

Board of Education Regular Meeting Agenda

[Zoom Link](#)

DATE: Tuesday, August 10, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

- I. CALL TO ORDER AT 5:00 PM**
- II. ADOPTION AND APPROVAL OF THE AGENDA**
Approval of the agenda for August 10, 2021 (2 min.)

Action taken/comments:

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

- III. REPORTS, AND ORAL COMMUNICATIONS**
- A. (p. 1) Gravenstein Principal (10 min.)**
 - B. (p. 4) Hillcrest Principal (10 min.)**
 - C. Gravenstein Union Teachers' Association (5 min.)**
 - D. District Site Council (0 min.)**
 - E. Gravenstein Parent Association, GPA (5 min.)**
Next meeting is August 17, 2021
 - F. Trustee Reports (10 min.)**
 - 1. Meeting Format**
 - G. Racial Justice Committee (5min.)**
 - H. (p. 5) Master Plan Committee (5 min.)**
 - I. (p. 8) Facilities Report (5 min.)**
 - J. CBO Report (5 min.)**
 - K. Superintendent Report/District Correspondence (15 min.)**
 - 1. Questions from the July Board Meeting**
 - 2. Summer Jumpstart Program**
 - 3. Mental Health and Administrative Interns**
 - 4. (p. 11) Start of School Plans/Updates**

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. 14) Warrants**
- B. (p. 21) Payroll**
- C. (p. 22) Minutes from the Regular Board Meetings of July 13, 2021, June 15, 2021, June 8, 2021, and May 11, 2021 and the Special Board Meetings of May 26, 2021, May 19, 2021, April 27, 2021, April 12, 2021, and April 8, 2021**
- D. (p. 64) Fee Proposal from Counterpoint Construction Services for the GUSD Administration Portable Project**
- E. (p. 67) Fee Proposal from Quattrocchi Kwok Architects for the GUSD Administration Portable Project**

Action taken/comments:

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

VI. GENERAL ACTION ITEMS

- A. Gravenstein Union School District Local Control Accountability Plan (LCAP) (2 min.) (This document is posted on the GUSD website, and available at the GUSD District Office for review.)**

Situation: District staff presented the LCAP document for GUSD during the June 15, 2021 Board Meeting and that draft was approved and submitted to the Sonoma County Office of Education. SCOE has reviewed the document, and is requiring some minor technical edits so that new form complies with the California Department of Education (CDE) mandates.

Plan: Pending Board approval, staff will update the version posted on the GUSD website and submit the updated version to SCOE for submission to CDE.

Recommended Motion: For the Board to approve the revised 2021-22 GUSD Local Control and Accountability Plan.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

B. (p. 70) Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan (5 min.)

Situation: School districts that receive ESSER III funds under the American Rescue Plan Act are required to develop a plan for how they will use their ESSER III funds. For GUSD, the plan explains how we will use our ESSER III funds to support our overall plan to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. The GUSD plan focuses on support for the Hillcrest Heat Mitigation Project and Summer Jumpstart for the summer of 2023.

Plan: Pending Board approval, staff will submit our plan to the Sonoma County Office of Education (SCOE) for review and approval. and then staff will direct ESSER III funds to support the activities identified in our plan.

Recommended Motion: For the Board to approve the ESSER III Expenditure Plan.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

C. (p. 86) GUSD Board Policy and Administrative Regulation 6158 - Independent Study (5 min.)

Situation: Pursuant to Assembly Bill 130 and the resulting changes in the Education Code, GUSD needs to revise and update Board Policy and Administrative Regulation 6158 - Independent. Staff has researched the new law, attended training sessions, consulted with other districts, the Sonoma County Office of Education, the California School Boards Association, and School and College Legal Services and has created drafts of a revised Board Policy, Administrative Regulation, and Master Agreement and submitted the drafts to the Governance Committee for review. The Governance Committee now presents the current drafts for Board consideration.

Plan: Pending Board approval, staff will post the new BP and AR on our district website and submit and implement the new Independent Study Master Agreement.

Recommended Motion: For the Board to approve Board Policy and Administrative Regulation 6158.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

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 Pending litigation

3.0 Administrator Performance Updates

a) District Secretary (0.25 FTE)

4.0 Conference with Negotiations team:

a) 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: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

XI. FUTURE BOARD MEETINGS

A. September 14, 2021 at 5pm

B. October 12, 2021 at 5pm

C. November 9, 2021 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 August 2021

Keri Pugno

Enrollment Report

	TK	K	1	2	3	4	5	Total
Enrollment for 2021-2022 (as of 8/5/21)	20	81	80	79	86	74	76	496
End-of-year enrollment 20-21	13	75	71	83	72	72	78	464

Meet-the-Teacher Events

We will host grade-specific in-person events. Students will enter classrooms with teachers, but parents will remain in the courtyard on Tuesday, August 17.



Kindergarten Kick-Off!

On August 4, 5 and 6 we hosted our Kindergarten Kick-Off!

We had an amazing turnout, with 73 of our 82 students able to attend at least one day. To help with the transition back to school, Wednesday was a play day! While students went off to meet the teachers, learn about our campus, and explore the playground area, Gravenstein Staff were on hand in the courtyard at tables for questions and assistance. We also had GPA representatives there to answer questions about enrichments and the donation process and to sell spirit wear. For parents that wanted to get their hands dirty, they volunteered to help prepare the Classroom Garden beds. With their help, all of our primary garden beds are ready to go! At the end of Wednesday's event, we held a Student-Parent Scavenger Hunt that helped families meet the teachers and see each of the Kindergarten classrooms. Students also were able to participate in the Kindergarten Agility Course with Mr. C.





COVID precautions

- Student drop-off in the 15 minutes prior to the start of instructional time. Students will be able to head directly to the classroom for supervision.
- Temperature checks at drop-off.
- Student pick-up will follow the same pick-up procedures. Students will be seated and parents will use the drive-thru pick-up circle. If walking or parking the car, parents will wait in the designated pick-up location for their child's name to be announced.
- We will continue to use the lower playground as a second drop-off and pick-up area.
- increased distancing between students at lunch time.
- lunch and recess schedule separated by grade



The garden students helped plant last year is growing right below our recently installed 2020-2021 school-wide Mural Project! Thank you, Mrs. Byrne and Mrs. Ricciardi!



Social Studies Adoption Year

The Gravenstein Teachers are previewing available Social Studies programs for an upcoming adoption. A Social Studies Committee of teachers from different grade levels has formed to compare the available state-approved programs. A small group of teachers will pilot the top programs to recommend the best program.

New Chromebooks are in the Classrooms and Ready to Go!

All of our classrooms have computer carts ready to go for student use once school starts! The new devices are all unpacked and installed in the classroom carts. A huge thank you to an amazing team of Gravenstein Classified staff for completing this project: Cat Peirano, Christine Sheehan, and Amber Rose (and Brian!).



2021-2022 Bell Schedule

This year's Bell Schedule will be very similar to the 2019-2020 school year....with the difference being in the weekly ERD. *Every Wednesday will be an ERD.* A schedule for staff trainings/meetings/activities held on the Wednesday ERDs is still being finalized.

Regular Day		Early Release Day <i>every Wednesday and last two days of school</i>	
TK and K	8:45 - 2:20	TK and K	8:45 - 1:00
Grades 1-2	8:30 - 3:20	Grades 1-2	8:30 - 1:45
Grades 3-5	8:15 - 3:05	Grades 3-5	8:15 - 1:30



HILLCREST

Middle School

GUSD August Board Report

Enrollment- as of 08/06/2021:

	6th	7th	8th	Total
2020/2021	93	112	81	286
2021/2022	82	102	109	293

Construction- The HMS campus construction project is underway. Construction crews are working overtime as we get closer to the start of school. AC units are being hooked up, cracked and rising concrete is being replaced. Students and staff have already been commenting on how the campus will be much improved for the 2021-2022 school year.

Meet the Teacher- On Monday August 16th, Hillcrest will host a Meet the Teacher event for the 2021-2022 school year. Hawk families can come to the campus between the hours of 1:30-3:00 to visit the campus, pick up schedules, see their classrooms and meet their teachers for the coming school year. Teachers will be outside their classrooms to meet students and their parents and the students will be able to go inside and walk through the classrooms.

Back to School Night- In order to keep our staff and school community as safe as possible, this year we will be holding our Back to School Night via recorded videos. The Hillcrest teaching staff will be creating videos to share important information that parents need to know for the school year. Links to these videos will be emailed to parents on September 9th, 2021. Parents as always feel free to contact your student's teachers via phone or email with any questions that you may have regarding your students.

Athletics- According to the HMS Athletic Director, Ms. Helton, Fall sports should be returning to the Hillcrest campus. At this time, students can look out for information about Flag Football and Cross Country. Physicals are needed prior to participation. Watch the Monday Messages for more information.

Spring Musical- The Hillcrest Drama Department is pleased to announce that the Musical for this year has been chosen! Get on your ruby slippers and hit the yellow brick road, because the Hawks are off to see the wizard! The Wizard of Oz will be the Musical this year- keep your eyes peeled for information about tryouts. See Mr. Collins for more information.

Student Teachers-

Again this year, Hillcrest Middle School is working with Sonoma State University to offer placement for Student Teachers. Ms. Garson, Ms. Clements and Mr. Sotiras will all be working with a student teacher this school year.

Facilities Committee Meeting

Review Overall Planning
2 part process

Part One: GUSD School Facilities Study

Next Task - Conduct Site Assessments with Consultants (target next 2 weeks) Ability to work around 12 noon dismissal of Summer School

Future Tasks:

Produce Preliminary Report for District Review Will contain an update on every building and a list of needed project work - cost estimate to follow

Final Report

Tentative Deadline - End of August

Part Two: GUSD Master Plan

Start Early September

3 Planning Meetings

Who will attend?

Same group for all meetings? Initial meeting with Master Plan Committee (after preliminary report is ready, with or without cost estimates) then 2 meetings for the general public and staff, Eddie will create a schedule for the timeline of task completion and meetings

Open to the general public?

Add consideration of expanded TK

End Of September (init

Bulk of Planning work

Mid October

Review

Mid November- Goal will be to have a plan adopted during this Board meeting (process has been delayed due to COVID).

