevity increments that bear the same ratio to the above full-time increments as the average amount of time worked bears to 8 hours per day.

For all management positions annual movement from one column to another shall not be considered automatic; progression to the next column will be dependent upon favorable performance evaluation and approval by the Board of Education. Under normal circumstances individuals will remain in each column for a minimum of one school year.



5% step increases

PETALUMA CITY SCHOOLS  
CLASSIFIED MANAGEMENT SALARY SCHEDULE  
Effective 7/01/2018

7,100 ADA

Position	Range	Workdays	I	II	III	IV	V	VI	VII	VIII
Director, Budget & Accounting	A	261*	91,251	95,814	100,605	105,635	110,917	116,463	122,286	128,400
Director, Maintenance & Operations	B	261*	89,006	93,456	98,129	103,035	108,187	113,596	119,276	125,240
Construction Manager	B	261*	89,006	93,456	98,129	103,035	108,187	113,596	119,276	125,240
Director, Food Services	C	261*	77,174	81,033	85,085	89,339	93,806	98,496	103,421	108,592
Director, Transportation & Fleet Management	C	261*	77,174	81,033	85,085	89,339	93,806	98,496	103,421	108,592
Network Engineer	D	261*	75,878	79,672	83,656	87,839	92,231	96,843	101,685	106,769
Assistant Director, Maintenance & Operations	D	261*	75,878	79,672	83,656	87,839	92,231	96,843	101,685	106,769
Supervisor, Database and Systems Management	D	261*	75,878	79,672	83,656	87,839	92,231	96,843	101,685	106,769
Coordinator, Communications & Community Relations	E	261*	69,210	72,671	76,305	80,120	84,126	88,332	92,749	97,386
Coordinator, District Guidance	F	209	62,265	65,378	68,647	72,079	75,683	79,467	83,440	87,612

Additional Stipends: Masters \$1,400  
Doctorate \$2,400

\*Number of work days can vary from 260-262 depending on the calendar each year.

Classified Directors shall accrue 21 days of Vacation and will be eligible to receive full vacation benefits upon successful completion of probation

Full-time classified management employees shall receive the following longevity increments:

\$58 per month at the start of the fifth year, plus an additional \$58 per month every fifth year thereafter.

Part-time classified management employees shall receive longevity increments that bear the same ratio to the above full-time increments as the average amount of time worked bears to 8 hours per day.

Adopted: 6/12/01 (supersedes BP 4231.1 and BP 4231.2). Amended 6/26/01, 4/23/02, 7/16/02, 9/10/02, 11/12/02, 4/22/03, 6/8/04, 6/22/04, 3/22/05, 4/12/05, 5/23/06, 6/13/06, 8/15/06, 10/24/06, 1/23/07, 6/26/07, 4/8/08, 6/24/08, 11/18/08, 6/30/09, 8/18/09, 5/11/10, 6/8/10, 3/15/11, 6/14/11, 6/26/12, 6/11/13, 7/18/13, 12/10/13, 1/28/14, 4/14/15a, 4/14/15b, 7/21/15, 6/14/16, 6/28/16, 8/16/16, 10/25/16, 3/14/17, 8/15/17, 11/14/17, 1/09/18, 8/21/18, 04/09/19.

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**Oak Grove Union Elementary School District  
Management Salary Schedule  
Fiscal Year 2019-20  
Effective July 1, 2018  
(Board Approved March 13, 2019)**

786 ADA

Step increases end except CBO

3%  
2.0%  
3.0%  
2.0%  
2.5%

B	Position Title	Days/Year	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
1	Psychologist/Sp Ed Program Specialist	190	77,592	79,920	82,317	84,787	87,330	89,950	92,649	95,428	98,291	101,240	101,240	101,240
2	Child Care Program Director	243	82,653	84,306	85,993	87,712	89,467	91,256	93,081	94,943	96,842	98,778	98,778	98,778
3	Dean of Students	200	88,703	91,364	94,105	96,928	99,836	102,831	105,916	109,093	112,366	115,737	115,737	115,737
4	Principal	210	112,488	114,738	117,033	119,373	121,761	124,196	126,680	129,213	131,798	134,434	134,434	134,434
5	Chief Business Official	12 Mos. (260 Days)	112,797	115,617	118,507	121,470	124,507	127,619	130,810	134,080	137,432	140,868	143,685	146,559