2 board presentation meetings one presentation of the plan and a forum for comments and questions, a second meeting for consideration of adoption

Tentative Deadline End of November

7/22/21 Meeting, 2:00pm

Eddie, Scott, Tenaya, Brian S., Katie, Dave

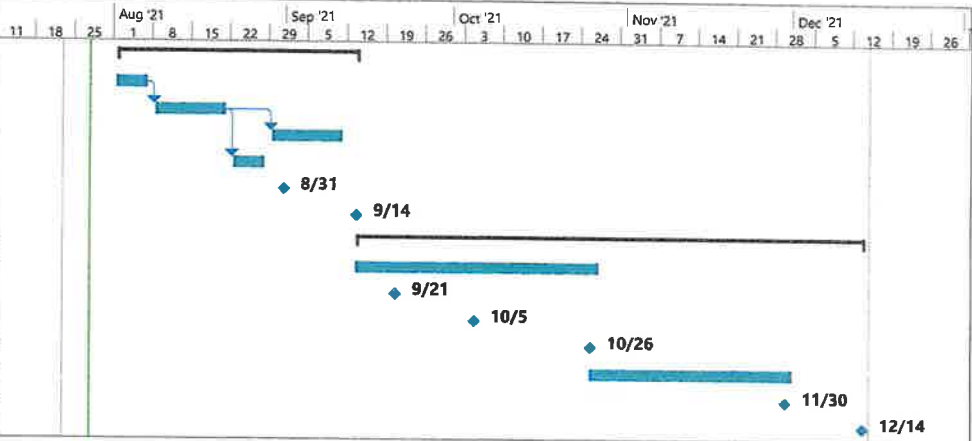
Admin. Portable update-

- New utility connection needed for electrical, DSA fire hydrant question is pending
- Anticipated modular move date is August 9
- Eddie will follow up with DSA for an answer on the hydrant question
- Wet utilities solution is in place if needed

Heat Mitigation Project-

- Still waiting for mixing boxes
 - Additional conduit line approval was granted on 7/21
 - Phase II of project focus is the re-roofing; consideration of window replacement is pending.
- Unit placement and operation will help inform efficiency and effectiveness of installed units

ID	Task Mode	Task Name	Duration	Start	Finish
1		Facility Assessments	31 days	Mon 8/2/21	Tue 9/14/21
2	★	Site Visits	5 days	Mon 8/2/21	Fri 8/6/21
3	★	Draft Assessment	10 days	Mon 8/9/21	Fri 8/20/21
4	★	Cost Estimating (Worksheets)	10 days	Mon 8/30/21	Fri 9/10/21
5	★	Final Assessment	5 days	Mon 8/23/21	Fri 8/27/21
6	★	Board Packet Due (Final Assessment)	0 days	Tue 8/31/21	Tue 8/31/21
7	★	Board Meeting	0 days	Tue 9/14/21	Tue 9/14/21
8		Master Plan	65 days	Tue 9/14/21	Tue 12/14/21
9	★	Draft Master Plan	31 days	Tue 9/14/21	Tue 10/26/21
10	★	MP Committee Kickoff Meeting	0 days	Tue 9/21/21	Tue 9/21/21
11	★	Public Meeting #1	0 days	Tue 10/5/21	Tue 10/5/21
12	★	Public Meeting #2	0 days	Tue 10/26/21	Tue 10/26/21
13	★	Final Master Plan	26 days	Tue 10/26/21	Tue 11/30/21
14	★	Board Packet Due (Final Master Plan)	0 days	Tue 11/30/21	Tue 11/30/21
15	★	Board Approval of Final Master Plan	0 days	Tue 12/14/21	Tue 12/14/21



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Facilities Report
Gravenstein Union School District
August 2021

Heat Mitigation Project: It has been an active summer with the Heat Mitigation project HVAC upgrades at buildings A and B (classrooms 1-12). Some of the highlights: at the time of this publication, ac condensers have been set, concrete pads poured, thousands of feet electrical conduit has been installed, line sets have been run, wire is finishing being pulled thru, and all mixing boxes have arrived and have been set into position. The HVAC units themselves are starting to be installed in the closets. It is all coming together as we enter the home stretch.

Here are some progress photos!



Concrete Pour with Concrete Pump for Condenser Pads.



AC condenser units for classrooms 3, 4, 7, and 8

Concrete Repair at Hillcrest: Uneven concrete has been removed and prepped with rebar and concrete will be poured back next week (week of August 9th). Also concrete grinding has occurred to grind down uneven spots around the campus.

Portable from Fitch Mountain: Our portable began arriving on Friday, August 6th. The sections are being staged at Hillcrest near the area where they are to be installed. Once we get DSA approval for alterations we can proceed with renovations, that includes site prep.



Getting Ready for the Start of School: Our maintenance and custodial team has been hard at work getting classrooms ready for the start of the school year. In addition to getting rooms cleaned, carpets shampooed, floors waxed, and getting furniture put into place for the start of school, plus other miscellaneous tasks.



GRAVENSTEIN UNION SCHOOL DISTRICT

Gravenstein Elementary School and Hillcrest Middle School

David Rose, Superintendent

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Board of Trustees

Gregory Appling, Board President

Jennifer Koelemeijer, Board Clerk

Alexander Kahn, Member

Patrick Lei, Member

Jeri McNeill, Member

Parent Update - August 2021 - Back to School Information

DRAFT

Hello GUSD! We hope that you had a terrific summer and are ready for the start of a new school year. All of the GUSD staff are looking forward to having students on campus for full days of instruction and activities. As more information and guidance have become available since our July update, we want to update information and plans for the 21/22 school year approaches:

- 1) Here is a link to our [Beyond the Bell](#) contract in case you are interested in services for the upcoming school year.
- 2) For 21/22, we have made the decision to have early release every Wednesday. Here are the start and dismissal times for the upcoming school year:

2021-2022 GUSD School Start and Dismissal Times

<u>School</u>	<u>Regular Day</u>	<u>Early Release Day</u> (Every Wednesday and 6/2, 6/3)
Gravenstein Elementary: TK and K Grades 1 and 2 Grades 3 - 5	8:45 - 2:20 8:30 - 3:20 8:15 - 3:05	8:45 - 1:00 8:30 - 1:45 8:15 - 1:30
Hillcrest Middle School: All Grades	8:30 - 3:15	8:30 - 1:55

- 4) If you have not already done so please complete the Annual Online Registration Forms for your student(s). If you have any questions please call your student's school office.
- 5) The Centers for Disease Control and Prevention (CDC) and the [California Department of Public Health \(CDPH\)](#), and the Sonoma County Health Services Department (SCHSD) have released updated health and safety mandates and guidance for the coming school year. As we near the opening of school, we are sharing with you the current health and safety guidelines that we will have in place for the school year. Please keep in mind that these guidelines are subject to change based on changes mandated by local and state health department authorities.

Cleaning and Disinfecting (CDPH items 11, 12):

- All classrooms and indoor student areas (restrooms, hallways, etc.) will be disinfected after every school day.
- Hand washing and hygiene practices on campus will continue.
- At Gravenstein Elementary, classroom materials that are shared will be disinfected after every school day. At Hillcrest, we are working to secure class sets of materials for each period, or establishing a disinfecting process before a new group of students uses classroom materials.

Health Screening (CDPH item 4):

- Parent/guardian home health checks will continue, students and staff displaying COVID-like symptoms need to stay at home.
- Temperature checks will be performed on all students and staff at the beginning of every school day. Any student or staff member with a fever of greater than 100.4 degrees or displaying COVID-like symptoms will be isolated until they are able to leave campus. Before returning to campus, any individual with a fever or symptoms will follow [CDPH guidelines](#).

Masks (CDPH item 1):

- Per the mandate from the [Sonoma County Health Officer](#), staff and students will wear masks indoors (unless health exempted) during class Teachers may wear a shield with a drape during instruction if desired. Students and staff can be outdoors without masks.

Ventilation (CDPH item 3):

- Carbon Dioxide monitors have been installed in all classrooms to help us monitor ventilation.
- All HVAC system settings have been evaluated and set for maximum air circulation, multiple air purifiers have been added to classrooms at both sites as needed.
- Teachers will have doors and windows open to the greatest extent possible.
- Teachers will utilize outdoor teaching spaces when practicable.

COVID Testing (CDPH item 5):

- Site based COVID-19 testing for any symptomatic individual will be available at both school sites at no cost.
- To begin the year, we will conduct monthly COVID surveillance testing for all students and staff at both sites. Approximately 25% of the campus population at each site will be tested weekly. We will continue to use the saliva sample test kits and laboratory services from Mirimus Labs.

Physical Distancing (CDPH item 2):

- Physical distancing mandates have been lifted.

Contact Tracing and Quarantine (CDPH items 4, 6, 7, 9, 10):

- Case reporting and contact tracing investigation will continue.
- We will continue to coordinate with the SCHSD, report all confirmed campus, and follow all isolation and quarantine directives based on the details of any known infection(s).

Independent Study (Formerly Distance Learning):

-Assembly Bill 130, recently passed by the State Legislature, makes full time, in-person instruction the norm for the 21/22 school year. The CDC, CDPH, and the American Academy of Pediatrics have all made clear that the return to in-person instruction is not only safe, but is the best thing we can do for our kids, as long as school sites are maintaining COVID-19 prevention practices.

-We know that some families may still be concerned about the return to in-person instruction. Our Distance Learning Program from the 2020/2021 school year followed the provisions from the California Department of Education, Governor Newsom's Office, and the California State Legislature.

-The laws regulating distance learning have expired and have been replaced with new legislation that has expanded the former statutes governing Independent Study. **This program is very different from the Distance Learning platform provided last year, and will require significant parent engagement for student success.** During the August 10, 2021 Board Meeting, the GUSD Board will be considering a new Board Policy and Administrative Regulation regarding Independent Study for GUSD (a draft is available in the Board Packet posted on the GUSD website).

-Staff has drafted a new Independent Study Master Agreement that provides the details of how this program will work and the level of commitment required for parents/guardians and students. This document is in draft form, and could change based on Board directives on August 10. However, we want to share the draft with you now: [Master Agreement Draft](#).

-Here is a link to the letter going out to all parents with more information: [Independent Study](#)

Please let us know if you have any questions, we'll see you on the 18th!

Take care,

Dave, Will and Keri

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1843909	07/07/2021	ACSA Attn: Membership Department	01-5300	ACSA Supt Dues Yr 2021-22	88.97	
			03-5300	ACSA Supt Dues Yr 2021-22	1,067.64	
			04-5300	ACSA Supt Dues Yr 2021-22	622.79	1,779.40
1843910	07/07/2021	California School Boards Assoc	01-5300	CSBA Dues 2021-22	299.10	
			01-5880	CSBA Gamut Online 2021-22	775.00	
			03-5300	CSBA Dues 2021-22	3,589.20	
			04-5300	CSBA Dues 2021-22	2,093.70	6,757.00
1843911	07/07/2021	CalPERS Cash & Payment Processing Unit	01-9572	Employee's CalPERS Health Plan Coverage 2021-22		45,483.27
1843912	07/07/2021	Procure Software, LLC	12-4340	Procure Annual Cloud		768.00
1843913	07/07/2021	Schoolwise Inc.	04-5840	Schoolwise -HMS Scheduling 2021-22		600.00
1843914	07/07/2021	Gay, Barbara E	01-9515	Re-issue ck#1764230		25.00
1843915	07/07/2021	Gorman, Megan K	01-9515	Reissue ck#1797943		220.38
1843916	07/07/2021	Sporrer, Kelly A	01-9515	reissue ck#1799987		76.00
1843917	07/07/2021	Clements, Colleen M	01-9515	reissue ck#1803071		87.35
1843918	07/07/2021	Antolik, Elise K	01-9515	reissue ck#5372809	39.99	
				reissue ck#5375736	20.00	59.99
1843919	07/07/2021	Steen-Larsen, Stephanie R	01-9515	Re-oissue ck#1797948		25.00
1843920	07/07/2021	American Storage LLC	01-5830	Storage Container for Gravenstein USD	7.86	
			01-9510	Storage Container for Gravenstein USD	4.14	
			03-5830	Storage Container for Gravenstein USD	90.42	
			03-9510	Storage Container for Gravenstein USD	47.58	150.00
1843921	07/07/2021	Arch's Glass Inc.	03-9510	Window Replacement-Grav		283.00
1843922	07/07/2021	AT&T Mobility	01-9510	Wireless Service - year 1	75.19	
			03-9510	Wireless Service - year 1	902.30	
			04-9510	Wireless Service - year 1	526.34	1,503.83
1843923	07/07/2021	Counterpoint Construction Services, Inc.	40-9510	Facilities Project Management Services	2,235.00	
				Hillcrest Temperature Mitigation	10,793.95	13,028.95
1843924	07/07/2021	Focused Behavioral Solutions	04-9510	Focused Behavioral Solutions		200.00
1843925	07/07/2021	Mirimus, Inc.	01-9510	Covid-19 DistrictTesting 2020-21	578.25	
			03-9510	Covid-19 DistrictTesting 2020-21	2,142.00	
			04-9510	Covid-19 DistrictTesting 2020-21	849.75	3,570.00
1843926	07/07/2021	myDevices, Inc.	01-9510	CO2 Sensors Maintanance-District	7.60	
			03-9510	CO2 Sensors Maintanance-District	91.20	
			04-9510	CO2 Sensors Maintanance-District	53.20	152.00
1843927	07/07/2021	North Bay Juniors Foundation	01-9515	Reissue Stale Date ck#1765012		330.00
1843928	07/07/2021	Office Depot	01-9510	District Office Supplies	8.74	
			03-9510	District Office Supplies	104.87	113.61

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.

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1843929	07/07/2021	Pacific Gas & Electric	01-9510	Light Poles at Grav Elem 2020-21	1.39	
			03-9510	Light Poles at Grav Elem 2020-21	15.97	17.36
1843930	07/07/2021	Quattrocchi Kwok Architects	40-9510	Architectural Services-HMS Heat Mitigation Project		126,446.56
1843931	07/07/2021	Stripe N Seal Inc	14-9510	Pavement and Asphalt Repair @ Grav		14,996.00
1843932	07/07/2021	Verizon	01-9510	Verison Hotspots- Grav and Hillcrest	5.70	
			03-9510	Verison Hotspots- Grav and Hillcrest	68.42	
			04-9510	Verison Hotspots- Grav and Hillcrest	39.91	114.03
1843933	07/07/2021	Jack Schreder & Associates, In c.	40-9510	May 2021 - School Facilities Program		82.50
1843934	07/07/2021	Juvo	04-9510	Autism and Behavioral Health Services	711.33	
				Autism and Behavioral Health Services-Summer	212.67	924.00
1843935	07/07/2021	Redwood Pediatric Therapy Asso	03-9510	OT/Consult Svcs for Student JZ and RH		144.21
1843936	07/07/2021	Stephen Roatch Accountancy	01-9510	2019-20 Final Invoice Audit	87.00	
			03-9510	2019-20 Final Invoice Audit	1,044.00	
			04-9510	2019-20 Final Invoice Audit	609.00	1,740.00
1844764	07/09/2021	Shane Follenvaider	03-8699	Reissue-Check # 1782730		255.00
1844765	07/09/2021	Benz, Lisa	04-5800	Reimb. Award Plaques/Plates		357.52
1844766	07/09/2021	Carolyn Bischof	01-9510	Contractor Providing Training for CBO	8.75	
			03-9510	Contractor Providing Training for CBO	105.00	
			04-9510	Contractor Providing Training for CBO	61.25	175.00
1844767	07/09/2021	CALPERS Payment Processing/FRAS	01-9510	Social Security Administration - Annual Fee		1,000.00
1844768	07/09/2021	Dept Of Justice, Acctg Office	01-9510	Fingerprinting for staff 2020-21	1.60	
			03-9510	Fingerprinting for staff 2020-21	19.20	
			04-9510	Fingerprinting for staff 2020-21	11.20	32.00
1844769	07/09/2021	Employment Development Dept.	01-9510	Unemployment Taxes for the year 2020-21	805.61	
			01-9555	Unemployment Taxes for the year 2020-21	.05	805.66
1844770	07/09/2021	Sable Computer Inc. DBA KIS	01-9510	Desktop Computer - 2Grav- 1HMS-1CBO	192.31	
			03-9510	Desktop Computer - 2Grav- 1HMS-1CBO	2,417.62	
			04-9510	Desktop Computer - 2Grav- 1HMS-1CBO	748.06	
			13-9510	Desktop Computer - 2Grav- 1HMS-1CBO	1,220.69	4,578.68
1844771	07/09/2021	Pacific Gas & Electric	01-9510	Electric and Gas for 2020-21 @ Gravenstein	142.49	
			03-9510	Electric and Gas for 2020-21 @ Gravenstein	899.69	
			04-9510	Electric and Gas for 2020-21 @ Hillcrest	821.12	1,863.30
1844772	07/09/2021	Redwood Pediatric Therapy Asso	03-9510	OT/Consult Svcs for Student JZ		490.32
1844773	07/09/2021	SyTech Solutions	01-9510	Document Management Services 2020-21	12.53	

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.

ESCAPE ONLINE

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Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1844773	07/09/2021	SyTech Solutions	03-9510	Document Management Services 2020-21	150.30	
			04-9510	Document Management Services 2020-21	87.67	250.50
1845539	07/14/2021	Advanced Security Systems	01-5800	Fire Alarm Monitoring 2021-22	7.92	
			03-5800	Fire Alarm Monitoring 2021-22	91.08	99.00
1845540	07/14/2021	CASBO	01-5200	CASBO - Organizational Subscription 2021-22	87.50	
			03-5200	CASBO - Organizational Subscription 2021-22	1,050.00	
			04-5200	CASBO - Organizational Subscription 2021-22	612.50	1,750.00
1845541	07/14/2021	KONE Inc	04-5830	Maintenance Coverage for 2021-22		417.24
1845542	07/14/2021	U.S. Bank Equipment Finance	01-5631	Copier Lease for Schools and DO for 2021-22	35.27	
			03-5631	Copier Lease for Schools and DO for 2021-22	423.38	
			04-5631	Copier Lease for Schools and DO for 2021-22	246.98	705.63
1845543	07/14/2021	Vision Service Plan	01-9574	Employee's Vision Plan Coverage 2021-22		2,059.20
1845544	07/14/2021	AT&T Calnet 3	01-9510	Gravenstein AT&T CALNET 3 Charges 2020-21	49.79	
			03-9510	Gravenstein AT&T CALNET 3 Charges 2020-21	559.28	
			04-9510	Gravenstein AT&T CALNET 3 Charges 2020-21	97.56	
				Hillcrest AT&T CALNET 3 Charges 2021-22	67.14	773.77
1845545	07/14/2021	Presence Learning, Inc.	01-9510	Flat Rate SLP Services Contract FY21	128.26	
			03-9510	Flat Rate SLP Services Contract FY21	1,539.07	
			04-9510	Flat Rate SLP Services Contract FY21	989.70	2,657.03
1845546	07/14/2021	Recology Sonoma Marin	01-9510	Recology-Gravenstein	73.83	
			03-9510	Recology-Gravenstein	848.93	
			04-5560	Recology-Hillcrest 2020-21	.11	
			04-9510	Recology-Hillcrest 2020-21	649.39	1,572.26
1845547	07/14/2021	RTW Health Services, LLC	01-9510	Coordinate and Execute Covid -19 Site Testing	147.00	
			03-9510	Coordinate and Execute Covid -19 Site Testing	1,764.00	
			04-9510	Coordinate and Execute Covid -19 Site Testing	1,029.00	2,940.00
1845548	07/14/2021	Santa Rosa City Schools	13-9510	Lunch Program for 2020-21		207.00

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ESCAPE ONLINE

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1845549	07/14/2021	U.S. Bank Corporate Payment	01-4350	Business Office Toner	4.60	
				Yearbooks Board/School	5.32	
			01-4390	Toner for Library	4.82	
				Yearbooks Board/School Library	8.86	
			01-4440	Laptop for CBO	75.90	
			01-5202	Webinar-Coalition for Adequate School Housing	17.00	
			03-4350	Business Office Toner	55.27	
				Yearbooks Board/School	61.16	
			03-4390	Toner for Library	55.38	
				Yearbooks Board/School	101.93	
			03-4440	Laptop- CBO	910.75	
			03-5202	Webinar-Coalition for Adequate School Housing	204.00	
				Science/Math Supplies-Blanco	28.38	
				Business Office Toner	32.24	
				Laptop-CBO	531.27	
				Webinar-Coalition for Adequate School Housing	119.00	2,215.88
			1845550	07/14/2021	Weeks Drilling & Pump Co. Inc.	01-9510
03-9510	Gravenstein Elem Water Service for 2020-21	437.00				
04-9510	Hillcrest Water Service for 2020-21	483.23				958.23
1845551	07/14/2021	Benz, Lisa	04-4350	Reimb. Office Storage	146.84	
1845552	07/14/2021	Ally Technology Consulting LLC	04-4390	Reimb. Office Storage	146.84	293.68
			01-5840	IT Consultant 2021-22	162.50	
			03-5840	IT Consultant 2021-22	1,950.00	
			04-5840	IT Consultant 2021-22	1,137.50	3,250.00
1845553	07/14/2021	Division Of State Architect Attn: HQ Cashier	40-6240	Exempt Request Filing Fees		400.00
1845554	07/14/2021	Fishman Supply Company	01-4370	Custodial Supplies-Carpet Cleaners	5.44	
			01-4400	Custodial Supplies-Carpet Cleaners	15.84	
			03-4370	Custodial Supplies-Carpet Cleaners	65.33	
			03-4400	Custodial Supplies-Carpet Cleaners	190.09	
			04-4370	Custodial Supplies-Carpet Cleaners	38.10	
			04-4400	Custodial Supplies-Carpet Cleaners	110.88	425.68
1845555	07/14/2021	Frontline Technologies Group L LC	01-5830	Frontline - Absence and Subs Mgt. 2021-22	168.28	
			03-5830	Frontline - Absence and Subs Mgt. 2021-22	2,019.42	

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ESCAPE ONLINE

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1845555	07/14/2021	Frontline Technologies Group L LC	04-5830	Frontline - Absence and Subs Mgt. 2021-22	1,177.99	3,365.69
1845556	07/14/2021	Schoolwise Inc.	01-5840	Schoolwise & Gradebook 2021-22	593.25	
			03-5840	Schoolwise & Gradebook 2021-22	7,119.00	
			04-5840	Schoolwise & Gradebook 2021-22	4,152.75	11,865.00
1846337	07/16/2021	Koelemeijer, Jennifer M	01-9515	Reissue CK# 5381745	9.23	
				Reissue CK# 5385364	9.23	
				Reissue CK#1778497	615.94	
				Reissue CK#5368930	9.23	
				Reissue CK#5371601	9.23	
				Reissue CK#5374521	9.23	
				Reissue CK#5377479	9.23	
				Reissue CK#5380047	9.23	
				Reissue CK#5383464	9.23	
				Reissue CK#5384720	9.23	
				Reissue CK#5386938	9.23	
				Reissue CK#5388371	9.23	
				Reissue CK#5389764	9.23	726.70
1846813	07/21/2021	Carey, Paul R	01-4310	Reimb. PE E!	28.11	
			03-4310	Reimb. PE E!	323.25	351.36
1846814	07/21/2021	Sable Computer Inc. DBA KIS	01-4440	Desktop Monitor- 1Grav	17.34	
			03-4440	Desktop Monitor- 1Grav	207.85	
			04-4440	Desktop Monitor- 1Grav	121.28	346.47
1846815	07/21/2021	LACO Associates	40-9510	HMS Special Inspection Heat Mitigation		237.50
1846816	07/21/2021	ParentSquare	04-5840	ParentSquare Communication w/Parents		5,000.00
1846817	07/21/2021	School and College Legal	01-5823	School & College Legal Services Retainer 2021-22	810.00	
			03-5823	School & College Legal Services Retainer 2021-22	9,720.00	
			04-5823	School & College Legal Services Retainer 2021-22	5,670.00	16,200.00
1846818	07/21/2021	Carey, Paul R	01-4310	Reimb. Stem Lessons and Supplies	9.54	
				Reimb.PE Plans	.72	
			03-4310	Reimb Jumpstart Materials	30.27	
				Reimb. Stem Lessons and Supplies	109.68	
				Reimb.PE Plans	8.28	158.49
1846819	07/21/2021	Alpha Analytical Laboratories,	04-5830	Water testing for Hillcrest		64.00
1846820	07/21/2021	T&b Sports	04-4310	Hillcrest-Basketball/Footballs Equipment -Balls		997.81