Master's Degree Stipend: \$1,500.00 per year

<b>Schedule</b>	<b>MGMT</b>
<b>Basis</b>	<b>ANNUAL</b>
<b>Hours Per Day</b>	<b>8</b>
<b>Days per Year</b>	<b>PER RANGE</b>

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Note #:	Description / Action:	Effective:	Implemented:
1	Consolidate certificated management salary schedules, renorm step 1 compensation levels, equalize step increments, maximum of 10 steps (Psych/Sp Ed Step 11 for incumbent)	July 1, 2016	November 30, 2016
2	Apply 2.03% salary schedule increase. Eliminate step 11 from range 1 (no incumbent), maximum of 10 steps for all ranges.	July 1, 2017	December 29, 2017
3	Consolidate certificated and classified management salary schedules per SCOE guidance.	July 1, 2018	July 1, 2018
4	5% on schedule, 1% off schedule retroactive to 7/1/18. Chief Business Official salary range not included in salary increases.	July 1, 2018	March 31, 2019
5	5% on schedule effective 7/1/19. Chief Business Official salary range not included in salary increases.	July 1, 2019	July 1, 2019

3,946 ADA

**SONOMA VALLEY UNIFIED SCHOOL DISTRICT** **Effective July 1, 2019**  
**MANAGEMENT SALARY SCHEDULE**

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
Associate Superintendent	225	127,920.00	130,798.20	133,741.16	136,750.32	139,827.21	142,973.31	146,190.20	149,479.48
Certificated Coordinator	210	99,472.71	101,636.48	104,113.57	105,968.72	108,134.85	110,293.90	112,609.94	114,974.71
Chief Business Officer	225	96,240.72	98,095.21	100,258.25	102,111.64	104,585.41	106,672.69	108,912.58	111,090.98
Classified Coordinator	225	55,743.90	56,714.02	57,684.15	58,651.99	60,265.80	61,495.47	62,786.42	64,105.72
Director	220	118,799.67	121,343.52	123,895.39	126,449.57	129,373.40	132,013.67	134,785.94	137,616.79
Executive Assistant, Superintendent	225	66,020.86	67,341.28	68,688.10	70,061.87	71,463.10	72,892.36	74,350.21	75,837.22
Information Technology Manager	225	93,121.33	95,233.86	97,046.64	99,158.06	101,270.59	103,294.17	105,462.70	107,678.44
Principal (9-12)	220	122,749.90	125,450.40	128,210.31	131,030.94	133,913.62	136,859.72	139,870.63	142,947.78
Principal (6-8)	215	103,397.04	105,614.01	107,829.82	110,047.96	112,266.11	114,507.91	116,912.44	119,367.90
Principal (K-5) Principal Creekside Principal Special Education	210	99,472.71	101,636.48	104,113.57	105,968.72	108,134.85	110,293.90	112,609.94	114,974.71
Program Manager	225	74,814.29	76,106.26	77,398.22	78,692.50	80,307.47	81,909.76	83,629.75	85,385.82
Superintendent	225	\$ 192,000.00	\$ 195,840.00	\$ 199,756.80	\$ 203,751.94	\$ 207,826.97	\$ 211,983.51	\$ 216,223.18	\$ 220,547.65
Supervisor	225	61,884.21	63,164.65	64,469.30	65,761.28	67,055.55	68,394.82	69,830.88	71,298.02
Vice-Principal (9-12)	215	98,646.24	100,547.51	102,764.48	104,664.57	107,199.59	109,339.70	111,635.34	113,980.59
Vice-Principal (6-8)	210	95,449.08	97,615.20	99,472.71	101,636.48	103,802.61	105,876.50	108,099.67	110,370.32

**Board Approved: June 18, 2019**  
**Adjustments:** increased certificated positions by 2.5% [4% 2018 increase embedded], increased classified positions by 4% [2018 increase], Superintendent salary exempt from increase.

- In addition to above:**
- 1. Earned Doctorate \$1,800 per year, effective upon completion of first degree.
  - 2. Earned Masters \$1,000 per year, effective upon completion of first degree.
  - 3. Longevity \$500 for each 5 years of service based on total years of positive performance evaluation/management experience.