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ESCAPE ONLINE

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1846821	07/21/2021	Teachers' Curriculum Institute	04-4310	History Alive! 6th Grade Social Studies		834.23
1846822	07/21/2021	AT&T	01-9510	Maintenance Contract for Gravenstein Phone System	94.78	
			03-9510	Maintenance Contract for Gravenstein Phone System	1,089.98	
			04-9510	Maintenance Contract for Hillcrest Phone System	1,365.12	2,549.88
1846823	07/21/2021	Focused Behavioral Solutions	04-9510	Focused Behavioral Solutions		200.00
1846824	07/21/2021	Ray Morgan Company	01-9510	Copier Contract Charges 2020-21		201.77
1846825	07/21/2021	School and College Legal	01-9510	School & College Legal Services Retainer 2020-21	75.60	
			03-9510	School & College Legal Services Retainer 2020-21	907.20	
			04-9510	School & College Legal Services Retainer 2020-21	529.20	1,512.00
1846826	07/21/2021	Subtronic Corporation	40-6230	Utility Surveying @ Hillcrest		8,721.00
1846827	07/21/2021	U.S. Bank Corporate Payment	01-4362	District fuel	4.40	
			01-4370	Custodial Supplies	1.17	
			01-4380	Maint. Supplies	15.40	
			01-4390	Supplies Graduation	7.08	
			03-4362	District fuel	321.64	
			03-4370	Custodial Supplies	14.18	
			04-4362	District fuel	30.77	
			04-4370	Laundry detergent	8.27	
			04-4380	Maint. Supplies	96.75	
			04-4390	Lumber and Faseners for Grad	49.53	549.19
1847871	07/28/2021	Jack Schreder & Associates, In c.	40-9510	June 2021 - School Facilities Program		825.00
1847872	07/28/2021	Redwood Lock, Inc.	04-9510	Door Lock and Rollup Door Repair HMS		105.00
1847873	07/28/2021	Oakley, Barbara A	03-4310	Reimb.SE Jumpstart		61.88
1847874	07/28/2021	Collins, John I	04-4310	Reimb.Flocabulary -JPST		15.00
1847875	07/28/2021	Pulley, Nicholas M	01-4310	Reimb. JumpStart Incentives	5.25	
			03-4310	Reimb. JumpStart Incentives	73.45	
			04-4310	Reimb. JumpStart Incentives	26.23	104.93
1847876	07/28/2021	Carey, Paul R	03-4310	Reimb.Jumpstart Supplies		93.23
1847877	07/28/2021	Alpha Analytical Laboratories,	04-5830	Water testing for Hillcrest		141.00
1847878	07/28/2021	Focused Behavioral Solutions	04-5830	Focused Behavioral Solutions		400.00
1847879	07/28/2021	Gopher Sport, Play With a Purpose	01-4310	PE Equipment-Carey	38.99	
			03-4310	PE Equipment-Carey	448.34	487.33

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

ESCAPE ONLINE

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1847880	07/28/2021	Office Depot	01-4310	Class Supplies- Team 1	596.37	
			01-4350	Counseling Program Supplies	1.68	
			03-4310	Class Supplies- Team 1	596.38	
				Class Supplies- Team 2	1,081.63	
				Class Supplies- Team K	506.10	
				Class Supplies- TK	107.07	
			03-4350	Counseling Program Supplies	20.03	
			04-4350	Counseling Program Supplies	11.68	2,920.94
1847881	07/28/2021	Ray Morgan Company	01-5633	Copier Contract Charges 2021-22		315.70
Total Number of Checks					83	309,561.12

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	52	57,048.45
03	Gravenstein Elementary Charte	44	49,093.45
04	Hillcrest Middle Charter	46	36,486.02
12	Child Development Fund	1	768.00
13	Cafeteria Fund	2	1,427.69
14	Deferred Maintenance Fund	1	14,996.00
40	Special Reserve-capital Proj	7	149,741.51
Total Number of Checks		83	309,561.12
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			309,561.12

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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.

ESCAPE ONLINE

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Gravenstein Union School District
July Payroll Report
August 2021 Regular Board Meeting

Certificated Salary & Benefits

Regular Payroll	\$ 36,660.18
Supplemental Payroll	\$ 23,442.16

Certificated Salary & Benefits

Regular Payroll	\$ 32,832.93
Supplemental Payroll	\$ 17,386.21
Manual Payroll	\$ 1,743.03

Total July Salary & Benefits

\$ 112,064.51

Board of Education Regular Meeting Minutes

[Zoom Link](#)

DATE: Tuesday, July 13, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

I. CALL TO ORDER AT 5:00 PM

Meeting called to order at 5pm.
All in attendance except Jennifer Koelemeijer and Alexander Kahn.

II. ADOPTION AND APPROVAL OF THE AGENDA **Approval of the agenda for July 13, 2021 (2 min.)**

Action taken/comments:

No changes to the agenda

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

III. REPORTS, AND ORAL COMMUNICATIONS

A. Gravenstein Union Teachers' Association (5 min.)

Linda Helton (LH) - First meeting with new officers to go over where they are and get everyone on the same page.

B. District Site Council (3 min.)

The last site council action was to review and approve of LCAP. No further meetings scheduled at this time.

C. (p.1) Gravenstein Parent Association, GPA (5 min.)

Report included in the Packet

1. **Financials for May, 2021**
2. **Minutes for May 18, 2021**
3. **Agenda for June 15, 2021**

D. Trustee Reports (10 min.)

JM - asked about the break outs and testing for Covid. Wondering if we will be encouraging testing. Believes we cannot mandate. Ref.

<https://socoemergency.org/emergency/novel-coronavirus/coronavirus-cases/>

Dave Rose (DR) - no we can not mandate. We will be coming to the board with our safety recommendations at the August meeting. Right now surveillance testing is a recommendation.

PL nothing to report, but does share Jerie's sentiment, will rely on staff and county for best practices, but encourages testing and other safety measures.

GA has been attending heat mitigation meetings and will discuss it more later in the meeting.

1. Meeting Format

DR we have been researching changing the format as Zoom meetings will no longer be an option. Final details will be discussed at the August meeting.

E. Racial Justice Committee (5min.)

We have been working on this, contract is getting signatures, scheduling for August is next step.

F. Master Plan Committee (5 min.)

Scheduled to meet next thursday July 20th at 2pm. It will be a two part meeting.

1. Planning
2. Revisiting evaluation of current master plan and what items should be moved to new master plan.

G. Facilities Report (5 min.)

DR provided a verbal report on current staff activities.

GA - Heat mitigation project - concrete setup, boring to add new underground conduits. One possible hold on the project is the wait for the mixing boxes that need to be added to rooms and the ship date is currently August 5th.

H. (p.12) CBO Report (5 min.)

We have submitted the budget and LCAP plan, no news is good news on both fronts.

Received approval to move forward with the summer food service program. As well as through the upcoming school year. Families who do not qualify for free and reduced meals will be charged a nominal fee to cover staffing costs. Increase in staffing already in place for possible increase in demand. There is a decrease in meal cost going into effect for next year.

This past month we submitted an application grant for some of our Covid costs. Recorded our CARE

We are moving right along with closing the books for the 20/21 school year.

We are in process of finalizing our hiring for the Summer Jumpstart

1. Attendance Projections/Enrollment Update

There were no significant changes from the time of the adopted budget.

Current enrollment is 496 at Gravenstein and 301 at Hillcrest with a waiting list for some grades.

I. Superintendent Report/District Correspondence (15 min.)

1. Questions from the June Board Meeting

Will be answered later in meeting

2. Summer Jumpstart Program

Matt McDowell showed a slide presentation regarding the program.

JM - if this is a pilot program are we entering it with the thought that we will do this in future.

DR - we discussed this as our ELO program. Right now Matt and his staff are going through and making notes about what is working and what is not working so that we can replicate the best practices going forward. We want to know how much the program will cost

so that we can come to board with the cost of the program so that we can continue it in summers to come.

JM - can you provide us with Data points.

MM - yes after the program we should have some reports for you.

JM - next question I realize there are still 41 students you haven't been able to reach and you are still trying to reach them, but do you have a plan for them if they don't attend the program.

DR - yes absolutely we have plans in place.

3. (p.13) Annual Report

Talked about our successes over last year.

GA wants to highlight one thing: the draft and approval of the calendar so quickly. One of the biggest accomplishments. You have developed a wonderful working relationship with the staff.

KA would like to mention one thing. It is a true pleasure to work for a school that is increasing its enrollment.

Erin Hanauer - I am a working parent in a two parent working household and scheduling is a nightmare and it takes months to work out a schedule. I was trying to work around early release Thursdays and called into the office to find out if they had been scheduled yet, only to be told that early release would be every Wednesday next year. I only found out because of a call to the school. Doesn't feel this is enough time to work out how to schedule child care on those days. Why wasn't something sent out to parents with this change...she had connection problems.

DR - responded that the bell schedule is posted on the website.

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.

Erin Hanauer - spoke again about the lack of the announcement of the change to early release day and her concerns around how this will affect households with both working parents. Included a request to change it back to the Thursday schedule or provide additional options and or support for families negatively impacted.

V. CONSENT AGENDA (2 min.)

ACTION ITEM

**A. (p.25) Local Control Accountability Plan, Federal Addendum
Title III, Part A**

B. (p.27) Williams Quarterly Report

C. (p.30) Contract Agreement for Vended Meal Services with the City of Santa Rosa High School District for the 2021/2022 School Year

- D. (p.35) Warrants
- E. (p.40) Payroll

Action taken/comments:

Motion to approve consent agenda as written.

Motion JM Second PL

Vote: GA: A PL: A JK: absent AK: absent JM: A

VI. GENERAL ACTION ITEMS

A. (p.41) Enrollment Capacity for GUSD, Resolution #210713-01 (5 min)

Situation: This proposed resolution, which the Sonoma County Office of Education strongly recommends governing boards adopt, is to establish, on a yearly basis, capacities for various grades, special classrooms, and special programs. The purpose of adoption of such a resolution is to assist GUSD when granting or denying enrollment requests, so that GUSD has an established capacity prior to making determinations about space. While some districts may proceed to adopt a policy establishing capacity limits, a resolution may be adopted on a year-to-year basis to reflect new capacities each year - both limits and growth - which may fluctuate on a yearly basis.

Plan: Establishing capacity is helpful evidence for a district to present in the context of resolving OCR complaints where the complainant has asserted that a student who is a member of a protected class of people was subjected to discriminatory denial of an enrollment request.

Recommended Motion: For the Board to adopt Resolution #210713-01

Board discussed the needs and reasoning behind this change. DR noted this is in line with our current classroom limits but stated it was not part of a formal discussion with GUTA. GUTA did not raise any concerns with the limits.

Motion to adopt Resolution #210713-01 Enrollment Capacity for GUSD

Motion JM Second PL

Vote: GA: A PL: A JK: absent AK: absent JM: A

B. (p.43) Master Planning Services Contract - Quattrocchi Kwok Architects (5 min)

Situation: This proposed contract, based on discussions with the Master Plan Committee during a meeting on June 7, 2021, describes the two phases of the Master Planning process for GUSD (Facilities Assessment, then Facilities Planning).