2.25%  
 1.78-2.  
 1.85-2  
 1.9-2.  
 1.78-2.  
 2.0%

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Gravenstein Union School District  
 Management Salary Schedule  
 2019-20

Current

Step	1		2		3		4	
	CBO 260 Days	Daily Rate	School Counselor 183 Days	Daily Rate	Elementary Principal 210 Days	Daily Rate	Superintendent 225 Days	Daily Rate
1	108,240	456.71	68,398	\$ 373.76	108,800	\$ 518.10	143,000	\$ 635.56
2	110,946	468.13	69,444	\$ 379.48	110,900	\$ 528.10	145,000	\$ 644.44
3	113,719	479.83	70,507	\$ 385.28	113,000	\$ 538.10	147,000	\$ 653.33
4	116,564	491.83	71,586	\$ 391.18	115,100	\$ 548.10	149,000	\$ 662.22
5	120,605	508.88	72,681	\$ 397.16	117,200	\$ 558.10	151,000	\$ 671.11
6			73,793	\$ 403.24	119,300	\$ 568.10	153,000	\$ 680.00
7			74,922	\$ 409.41	121,400	\$ 578.10	155,000	\$ 688.89
8			76,068	\$ 415.67	123,500	\$ 588.10	157,000	\$ 697.78
9			77,233	\$ 422.04	125,600	\$ 598.10		
10			78,414	\$ 428.49	127,700	\$ 608.10		
11					129,800	\$ 618.10		

Masters Degree: \$1,000

Gravenstein Union School District  
 Management Salary Schedule  
 2020-21

65

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Step	1		2		3		4	
	CBO 260 Days	Daily Rate	School Counselor 183 Days	Daily Rate	Elementary Principal 210 Days	Daily Rate	Superintendent 225 Days	Daily Rate
1	111,488	470.41	70,450	384.97	112,064	533.64	147,290	654.62
2	114,275	482.17	71,528	390.86	114,227	543.94	149,350	663.78
3	117,131	494.22	72,623	396.85	116,390	554.24	151,410	672.93
4	120,061	506.59	73,734	402.92	118,553	564.54	153,470	682.09
5	124,224	524.15	74,862	409.08	120,716	574.84	155,530	691.24
6			76,007	415.34	122,879	585.14	157,590	700.40
7			77,170	421.69	125,042	595.44	159,650	709.56
8			78,351	428.15	127,205	605.74	161,710	718.71
9			79,550	434.70	129,368	616.04		
10			80,767	441.35	131,531	626.34		
11					133,694	636.64		

Masters Degree: \$1,000

Gravenstein Union School District  
 Management Salary Schedule  
 2019-20

Revised

Step	1		2		3		4	
	CBO 260 Days	Daily Rate	School Counselor 183 Days	Daily Rate	Elementary Principal 210 Days	Daily Rate	Superintendent 225 Days	Daily Rate
1	108,240	456.71	68,398	\$ 373.76	108,800	\$ 518.10	143,000	\$ 635.56
2	110,946	468.13	69,444	\$ 379.48	110,900	\$ 528.10	145,000	\$ 644.44
3	113,719	479.83	70,507	\$ 385.28	113,000	\$ 538.10	147,000	\$ 653.33
4	116,564	491.83	71,586	\$ 391.18	115,100	\$ 548.10	149,000	\$ 662.22
5	120,605	508.88	72,681	\$ 397.16	117,200	\$ 558.10	151,000	\$ 671.11
6			73,793	\$ 403.24	119,300	\$ 568.10	153,000	\$ 680.00
7			74,922	\$ 409.41	121,400	\$ 578.10	155,000	\$ 688.89
8			76,068	\$ 415.67	123,500	\$ 588.10	157,000	\$ 697.78
9			77,233	\$ 422.04	125,600	\$ 598.10		
10			78,414	\$ 428.49	127,700	\$ 608.10		
11					129,800	\$ 618.10		