Plan: Pending Board approval, the process of Facilities Assessment will begin to identify potential improvements for Gravenstein Elementary School and Hillcrest Middle School.

Recommended Motion: For the Board to approve the Master Planning Services Contract.

JM - If somebody wants to look back for reference they can look at the meeting in May of 2020.

Motion to approve the Masters Planning Services Contract.

Motion _____ PL _____ Second _____ JM _____

Vote: GA: A PL: A JK: absent AK: absent JM: A

VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

No comments.

Meeting moved to closed session at 6:14pm.

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:

a) GUTA negotiations update

b) GUTA membership of a management employee

IX. RECONVENE TO OPEN SESSION

Returned to opens session at 6:45pm

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

Action taken/comments

No actions were taken during closed session.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

XI. FUTURE BOARD MEETINGS

- A. August 10, 2021 at 5pm**
- B. September 14, 2021 at 5pm**
- C. October 12, 2021 at 5pm**

XII. ADJOURNMENT

Meeting adjourned at 6:46pm

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.

Board of Education

Regular Meeting Minutes

Zoom Link

DATE: Tuesday, June 15, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

I. CALL TO ORDER AT 5:04 PM

Parties present

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Jeri McNeill, Trustee

Dave Rose (DR)
Keri Pugno (KP)
Katie Anderson (KA)
Tenaya Daniel (TD)
Kari Korreng (KK)

Patrick Lei, Trustee not in attendance Jeri McNeill joined at 5:25pm

II. ADOPTION AND APPROVAL OF THE AGENDA

Approval of the agenda for June 15, 2021 (2 min.)

Action taken/comments:

Dave makes a request to add item L to the agenda - The roofing portion out of the Hillcrest Heat Mitigation portion.

Discussion is held regarding the timeliness of the addition of this item.

Motion: approved and agenda item L is added

Motion GA Second JK

Vote: GA: aye PL: absent JK: aye AK: aye JM: absent

III. REPORTS, AND ORAL COMMUNICATIONS

A. Trustee Reports (10 min.)

1. Meeting Format - Update

Principal William Deaths appears via video presentation. He states he spoke with Loud and Clear, in Cotati, regarding board meetings presented live on Youtube with a live chat feed. This would allow the board to answer questions in real time. He further states that some purchases of microphones would be needed, which would cost roughly \$4,000 to 5,000 and could be a wise investment. Video presentation ends.

Discussion is held regarding the inability to edit or filter the comments, making the meetings unlisted or private for only those in the district, the waiver of the Brown Act, State guidelines regarding the wearing of masks and the possibility of needing to return to in person board meetings.

B. Racial Justice Committee (5min.)

C. Master Plan Committee (5 min.)

Request made for this committee to meet more frequently.

D. Superintendent Report/District Correspondence (15 min.)

1. Questions from the June 8 Board Meeting

All questions will be answered during the agenda items.

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 comments

V. CONSENT AGENDA (2 min.)

ACTION ITEM

A. (p.1) Warrants

B. (p.7) Payroll

C. (p.8) 2021/22 Student/Parent Handbook

Action taken/comments:

Motion to approve consent agenda as written.

Motion AK Second JK

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

VI. GENERAL ACTION ITEMS

A. GUSD 2021-22 Budget (5 min.)

(This document is posted on the GUSD website, and available at the GUSD District Office for review.)

Situation: CBO Katie Anderson presented the proposed 2021-22 budget during the June 8, 2021 Public Hearing; the Board is considering adoption of the 2021-22 budget.

Plan: With Board approval, the Budget will be submitted to SCOE for review, and if SCOE approves, implemented for the 2021-22 school year.

Recommended Motion: For the Board to adopt the 2021-22 GUSD budget.

Action taken/comments:

Motion to to adopt the 2021-22 GUSD budget

Motion GA _____ Second AK _____

Vote: GA: aye _____ PL: absent _____ JK: aye _____ AK: aye _____ JM: aye _____

B. Plan for Reserves (5 min.) (This document is posted on the GUSD website, and available at the GUSD District Office for review.)

Situation: CBO Katie Anderson presented the proposed 2021-22 plan for reserves as part of the budget presentation during the June 8, 2021 Public Hearing; the Board is considering adoption of the 2021-22 plan for reserves.

Plan: With Board approval, including the plan for reserves, the Budget will be submitted to SCOE for review, and if SCOE approves, implemented for the 2021-22 school year.

Recommended Motion: For the Board to approve 2021-22 GUSD reserves plan.

Action taken/comments:

Discussion is held regarding the heat mitigation and the impact on the reserves.

Motion to approve 2021-22 GUSD reserves plan

Motion JK _____ Second JM _____

Vote: GA: aye _____ PL: absent _____ JK: aye _____ AK: aye _____ JM: aye _____

C. Annual Updates for the 2020-21 Learning Continuity and Attendance Plans (LCAP) (5 min) (This document is posted on the GUSD website, and available at the GUSD District Office for review.)

Situation: District staff presented the Annual Updates for the 2020/21 GUSD LCAP during the June 8, 2021 Public Hearing, detailing the goals, strategies and activities, and the expenditures for each of our three schools; Gravenstein Elementary School, Gravenstein First School, and Hillcrest Middle School. The purpose of the Annual Update is to assess the implementation of the actions within the LCAP and the impact these actions have had on student outcomes in the prior year. This assessment includes a review of state and local data and stakeholder input and a review of the funding used to

implement the actions in the plan. Some components of the the Annual Update will become part of the Budget Overview for Parents.

Plan: Staff presented the Annual Update during the June 8, 2021 Public Hearing, solicited public and Board Member feedback, answered questions, made any needed changes, and is presenting the updated plans to the Board for consideration.

Recommended Motion: For the Board to approve 2020-21 GUSD Annual Updates for the 2020-21 Learning Continuity and Attendance Plans.

Action taken/comments:

A brief discussion held as to the feedback provided by SCOE.

Motion to approve 2020-21 GUSD Annual Updates for the 2020-21 Learning Continuity and Attendance Plans

Motion JM Second GA

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

D. Gravenstein Union School District Local Control Accountability Plan (LCAP) (5 min.) (This document is posted on the GUSD website, and available at the GUSD District Office for review.)

Situation: District staff presented the LCAP document for GUSD during the June 8, 2021 Public Hearing, detailing the goals, strategies and activities, and the expenditure plans for each of our three schools; Gravenstein Elementary School, Gravenstein First School, and Hillcrest Middle School. The LCAP development process serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Stakeholder Engagement, and Accountability and Compliance. This document is our roadmap to sustaining successful aspects of our current program and developing and implementing new targeted actions or systems to ensure that all students have every opportunity and support needed to succeed academically and socio emotionally each year.

Plan: Staff presented the plan, solicited public and Board Member feedback, answered questions, made any needed changes, and is bringing the updated plan back to the Board for consideration prior to submitting the plan to the Sonoma County Office of Education.

Recommended Motion: For the Board to approve 2021-22 GUSD Local Control and Accountability Plan.

Action taken/comments:

A brief discussion is held as to suggestions made by SCOE as to edits.

Motion to approve 2021-22 GUSD Local Control and Accountability Plan.

Motion JK Second AR

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

E. Budget Overview for Parents (5 min) (This document is posted on the GUSD website, and available at the GUSD District Office for review.)

Situation: California Education Code (EC) Section 52064.1 requires education agencies to develop the Local Control Funding Formula (LCFF) Budget Overview for Parents in conjunction with the LCAP by July 1 of each year. The Overview includes: the specific amount of federal funds allocated to the LEA due to the Coronavirus Pandemic Aid, total projected and actual expenditures in the Learning Continuity and Attendance Plan (LCAP), and total expenditures that contribute to increasing or improving services for unduplicated pupils.

Plan: Staff presented the Annual Update, solicited public and Board Member feedback during the June 8, 2021 Public Hearing, answered questions, and made any needed changes, and is bringing an updated Overview back to the Board for consideration. If approved, the Overview will be submitted to the Sonoma County Office of Education along with our LCAP and will also be posted on our district website.

Recommended Motion: For the Board to approve 2021-22 GUSD Budget Overview for Parents.

Action taken/comments:

A brief discussion is held.

Motion to approve 2021-22 LCFF GUSD Budget Overview for Parents.

Motion AR Second JK

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

F. (p.22) GUSD District Office Space (15 min)

Situation: Currently, the District Office is located at the Gravenstein Elementary School Office. With our current student population, there are no open spaces for our Academic Counselor, Mental Health Counselor, English Language Support Teacher, School Nurse, School Psychologist, or Chief Business Official to have confidential student, parent, or staff meetings at Gravenstein Elementary. Moving the Superintendent's Office and the Business Services/Human Resources Departments out of the Gravenstein Elementary School Office would create space for these functions.

Plan: Establishing a new space for the GUSD Superintendent's Office and the Business Services/Human Resources Departments is slated to be a part of the upcoming GUSD

Facilities Master Plan. We currently have the opportunity to obtain a used portable for minimal cost from another district; there will be costs for moving the portable and setting the infrastructure for a new location. However, the portable will only be available for a short time; the other district either needs to move it this summer or demolish it to make space for another project. Based on information we have from Counterpoint, the high end cost for this project would be \$760,000.

Recommended Motion: For the Board to approve the transfer of ownership agreement for a portable building and to commit up to \$760,000 to create a new office space for the GUSD Superintendent and Business Services/Human Resources offices, with an accelerated timeline to the greatest extent possible.

Action taken/comments

Lengthy discussion is held regarding the need for confidential work spaces for the CBO and therapists, critical need for staff and students to have a confidential location, increase in the number of students, the placement of the portable on Hillcrest campus, the used portable for \$1.00 in comparison to a new portable with a possible cost of at least \$215,000, possible updates to the portable, the Master Plan, the urgent need to purchase the portable as we may lose the opportunity to purchase it, the timeframe for the having the portable in place by winter or spring break, structural integrity and Lease-Lease Back. It is agreed upon to add additional language to the recommended motion of "with an accelerated timeline to the greatest extent possible.

Motion to approve the transfer of ownership agreement for a portable building and to commit up to \$760,000 to create a new office space for the GUSD Superintendent and Business Services/Human Resources offices, with an accelerated timeline to the greatest extent possible.

Motion ___ JM _____ Second ___ AR _____

Vote: GA: _aye ___ PL: _absent ___ JK: _nay ___ AK: _aye ___ JM: _aye ___

G. (p.24) Consolidated Application for Funding Categorical Aid Programs, 2021 Spring Submission (2 min.)

Situation: The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs (Title I, II, III, and IV). Annually, each local educational agency (LEA), using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp that confirms our application for funds and provides assurances that we will comply with the legal requirements of each program.

Plan: For the Board to approve our application for federal program funds and to provide the assurance that we will comply with the legal requirements.

Recommended Motion: For the Board to approve the ConApp.

Action taken/comments

A brief discussion is held.

Motion to approve the ConApp

Motion JK Second JM Vote 4/0 with 1 absent

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

H. (p.34) Resolution #210615-01 Core Subject Teacher Authorization for the 2021/2022 School Year (2 min.)

Situation: For Hillcrest Middle School, we have a need for flexibility in teacher scheduling due to the size of our school and number of teachers. Education Code 44258.2 authorizes the Governing Board to assign an employee holding a Single Subject or a Standard Secondary teaching credential to teach with his or her consent, any class in grades 5 to 8 inclusive, in a middle school, provided that the teacher has completed at least 12 semester units or 6 upper division or graduate units of coursework in that subject. The teacher mentioned in the resolution has had this authorization previously and continues to qualify for this assignment.