Masters Degree: \$1,000

Gravenstein Union School District  
 Management Salary Schedule  
 2020-21

Adjust to 2.5/step 1.53% 1.64-1.93% 1.29-1.4

Step	1		2		3		4	
	CBO 260 Days	Daily Rate	School Counselor 183 Days	Daily Rate	Elementary Principal 210 Days	Daily Rate	Superintendent 225 Days	Daily Rate
2.5 1	111,488	470.41	70,450	384.97	112,064	533.64	147,290	654.62
1.5 2	114,275	482.17	71,528	390.86	114,227	543.94	149,350	663.78
2.5 3	117,131	494.22	72,623	396.85	116,390	554.24	151,410	672.93
2.5 4	120,061	506.59	73,734	402.92	118,553	564.54	153,470	682.09
3.5 5	124,224	524.15	74,862	409.08	120,716	574.84	155,530	691.24
2.5 6	127,330	537.26	76,007	415.34	122,879	585.14	157,590	700.40
7	130,513	550.69	77,170	421.69	125,042	595.44	159,650	709.56
8	133,776	564.45	78,351	428.15	127,205	605.74	161,710	718.71
9	137,120	578.57	79,550	434.70	129,368	616.04	163,812	728.05
10	140,548	593.03	80,767	441.35	131,531	626.34	165,942	737.52
11	144,062	607.86	81,979	447.97	133,694	636.64	168,099	747.11

Masters Degree: \$1,000

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Proposed Draft

**Gravenstein Union School District  
Management Salary Schedule**

Effective July 1, 2020

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
School Counselor	183	\$ 70,450	\$ 72,211	\$ 74,017	\$ 75,867	\$ 77,764	\$ 79,708	\$ 81,700	\$ 83,743	\$ 85,836	\$ 87,982	\$ 90,182
Daily Rate		\$ 384.97	\$ 394.60	\$ 404.46	\$ 414.57	\$ 424.94	\$ 435.56	\$ 446.45	\$ 457.61	\$ 469.05	\$ 480.78	\$ 492.80
Mental Health Coordinator	204	\$ 59,064	\$ 60,541	\$ 62,054	\$ 63,605	\$ 65,196	\$ 66,825	\$ 68,496	\$ 70,209	\$ 71,964	\$ 73,763	\$ 75,607
Daily Rate		\$ 289.53	\$ 296.77	\$ 304.19	\$ 311.79	\$ 319.59	\$ 327.58	\$ 335.77	\$ 344.16	\$ 352.76	\$ 361.58	\$ 370.62
Elementary Principal	210	\$ 112,064	\$ 114,866	\$ 117,737	\$ 120,681	\$ 123,698	\$ 126,790	\$ 129,960	\$ 133,209	\$ 136,539	\$ 139,953	\$ 143,451
Daily Rate		\$ 533.64	\$ 546.98	\$ 560.65	\$ 574.67	\$ 589.04	\$ 603.76	\$ 618.86	\$ 634.33	\$ 650.19	\$ 666.44	\$ 683.10
Superintendent	225	\$ 147,290	\$ 150,972	\$ 154,747	\$ 158,615	\$ 162,581	\$ 166,645	\$ 170,811	\$ 175,082	\$ 179,459	\$ 183,945	\$ 188,544
Daily Rate		\$ 654.62	\$ 670.99	\$ 687.76	\$ 704.96	\$ 722.58	\$ 740.64	\$ 759.16	\$ 778.14	\$ 797.59	\$ 817.53	\$ 837.97
CBO	260	\$ 111,488	\$ 114,275	\$ 117,132	\$ 120,060	\$ 124,224	\$ 127,330	\$ 130,513	\$ 133,776	\$ 137,120	\$ 140,548	\$ 144,062
Daily Rate		\$ 428.80	\$ 439.52	\$ 450.51	\$ 461.77	\$ 477.78	\$ 489.73	\$ 501.97	\$ 514.52	\$ 527.38	\$ 540.57	\$ 554.08

Doctorate Stipend: \$1,000 per year

Master Stipend: \$1,000 per year

Longevity: Five years after completing step 11, longevity increase of an additional \$60 per month, and an additional \$60 per month every 5th year there after.

Board Approved:

Note #

- 1) All step increases are 2.5%
- 2) CBO salary schedule for 2019/20 contained a one year "me too" increase for step 5, subsequent steps are at 2.5% (effective 7/1/2019)
- 3) A "me too" 3% increase over prior year has already been approved by the Board and has been included in step 1 of each position. (effective 7/1/2020)

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**Gravenstein Union School District  
 Certificated Teacher Salary Schedule  
 2019-20  
 183 Days**