Plan: For the Board to consider approval of this resolution that will allow the Hillcrest Principal flexibility in the creation of the master schedule.

Recommended Motion: For the Board to Resolution #210615-01.

Action taken/comments

A brief discussion is held.

Motion to approve Resolution #210615-01

Motion JK Second AR Vote 4/0 with 1 absent

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

I. (p.35) Resolution #210615-02 Core Subject Teacher Authorization for the 2021/2022 School Year (2 min.)

Situation: For Hillcrest Middle School, we have a need for flexibility in teacher scheduling due to the size of our school and number of teachers. Education Code Section 44258.3 authorizes the Governing Board to allow the holder of a teaching credential, with the consent of the teacher, to teach any subjects in departmentalized classes provided verification is made that the teacher has adequate knowledge of each subject to be taught and the teacher consents to the assignment. The teachers mentioned

in the resolution have had this authorization previously and continue to qualify for this assignment.

Plan: For the Board to consider approval of this resolution that will allow the Hillcrest Principal flexibility in the creation of the master schedule.

Recommended Motion: For the Board to Resolution #210615-02.

Action taken/comments

A brief discussion is held.

Motion to approve Resolution #210615-02

Motion ___JK_____ Second ___JM_____ Vote ___4/0 with 1 absent___

Vote: GA: _aye___ PL: _absent___ JK: _aye___ AK: _aye___ JM: _aye___

J. (p.36) Resolution #210615-03 Education Protection Account (EPA) (2 min.)

Situation: Resulting from the passage of Prop 30, each district goes through a process to designate EPA funds that are to be used to support General Education salaries and benefits.

Plan: To designate \$598,144 in EPA funds to support teacher salaries and benefits.

Recommended motion: For the Board to approve Resolution #210615-3.

Action taken/comments

A brief discussion is held.

Motion to approve Resolution #210615-3 to designate \$598,144 in EPA funds to support teacher salaries and benefits.

Motion ___JK_____ Second ___HM_____ Vote ___4/0 with 1 absent___

Vote: GA: _aye___ PL: _absent___ JK: _aye___ AK: _aye___ JM: _aye___

K. (p.38) Resolution #210615-04, Ongoing Major Maintenance Plan (2 min.)

Situation: For our district facilities, ongoing maintenance activities are required to keep our schools safe, inviting and an environment in which teachers can teach and students can learn. Additionally, sections of the California Education require that districts, as part of the annual budget process, show compliance with completing ongoing and major maintenance plan requirements in order to apply for the State's Facility Bond Program.

Plan: As part of our ongoing maintenance work, our plan is to solicit bids and quotes for the work described in this plan, select the best option and facilitate the completion of the projects.

Recommended motion: For the Board to approve Resolution #210615-04.

Action taken/comments

A brief discussion is held.

Motion to approve Resolution #210615-04.

Motion JK Second AK Vote 4/0 with 1 absent

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

L. Hillcrest Heat Mitigation Project - Resolution #210615-05 (15 min)

Situation: Due to the removal of the roofing portion of our Lease-Leaseback agreement, contract edits and a new Board Resolution are necessary to begin work on this project. These documents have been vetted by our Project Manager and School and College Legal Services.

Plan: Pending Board approval, to forward approved documents to Counterpoint to facilitate work on this project.

Recommended Motion: For the Board to approve Resolution #210615-05.

Action taken/comments

Discussion is held as to any ADA requirements, issues with roofing and binders, and the possibility of an energy calculation.

Motion to approve Resolution #210615-05

Motion AK Second JM

Vote: GA: aye PL: absent JK: aye AK: aye JM: aye

VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

No public comments on items in closed session.

VIII. ADJOURNMENT TO CLOSED SESSION (15 min.)

Move to closed session at 6:43pm

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

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

IX. RECONVENE TO OPEN SESSION

Returned to open session at 7:34pm

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

No actions taken during closed session.

Action taken/comments

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

XI. FUTURE BOARD MEETINGS

- A. July 13, 2021 at 5pm**
- B. August 10, 2021 at 5pm**
- C. September 14, 2021 at 5:00pm**

XII. ADJOURNMENT

Meeting adjourned at 7:35 p.m.

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.

Board of Education

Regular Meeting Minutes

Zoom Link

DATE: Tuesday, June 8, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

Zoom Link

I. CALL TO ORDER AT 5:00 PM

Jennifer Koelmeijer not attending - business emergency
Meeting called to order at 5:02pm

II. ADOPTION AND APPROVAL OF THE AGENDA **Approval of the agenda for June 8, 2021 (2 min.)**

Action taken/comments:

- Request made by Dave Rose (DR) to add General Action item to Agenda regarding Heat Mitigation Project at Hillcrest
- Motion to add General Action Item B to Agenda: Heat Mitigation Project at Hillcrest update

Motion JM Second PL

Vote: GA: A PL: A JK: absent AK: A JM: A

III. REPORTS, AND ORAL COMMUNICATIONS

- **(p.1) Gravenstein Principal (10 min.)**
 1. Keri Pugno (KP) commends and appreciates all teachers and classified staff for truly incredible end-of-year activities
 2. KP announces the birth of Kory Van Dyke's baby boy - Austin Michael Van Dyke on Sunday, June 6. Mom and baby are doing well. Congratulations!
- Garden that Kathleen Byrne helped create is beautiful
- Mural that Nancy Ricciardi helped facilitate is complete and will be displayed on exterior wall of Room 13, right above the new garden
- So many "normal" end of year activities - wonderful!

- Huge thanks to Brian, Ty, Santiago and JT for all their hard work - especially facilitating NINE separate promotion ceremonies
- Jeri McNeil (JM) expresses thanks to all on both campuses for creating and bringing back the feeling of community - very much appreciated.
- Alex Kahn (AK) - Congratulations and thank you to all for making the end of year feel as normal as possible.

- **(p.4) Hillcrest Principal (10 min.)**
 - Big shout out to faculty and staff for all the hard work
 - Busy last week of school - drive through materials drop off and pick up report cards; Friday - drive through graduation ceremony. Tremendous sense of community and tradition.
 - JM - separate shout out and thank your or the Hillcrest tour; very much appreciated

- **(p.6) Gravenstein Union Teachers' Association (5 min.)**
 - Linda Helton (LH) new president
 - Thank you to teachers and staff for great year
 - Welcome to Katie Anderson (KA) as new CBO!

- **District Site Council (3 min.)**
 - Met on 5/26/21
 - Two missions: review annual updates and help review data collected this spring (as well as last several years). Contributed comments, concerns and suggestions.

- **(p.7) Gravenstein Parent Association, GPA (5 min.)**
 1. **Financials for April, 2021**
 2. **Minutes for April 20, 2021**
 3. **Agenda for May 18, 2021**
 - Per DR
 1. Erin Hillmer continuing as President
 2. Shuffling of some of the other officers
 3. Believes they added 4 members to their board; Will Deeths (WD) confirms
 4. New pledge document prepared; slightly less per month (\$95)
 5. Gregory Appling (GA) asks for new slate of officers. DR says it will be in next presentation (July): Khan continues as Treasurer, two board members giving up their offices (Secretary and PR/Fundraising Chair)

- F. **Trustee Reports (10 min.)**
 1. **Meeting Format**
 - Currently operating on Zoom, based on waiver of Governor based on Brown Act
 - Currently being discussed - no agreement reached
 - For the time being we would like to continue with Zoom meetings at least through summer, with the idea that we start looking at a teleconference function to reach more homes, but not in a way they can blast the Board.

- Unless someone has strong disagreement, we would like to continue with this

G. Racial Justice Committee (5min.)

- Meeting before the end of June
- Working with consultants now

H. Master Plan Committee (5 min.)

- Met Monday to set basis for movement of that committee and the beginning of collecting information for the Master Plan and initial part of stakeholder input
- That staff will do a thorough review of the 2012 Master Plan, review the status of those jobs and projects, and determine what things could be moved forward to this Master Plan.
- Staff will work with Brian Sposato (BS) to do site inspections this summer, and will have dates soon for stakeholder meetings.

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

- Report is included in packet. Mentions:
 - Master Plan work with QKA and Counterpoint
 - Update on Hillcrest Heat Mitigation
 - Concrete repair item on Consent Agenda

J. CBO Report (5 min.)

- KA will table until budget presentation

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

- DR wants to echo kudos given to incredible faculty and staff at both campuses for making the end of year activities so special - could not be prouder of what was accomplished under such daunting circumstances and also appreciates the Board's recognition of all this hard work.

1. Questions from the May Board Meeting

- Everything that was brought up is included in this Agenda with the exception of CO2 graphs. DR will ask BS soon, but BS has had a lot on his radar this month.
- PL asks if there is any update from the State regarding distance learning next year and requirements. DR states no there is not. There is a lot of discussion going on and the strongest indication is that masks will be required. No indication on distancing. Expects that a safety plan will be required. Lots of wrangling between Governor's office and Legislature.

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.

- LH wishes to thank the Board for supporting asynchronous Wednesdays; it was a lifesaver. Very much appreciated.

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

ACTION ITEM

- A. (p.19) Memorandum of Understanding with the Gravenstein Parents Association (GPA) for 2021/22
- B. (p.21) Memorandum of Understanding with the North Coast School of Education for the 2021/22 Teacher Induction Program
- C. (p.27) Memorandum of Understanding with the Sonoma County Office of Education for the 2021/22 Title III, Part A, English Learner Student Program Consortium
- D. (p.31) Individual Service Agreement for Student Extended School Year Services, 6/14/21 - 8/21/21 (redacted)
- E. (p.36) Contract Agreement for Removal and Replacement of Concrete at Hillcrest Middle School with Siri Grading and Paving Inc.

Action taken/comments:

Motion to approve Consent Agenda.

Motion PL Second AK

Vote: GA: A PL: A JK: absent AK: A JM: A

VI. **PUBLIC HEARING** Opened at 5:41pm

- A. **Public Hearing on the District's 2021-22 Budget (30 min.)**
(Copies of this document will be delivered to Board Members, posted on the GUSD website, and available at the GUSD District Office for review on 6/8/21.)

Situation: CBO Katie Anderson will present the proposed 2021-22 budget.

Plan: The Budget will be considered for approval at the June 15, 2021 meeting.

- Purpose is to certify that GUSD can meet its obligations for current year, as well as two years out. Our recommended status is Positive.
- Projecting enrollment 21/22 at 794, with ADA of 93.24%
- Additionally, two COLA adjustments: 2.31% for last year (19/20), which we did not receive, and 1.7% for 21/22
- Additional 1% from Governor
- We will need contributions from General Fund to meet STRS, PERS and WC
- Questions / comments from GA:
 - Salaries and expenditures (slide 6): will we be dinged for going over our historical range? KA: No - we simply need to provide explanation

- Are we sure the State will use our ADA from the current year? Previously they used ADA from the year before. KA: Yes, we have the option of prior or current and we will use current.
- With change to the meals program we are budgeting to increase our food service employee position from half time to full time.

B. Review of Reserves (5 min.) (Copies of this document will be delivered to Board Members, posted on the GUSD website, and available at the GUSD District Office for review on 6/8/21.)

Situation: Annually, as part of the budget adoption process, district reserves are reported and discussed.

Plan: The Board will review and discuss the combined assigned and unassigned ending fund balance above the minimum recommended Reserve for Economic Uncertainty, as necessary when reserve amounts exceed recommended reserve requirements.

- See documentation in Board Packet
- DR closes this presentation with a very special and heartfelt thank you to Wanda Holden (WH) for her dedication to GUSD. We will miss her greatly. WH's official last day will be June 30; however she has some vacation days to utilize before that.

C. Annual Updates for the 2020-21 Learning Continuity and Attendance Plans (LCAP) (15 min) (Copies of this document will be delivered to Board Members, posted on the GUSD website, and available at the GUSD District Office for review on 6/8/21.)

Situation: District staff will present the Annual Updates for GUSD, detailing the goals, strategies and activities, and the expenditure plans for each of our three schools, Gravenstein Elementary School, Gravenstein First School, and Hillcrest Middle School. The purpose of the Annual Update is to assess the implementation of the actions within the LCAP and the impact these actions have had on student outcomes in the prior year. This assessment includes a review of state and local data and stakeholder input and a review of the funding used to implement the actions in the plan. The Annual Update will become part of the Budget Overview for Parents.

Plan: For staff to present the Annual Update, solicit public and Board Member feedback, answer any questions, make any needed changes, and bring updated plans back to the Board for consideration.

- Typically, we look at previous year's progress and goals met. That process was interrupted in March 2020 due to Covid. There was no testing with which to measure.
- Teachers contributed statistics instead.
- Ten different goals were measured, based on State priority areas

- We are almost 40 to 60 percent above the State average.
- Big picture is that even with distance learning, this data point indicates our students maintained concrete academic growth and performance.
- We have one more week to collect more information that can be incorporated into the update, then will submit for approval.

D. Gravenstein Union School District Local Control Accountability Plan (LCAP) (15min.) (Copies of this document will be delivered to Board Members, posted on the GUSD website, and available at the GUSD District Office for review on 6/8/21.)

Situation: District staff will present the LCAP document for GUSD, detailing the goals, strategies and activities, and the expenditure plans for each of our three schools, Gravenstein Elementary School, Gravenstein First School, and Hillcrest Middle School. The LCAP development process serves three distinct, but related functions: Comprehensive Strategic Planning, Meaningful Stakeholder Engagement, and Accountability and Compliance. This document is our roadmap to sustaining successful aspects of our current program and developing and implementing new targeted actions or systems to ensure that all students have every opportunity and support needed to succeed academically and socio emotionally each year.

Plan: For staff to present the plan, solicit public and Board Member feedback, answer any questions, make any needed changes, and bring updated plans back to the Board for consideration prior to submitting the plan to the Sonoma County Office of Education.

- In the past, supports were done in “silos”
- We are now trying to align our mission and vision statements
- Focus will be to look at three areas of performance: academic, discipline and attendance.
- We are making a move to a multi-tiered system of supports
 - Three tiers
 - Interventions at Tier 2
 - Interventions and partners at Tier 3
- Three goal areas (compared to 18/19 numbers):
 - 5% improvement in academic achievement for ELA and Math
 - Our current Tier 1 plan is supporting this outcome
 - 0.5% improvement in District-wide attendance rate and 10% decrease in chronic absenteeism
 - 3% reduction in behaviors that result in a class or school disruption and 50% reduction in out-of-school suspensions

E. Budget Overview for Parents (5 min) (Copies of this document will be delivered to Board Members, posted on the GUSD website, and available at the GUSD District Office for review on 6/8/21.)

Situation: California Education Code (EC) Section 52064.1 requires education agencies to develop the Local Control Funding Formula (LCFF) Budget Overview for

Parents in conjunction with the LCAP by July 1 of each year. The Overview includes: the specific amount of federal funds allocated to the LEA due to the Coronavirus Pandemic Aid, total projected and actual expenditures in the Learning Continuity and Attendance Plan (LCAP), and total expenditures that contribute to increasing or improving services for unduplicated pupils.

Plan: For staff to present the Annual Update, solicit public and Board Member feedback, answer any questions, make any needed changes, and bring updated Overviews back to the Board for consideration. If approved, the Overview will be submitted to the Sonoma County Office of Education along with our LCAP and will also be posted on our district website.

- Per KA:

- This is a snapshot version to bring the LCAP and budget summary together, for parents to assimilate
- Gives the reader a financial picture of how LCAP's actions and goals are tied to the budget
- Looks at how we are taking all of the goals and actions and ties it into the funding we receive
- A few small adjustments need to be made to the materials presented tonight; corrected documents will be published on Wednesday, June 9

Public Meeting closed at 7:26pm

Five-minute break.

Meeting resumed at 7:31pm

VII. GENERAL ACTION ITEMS

A. (p.37) GUSD District Office Space (15 min)

Situation: Currently, the District Office is located at the Gravenstein Elementary School Office. With our current student population, there are no open spaces for our Academic Counselor, Mental Health Counselor, English Language Support Teacher, School Nurse, School Psychologist, or Chief Business Official to have confidential student, parent, or staff meetings at Gravenstein Elementary. Moving the Superintendent's Office and the Business Services/Human Resources Departments out of the Gravenstein Elementary School Office would create space for these functions.

Plan: Establishing a new space for the GUSD Superintendent's Office and the Business Services/Human Resources Departments is slated to be a part of the upcoming GUSD Facilities Master Plan. We currently have the opportunity to obtain a used portable for minimal cost from another district; there will be costs for moving the portable and setting the infrastructure for a new location. However, the portable will only be available for a short time; the other district either needs to move it this summer or demolish it to make space for another project. Based on information we have from Counterpoint, the high end cost for this project would be \$760,000.

Recommended Motion: For the Board to approve the transfer of ownership agreement for a portable building and to commit up to \$760,000 to create a new office space for the GUSD Superintendent and Business Services/Human Resources offices.

Action taken/comments

- Facilities Committee created a wish list of needs in 2019 and shared with the Board
- Adding space for staff members who currently do not have a dedicated workspace was part of the wish list
- An unexpected opportunity has presented itself, in which a 50x32 portable building can be purchased for \$1; however a decision needs to be made quickly.
- Because the purchase of a portable building is not required (other than the perfunctory \$1), the project cost is reduced by approximately one-half, and it would be in the District's best interest to take advantage of this opportunity, assuming an inspection of the portable building proved satisfactory.
- GA states that Jennifer Koelemeijer has specific questions related to this Agenda item and proposes that the motion be tabled until next week's meeting.
- In the meantime, the Board is agreeable to DR arranging an inspection this week.

Itemed to be tabled till the June 15th meeting

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

B. Hillcrest Heat Mitigation Project

Situation: Due to a shortage of the specified roofing material the contractor has received only one bid to do the roofing and that contractor has provided a "potential bid" twice the expected amount. Therefore, it has become necessary to remove the roofing portion from the current Lease-Leaseback agreement,

Plan: Pending Board approval, the roofing portion will be removed from the current Lease-Leaseback agreement.

Recommended Motion: For the Board to approve the delay of roofing portion of the Hillcrest Heat Mitigation Project.

- There is a specific type of roofing material in the specifications that is not readily available right now, and if available, the price would be very high.
 - The subcontractor is bidding \$600K higher than the original estimate
- There are two viable options under the circumstances
 - Vote to increase the designated funding to accommodate the higher bid
 - Pull this part of the project and extend the timeline in order to secure the materials at a more reasonable price and obtain competitive bids

- We would still be able to meet the concerns of controlling classroom temperatures; however, electrical costs would be higher as air conditioning would need to run for a longer period of time.
- Cost of materials may not go down if we wait, but the opportunity to gather competitive bids would reduce the cost substantially

- Motion to delay the roofing portion of the Hillcrest Heat Mitigation Project.

Motion _____ AH _____ Second _____ PL _____

Vote: GA: A PL: A JK: absent AK: A JM: A

VIII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

- LH asks if negotiations could be put off until the end of July or even into September
- GA advises LH to start an email discussion with DR and the other members of the negotiating committee and work out the dates there

Move to closed session at 7:54pm

IX. ADJOURNMENT TO CLOSED SESSION (15 min.)

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

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

X. RECONVENE TO OPEN SESSION

Returned to open session at 8:10pm

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

Action taken/comments

No action taken in closed session

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

XII. FUTURE BOARD MEETINGS

- A. June 15, 2021 at 5pm**
- B. July 13, 2021 at 5pm**
- C. August 10, 2021 at 5pm**

XIII. ADJOURNMENT

Adjourned at 8:11pm

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.

Board of Education

Regular Meeting Minutes

[Zoom Link](#)

DATE: Tuesday, May 11, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

Zoom Link

I. CALL TO ORDER AT 5:00 PM

- Meeting called to order at 5:02pm
- All Board members present

II. ADOPTION AND APPROVAL OF THE AGENDA Approval of the agenda for May 11, 2021 (2 min.)

Action taken/comments:

- No changes to agenda
- Agenda approved as written

Motion Second

Vote: GA: PL: JK: AK: JM:

III. REPORTS, AND ORAL COMMUNICATIONS

- A. **(p.1) Gravenstein Principal** (10 min.) Report included in Packet
- Next year's enrollment projection: 492
 - Students that are leaving, primarily moving out of area
 - Kinder Team recognized by Rotary – Teacher of the Year Award for Innovation
 - Keeping Kindergarten magic alive through distance learning
 - EL support – big success; parent involvement and connection + student performance
 - Social/emotional health check-ins with Rosie Steen-Larsen
 - Kaiser – Two presenters – emotional learning + mental health
 - While pandemic put a damper on many activities, several were able to be modified; i.e., steelhead release and Gold Rush Days
 - Garden Project “growing”
 - Mural Project/Collaborative – every student on campus + many DL's participating (all were invited)
 - Live Band classes – keeping band/music alive
- B. **(p.4) Hillcrest Principal** (10 min.) Report included in Packet
- At capacity for next year
 - Return to IPI has been incredible
 - Mr. Sergio Blanco also recognized by Rotary Club – Career Teacher of the Year
 - Graduation – will be virtual/drive through June 4, 2021 same as last year
 - Collaborating with SSU student teachers again this year
 - Outdoor orchestra/band class on Wednesdays
 - Huge thanks to GPA for all of the support, recognition and “Monday treats”
- C. **Gravenstein Union Teachers' Association** (5 min.)
- Thank you, GPA; it's been a tough year and we are very thankful for all you've done for us
 - Thank you, also, for the Read-A-Thon; congratulations to all of the winners!
 - Congratulations to TK and K Team for a great program
 - Meeting with negotiating teams tomorrow
 - It's been a roller-coaster year; so good to see students on campus – great energy
 - Want to mention that Rotary awards were based on parent input. Thank you to everyone who has supported teachers throughout the year
- D. **District Site Council** (3 min.)
- Meeting after May 12, 2021
 - Meet with several stakeholder groups to review data
- E. **(p.6) Gravenstein Parent Association, GPA** (5 min.) Report in Packet
- **Financials for March, 2021**

- **Minutes for March 16, 2021**
 - **Agenda for April 20, 2021**
 - Sarah Tendall (ST)
 - Read-A-Thon very successful.
 - Board meeting next week (May 18, 2021; 6pm)
 - Recruiting new members
 - Gregory Appling (GA) requests link to be prominently published in Monday Messages
- F. **Trustee Reports (5 min.)**
- Patrick Lei (PL): Congratulations to K-Team and Mr. Blanco, and congratulations to all of the teachers; wonderful reflection of our school
- G. **Racial Justice Committee (5min.)**
- William Deeths (WD)
 - Very busy month
 - Thank you to new board member Jeri McNeill (JM) for joining recommendation committee for consultant
 - Interviewed two different groups; both were great
 - Action item update coming later in meeting
- H. **Master Plan Committee (5 min.)**
- Action item update coming later in meeting
- I. **(p.15) Facilities Report (5 min.)**
- DR
 - Summary of some of the items:
 - Two smaller contracts
 - One to assist in working with State Architect and DSA
 - One to oversee the general contractor's work to be sure details are being handled according to specs
 - CO2 sensors have been installed
 - Brian Sposato (BS) has access to all reports in order to monitor all classrooms
 - Reports will help for both Covid and fire season
 - Summer Projects
 - There is a list in BS's report
 - Phone system (both Grav and HMS)
 - Pavement repair
 - Tree Trimming
 - Questions:
 - BT: Is Grav being considered for heat mitigation also?
 - DR: Yes. Need to work with HMS first because of Williams complaint CO2 sensors will report on individual classrooms.