→ 2.4%

Step	I BA + 30	II BA + 45	III BA + 60	IV BA + 75
1	57,772	57,772		
2	57,772	59,171		
3	57,798	60,612	63,560	
4	59,202	62,083	65,115	
5	60,643	63,602	66,701	69,961
6	62,120	65,151	68,334	71,667
7	63,638	66,742	69,998	73,424
8	65,188	68,370	71,708	75,218
9	66,774	70,039	73,466	77,059
10	68,406	71,750	75,260	78,947
11	70,076	73,508	77,101	80,881
12	71,792	75,307	78,994	82,862
13		77,148	80,928	84,896
14		79,040	82,914	86,986
15		80,975	84,948	89,113
16				89,113
17				89,113
18				91,307
19				91,307
20				91,307
21				93,548
22				93,548
23				93,548
24				95,852
25				95,852
26				95,852
27				98,202
28				98,202
29				98,202
30				100,620

↓  
2.45%

Masters Degree: \$1,000

Board Approved: 5-14-2019, in accordance with Board approved salary agreement on 4-9-2019

Effective: July 1, 2019

Draft

Effective July 1, 2020

**Gravenstein Union School District  
Management Salary Schedule**

Position	Days	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step Increase
School Counselor	183	\$ 70,450	\$ 72,176	\$ 73,944	\$ 75,756	\$ 77,612	\$ 79,513	\$ 81,462	\$ 83,457	\$ 85,502	\$ 87,597	\$ 89,743	2.45%
Daily Rate		\$ 384.97	\$ 394.40	\$ 404.07	\$ 413.97	\$ 424.11	\$ 434.50	\$ 445.15	\$ 456.05	\$ 467.22	\$ 478.67	\$ 490.40	
Mental Health Coordinator	204	\$ 59,064	\$ 60,511	\$ 61,994	\$ 63,512	\$ 65,068	\$ 66,663	\$ 68,296	\$ 69,969	\$ 71,683	\$ 73,440	\$ 75,239	2.45%
Daily Rate		\$ 289.53	\$ 296.62	\$ 303.89	\$ 311.34	\$ 318.96	\$ 326.78	\$ 334.78	\$ 342.99	\$ 351.39	\$ 360.00	\$ 368.82	
Principal	210	\$ 112,064	\$ 114,810	\$ 117,622	\$ 120,504	\$ 123,457	\$ 126,481	\$ 129,580	\$ 132,755	\$ 136,007	\$ 139,339	\$ 142,753	2.45%
Daily Rate		\$ 533.64	\$ 546.71	\$ 560.11	\$ 573.83	\$ 587.89	\$ 602.29	\$ 617.05	\$ 632.17	\$ 647.65	\$ 663.52	\$ 679.78	
Superintendent	225	\$ 147,290	\$ 150,899	\$ 154,596	\$ 158,383	\$ 162,264	\$ 166,239	\$ 170,312	\$ 174,485	\$ 178,759	\$ 183,139	\$ 187,626	2.45%
Daily Rate		\$ 654.62	\$ 670.66	\$ 687.09	\$ 703.93	\$ 721.17	\$ 738.84	\$ 756.94	\$ 775.49	\$ 794.49	\$ 813.95	\$ 833.89	
CBO	260	\$ 111,488	\$ 114,219	\$ 117,018	\$ 119,885	\$ 124,224	\$ 127,267	\$ 130,386	\$ 133,580	\$ 136,853	\$ 140,206	\$ 143,641	2.45%
Daily Rate		\$ 428.80	\$ 439.31	\$ 450.07	\$ 461.10	\$ 477.78	\$ 489.49	\$ 501.48	\$ 513.77	\$ 526.36	\$ 539.25	\$ 552.46	

Doctorate Stipend: \$1,000 per year

Master Stipend \$1,000 per year

Longevity Five years after completing step 11, longevity increase of an additional \$60 per month, and an additional \$60 per month every 5th year there after.

Board Approved:

Note #

- 1) All step increases are 2.45%
- 2) CBO salary schedule for 2019/20 contained a one year "me too" increase for step 5, subsequent steps are at 2.45% (effective 7/1/2019)
- 3) A "me too" 3% increase over prior year has already been approved by the Board and has been included in step 1 of each position. (effective 7/1/2020)

For 20-21 : + 20,980  
 Step 11 : + 45,390

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DRAFT

**Gravenstein Union School District  
Management Salary Schedule  
2020-21**

	1	2	3	4
	CBO	School Counselor	Elementary Principal	Superintendent
Step	260 Days	183 Days	210 Days	225 Days
1	111,488	70,450	112,064	147,290
2	114,275	71,528	114,227	149,350
3	117,131	72,623	116,390	151,410
4	120,061	73,734	118,553	153,470
5	124,224	74,862	120,716	155,530
6	127,267	76,007	122,879	157,590
7		77,170	125,042	159,650
8		78,351	127,205	161,710
9		79,550	129,368	
10		80,767	131,531	
11			133,694	

Masters Degree: \$1,000

Board Approved:

Effective: 7/1/2020



# SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

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5350 Skylane Boulevard  
Santa Rosa, CA 95403

Tel: (707) 524-2690  
Fax: (707) 578-0517  
santarosa@sclscal.org  
www.sclscal.org

*General Counsel*  
Carl D. Corbin

*Attorneys*  
Monica D. Batanero  
Jennifer Henry  
Sarah Hirschfeld-Sussman  
Nancy L. Klein  
Damara L. Moore  
Jennifer E. Nix  
Steven P. Reiner  
Kaitlyn A. Schwendeman  
Loren W. Soukup  
Erin E. Stagg

*Of Counsel*  
Robert J. Henry  
Margaret M. Merchat  
Patrick C. Wilson  
Frank Zotter, Jr.

May 7, 2020

Sent Via E-Mail and U.S. Mail  
[PERBe-file.SFRO@perb.ca.gov](mailto:PERBe-file.SFRO@perb.ca.gov)

Daniel Crossen, Regional Attorney  
Public Employment Relations Board  
San Francisco Regional Office  
1330 Broadway, Suite 1532  
Oakland, CA, 94612-2514

**Re: Gravenstein Union School District and Gravenstein Union  
Classified Employees CTA/NEA  
Case No. SF-RR-1012-E**

*Response of Gravenstein Union School District to Petition*

Dear Mr. Crossen:

In March 2020, the California Teachers Association (“CTA” or “Petitioner”), filed a Petition for Unit Recognition (“Petition”) seeking to create a newly established bargaining unit composed of “all non-certificated Unit Members of the Gravenstein Union School District,” and excluding “Management, supervisory and confidential personnel.” Due to the overbroad nature of the Petition, the employer, Gravenstein Union School District (the “District” or “Respondent”), opposed the Petition.

The District and Petitioner have engaged in subsequent informal communication to discuss the District’s objection, and have agreed upon a revised unit definition to address the District’s concerns. The District respectfully requests that the Board accept the revised unit definition. If the revised unit definition is accepted by the Board, the District withdraws any and all objection to the Petition.

**I. Petitioner’s Contact Information**

The Petitioner’s agent, Erik Olson Fernandez, may be contacted at the following address:

Gravenstein Union Classified Employees CTA/NEA  
2490 Guerneville Road  
Santa Rosa, CA 95403  
Telephone: (707) 544-1075

**II. Respondent’s Contact Information**

The Respondent’s contact information is:

Gravenstein Union School District  
3840 Twig Avenue



Daniel Crossen, Regional Attorney  
PERB  
May 7, 2020  
Page 2

Sebastopol, CA 95472  
Sonoma County, California  
Telephone: (707) 823-7008

The District's agent to be contacted is Kaitlyn Schwendeman, Schools Legal Counsel with School and College Legal Services of California. My contact information is:

Kaitlyn Schwendeman  
School and College Legal Services of California  
5350 Skylane Boulevard  
Santa Rosa, California 95403  
Telephone: (707) 524-2690  
Email: [kschwendeman@sclscal.org](mailto:kschwendeman@sclscal.org)

### **III. Information regarding the Reason for Denial of Exclusive Representative**

As to the items enumerated in the Public Employment Relations Board ("PERB" or the "Board") Regulation 33190(d), the District responds as follows:

#### **A. Appropriateness of Proposed Unit**

1. Petitioner: Petitioner describes the proposed unit in the Petition as "all non-certificated Unit Members of the Gravenstein Union School District," excluding "Management, supervisory and confidential personnel."
2. District: As set forth above, the Parties have agreed upon the following revised unit description, "all classified employees (excluding short-term employees, substitute employees and any other employee excluded from the classified service pursuant to Education Code section 45103) who are not management, supervisory or confidential." I have attached to this letter a copy of the email correspondence between myself and Mr. Fernandez confirming this agreement.

### **IV. Reasons for Opposition**

The District opposes the unit definition set forth in the Petition because it is overbroad and would hinder efficient operations of the District. The District requests that the Board accept the Parties agreed-upon revision to the Petition.

#### **A. The Petition is overbroad.**

Petitioner's originally proposed unit was defined as including "all non-certificated Unit Members of the Gravenstein Union School District," excluding management, supervisory and confidential employees. This proposed unit definition does not distinguish between employees within the classified service and those who are non-certificated and not within the classified service.

The Petition defines the proposed unit as all "non-certificated employees" of the District. However, the proposed unit size appears to indicate that the Petitioner was contemplating a unit of classified employees.



Education Code section 45103 provides, in relevant part, that the classified service is composed of non-certificated employees of a school district; however, the Legislature specifically recognized:

- (1) Substitute and short-term employees, employed and paid for less than 75 percent of a school year, shall not be a part of the classified service.
- (2) Apprentices and professional experts employed on a temporary basis for a specific project, regardless of length of employment, shall not be a part of the classified service.
- (3) Full-time students employed part time, and part-time students employed part time in any college workstudy program, or in a work experience education program conducted by a community college district pursuant to Article 7 (commencing with Section 51760) of Chapter 5 of Part 28 and that is financed by state or federal funds, shall not be a part of the classified service.

(Education Code section 45103(b).) The employees specifically excluded from the classified service by the Legislature are therefore distinct from those within the classified service and are typically employed on a short-term or occasional basis. There is no indication within the Petition whether Petitioner intended for these non-certificated employees (who are not within the classified service) to be included within the unit.

For the above reasons, the Parties have agreed upon a revised unit definition of “all classified employees (excluding short-term employees, substitute employees and any other employee excluded from the classified service pursuant to Education Code section 45103) who are not management, supervisory or confidential.” The District urges the Board to accept this modification to the Petition.

**B. Adding employees that are not within the classified service to the proposed unit would hinder efficient operations of the District.**

1. The District needs flexibility to employ individuals for work with varying terms and conditions of employment depending on the project or staffing need, consistent with Education Code section 45103.

Education Code section 45103 recognizes the need of a school district to employ individuals outside the classified service for work that is typically not regular or continuing, such as to complete a particular project or to fill limited-term staffing needs. Such employment typically does not qualify the employee for vacation, certain sick leaves, or other benefits that classified employees receive. The law allows that person essentially to be employed more like a consultant. The District’s ability to recruit and employ such workers for very set projects/limited-term staffing needs could be severely hampered if all such positions are subject to a collective bargaining agreement.



2. Including these employees within the proposed unit may require excessive release time for employees with limited terms and interfere with work the District needs these non-regular employees to perform.

The bargaining process could hinder District operations if the unit is defined to include non-regular employees who are excluded from the classified service, as set forth in the Petition. For this reason, the Parties have agreed to modify the unit definition, as set forth above.

Initially, the District and CTA will have to negotiate terms and conditions of employment for the vast majority of issues in the CBA which are driven by Education Code requirements for classified employees that do not apply to these employees. The District anticipates that CTA's bargaining team would be composed of regular classified employees, because, by the very nature of their employment, employees excluded from the classified service may not be in their positions for long enough to become active members of the negotiating team. If the proposed unit is to include these employees, the length of bargaining sessions (and overall length of the negotiation process) would likely be extended to negotiate the terms and conditions of employment for these employees, who may or may not be employed by the District for the duration of the negotiations. District operations may be hindered by lengthy negotiations sessions, including significant release time for classified employees, to negotiate terms and conditions of employment for employees that likely will have no impact on classified employees.

More critically, having employees excluded by law from the classified service in the proposed unit will hinder efficient operations of the District for the long term. These employees, by definition, are employed at the District for a limited time or for a specific purpose. Such employees may be hired for specific projects or as additional staffing for particularly busy times in District operations. It will be very challenging to have these employees released for lengthy negotiations sessions on items that may or may not apply to them.

#### V. Conclusion

Due to the lack of specifics and the overbroad nature of the Petition, the District opposes CTA's Petition for Representation as written. However, the Parties have engaged in informal communication and agreed upon a revised unit definition, which has addressed the District's concerns. The District urges the Board to adopt the revised unit definition.

Sincerely,

Kaitlyn Schwendeman, Schools Legal Counsel  
School & College Legal Services

Encl.

cc: David Rose, Superintendent of Schools  
Erik Olson Fernandez, California Teachers Association