- o JM: Are CO2 sensors part of the Modernization Plan?
 - DR: It is a State requirement that all classrooms be equipped. Covid funds will be used to cover the cost.
- o Jennifer Koелеmeijer (JK): What is the plan about parking management next year? Especially at Grav?
 - DR: This is on the list for the Master Plan Committee to address after the heat mitigation project.

J. CBO Report (5 min.)

- CBO retiring effective immediately; will take leave of absence so as to be available to onboard replacement and close out books.
- Position is posted / interviewing now
- Hiring Committee = WD, Keri Pugno (KP), Eva Perez-Atwell (EP), Melacha Quirke (MQ), DR and GA.

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

- Echoes gratitude to faculty and staff
- Thank you GPA for all your support
- Proud of being part of a District who had 5 teachers (out of 6 total) being recognized by Rotary
- Wonderful seeing the energy, smiles, engagement from having kids on campus
- **Questions from the April Board Meeting**
 - DR provides breakdown of \$1.1 million to be sent to Board
- **Review of Emergency Powers**
 - No events requiring Emergency Powers

IV. PUBLIC COMMENT (15 min.)

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- Wendy Emmert (WE) (8th and Kinder parent):
 - Is in-person graduation possible? Doesn't want to rock boat but believes it's important
 - WD: Drive-through already planned: stage, banners, balloons, pictures, music
 - WD: Focus is safety and comfort of all students and families. Approximately 50% of graduates are still on distance learning
 - Summer school? Knows the state gave extra funding for "learning gap." Perhaps bring in substitutes? Petaluma is doing 6 hours per

day, every day.

- DR: State funding is only granted upon application; it's not automatic. We are waiting to see test results. We are looking at a jump start program late July/early August. Dependent upon academic pacing
- GA: Can you make this decision as soon as possible, please, for planning purposes?
- JM: What about a more robust summer packet that includes core curriculum? Wouldn't require as much effort as a summer program.
- ST
 - Homework? Has the Board or Admin considered limiting homework for next year? Something in line with what we are doing this year? Perhaps this might be a good re-set as we move into next year.

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

ACTION ITEM

- A. (p.18) Warrants
- B. (p.25) Payroll
- C. (p.26) Minutes from the Regular Board Meeting of April 13, 2021
- D. (p.34) Engineering Service Agreement for Materials Testing and Inspection Services with LACO Associates for the Hillcrest Heat Mitigation Project
- E. (p.44) Department of State Architect (DSA) Project Inspector Services Agreement with Locus Construction Services for the Hillcrest Heat Mitigation Project
- F. (p.57) Renewal of Consulting Services Contract with Counterpoint Construction Services for the Hillcrest Heat Mitigation Project and GUSD Master Plan

Action taken/comments:

- No requests
- Motion to approve Consent Agenda as written

Motion JM Second PL

Vote: GA: A PL: A JK: A AK: A JM: A

VI. **GENERAL ACTION ITEMS**

- A. (p.68) Review Resolution 200316-1 GUSD Board of Education Declaring Emergency Conditions (2 min.)

Situation: On March 16, 2020, based upon support and guidance from the Sonoma County Office of Education, the GUSD Board adopted a resolution granting emergency powers to the superintendent.

Plan: Given the decline in COVID-19 cases, vaccination opportunities, the return to

in-person instruction and the move to the “orange tier” for Sonoma County, the Board will consider the necessity of the superintendent to continue to hold emergency powers.

Recommended Motion: That the Board terminate the provisions of Resolution 200316-1.

Action taken/comments:

- Motion to terminate the provisions of Resolution 200316-1

Motion PL Second AK

Vote: GA: A PL: A JK: A AK: A JM: A

B. (p.70) GUSD Diversity, Equity, and Inclusion (DEI) Consultant (5 min)

Situation: Aligned with the work of the Racial Justice Committee, GUSD is interested in engaging an outside consultant to assist our district in strengthening our DEI.

Plan: For the Board to consider the Racial Justice Committee recommendation.

Committee Recommendation: To award the DEI consultant contract to Equity First Consulting.

Action taken/comments:

- Substantial discussion regarding proposal submitted by Equity First Consulting in order for Board members to obtain clarity between the proposal included in the Board packet and the addendum shared with the Board shortly before this meeting, but not included in the Board Packet as published.
- Motion to award DI consulting contract to Equity First Consulting, for a \$35K , one-year commitment.

Motion AK Second PL

Vote: GA: A PL: A JK: A AK: A JM: A

C. (p.82) Hillcrest Heat Mitigation Project Contractor (5 min.)

Situation: Our Project Manager, Counterpoint, has conducted an interview process with interested contractors to identify a firm to serve as the construction agency for the Hillcrest Heat Mitigation Project. The selected contractor will be the district partner for the Lease-Leaseback Agreement and will accept the challenge of completing Phase I of the project this summer. The full packet of applications and scoring is on the GUSD website under the District Publications tab in the Contracting section.

Plan: For the Board to consider the Master Plan Committee recommendation based on the interview feedback received from Counterpoint.

Committee Recommendation: To select FRC, Incorporated as our general contractor and lease-leaseback partner for the Hillcrest Heat Mitigation Project.

Action taken/comments:

- PL: Requests clarification that FRC must first come up with plans before estimate can be given
- JK: Requests follow up questions:
 - Dave to include details for question #1
 - What is the additional electrical pull going to cost for additional utilities in context of current expenses, with or without the changes proposed?
- Motion to select FRC, Inc. as our general contractor and lease-leaseback partner for the Hillcrest Heat Mitigation Process

Motion JK Second AK

Vote: GA: A PL: A JK: A AK: A JM: A

D. (p.94) Bank Signature Authority, Resolution #200511-1 (2 min.)

Situation: With the election of a new Board President and the transition to a new CBO, GUSD needs to change the signature authorization for multiple bank accounts.

Plan: For the newly authorized signatories to follow the process in person to add their signatures to the GUSD accounts.

Recommended motion: To approve Resolution #200511-1.

Action taken/comments:

- Adding GA is a normal process; just hasn't been done yet
- When we transition signature authorization to new CBO, EP will lose authority
- Motion to approve Resolution #200511-1

Motion JK Second JM

Vote: GA: A PL: A JK: A AK: A JM: A

VII. PUBLIC COMMENT ON ITEMS IN CLOSED SESSION

- None

Meeting moved to closed session at 7:09 pm.

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

Returned to open session at 8:30pm

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

Action taken/comments

No actions taken in closed session.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

XI. FUTURE BOARD MEETINGS

- A. June 8, 2021 at 5pm**
- B. June 15, 2021 at 5pm**
- C. July 23, 2021 at 5pm**

XII. ADJOURNMENT

Adjourned meeting at 8:35pm

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 UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education
Special Meeting Minutes - [Zoom Link](#)

DATE: Wednesday, May 26, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

I. CALL TO ORDER

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

Meeting called to order at 5:02 pm
All Board members in attendance.

II. ADOPTION OF THE AGENDA

Approval of the agenda for May 26, 2021 (2 min.)

Action taken/comments:

No changes to the agenda.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

III. PUBLIC COMMENTS

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 comments

IV. GENERAL ACTION ITEMS

A. (p.1) Extended Learning Opportunities (ELO) Grant Plan (5 min.)

Situation: The California Department of Education is accepting applications for ELO programs, due by June 1, 2021. Based upon the recently compiled academic data, GUSD staff has developed a plan for ELOs for GUSD students.

Plan: Pending Board approval, staff will begin recruiting personnel to implement the ELO programs contained in the GUSD application.

Recommended Motion: That the Board approve the GUSD Extended Learning Opportunities Plan.

Action taken/comments:

DR - went into more detail of what this action would entail and what it would mean for our students. We devised a 10 day jump start program to happen just before school starts for the 2022 school year. About 40 elementary students and 60 middle school students. Ratio will be about 1 to 8 or 1 to 9, if everyone signs up. We are not anticipating all students to sign up for the program. We have also identified other items that will be covered under the same bill. It will help fund the k kick off. It will help pay for Rosie and Kathleen as well as a full time distance learning teacher for next year, and some of the expenses that happened during distance learning.

GA - If we don't get the grant will we still go through the summer programs?

DR - it would be my recommendation that we go ahead.

Katie - pointed out that we have already received half the monies and are expecting to receive the rest in August.

JM - asking for clarification on comparison.

DR - The summative assessment we did on the students was done at a particular time. It was not a comparative assessment to another point in time. It was to see if they are where they should be at this point and time.

PL - if half of the 100 students choose not to opt into the program, what is the next step? Would we scale down the program or would we look for other students or scale up to 150 students.

DR - multiple answers - we hope that the majority of the identified students will participate. We would scale back the program. Unless the board asks us to look for 50 more students. Unfortunately, I don't believe we have the band width to scale up to 150 students.

GA - if we do only have 50 students that sign up, we would like to know ASAP.

DR - Yes, absolutely and we will also look to identify other students that could use the program in the event we don't get the full 100 enrolled.

Motion to approve the GUSD Extended Learning Opportunities Plan.

Motion JK Second AK

Vote: GA: A PL: A JK: A AK: A JM: A

B. (p.19) Chief Business Official Vacancy (CBO) (5 min)

Situation: Given the pending resignation of our current CBO, GUSD has posted the vacancy, formed an interview committee, accepted and screened applications, conducted interviews, and checked references.

Plan: For GUSD's new CBO to officially begin work pending Board approval.

Committee Recommendation: To approve the hiring of Katie Anderson as the new Chief Business Official for GUSD..

Action taken/comments

DR - gave a little more information about Katie and what she did at SCOE. She was the financial analyst for our district.

K. Anderson - Introduced herself and talked about how happy she is to be here. Talked a little about her history in Bond experience, consulting work, and being a teacher. Happy to bring all of that history here.

GA - pointed out that on the contract we do need to change the date.

Motion to approve the hiring of Katie Anderson as the new Chief Business Official for GUSD.

Motion _____ AK _____ Second _____ PL _____

Vote: GA: A PL: A JK: A AK: A JM: A

VI. FUTURE BOARD MEETINGS

- A. June 8, 2021 at 5pm**
- B. June 15, 2021 at 5pm**
- C. July 13, 2021 at 5pm**

VII. ADJOURNMENT

Meeting adjourned at 5:23pm

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 UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

**Board of Education
Special Meeting Minutes**

DATE: Wednesday, May 19, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Multipurpose Room

I. CALL TO ORDER

**Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee**

II. ADOPTION OF THE AGENDA

Approval of the agenda for May 19, 2021 (2 min.)

- No changes to the agenda.

Action taken/comments:

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

III. PUBLIC COMMENTS

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.

IV. CLOSED SESSION

A. Board Retreat

The Board will meet to discuss Superintendent’s contract and Board Member communication.

- Closed Session conversation took place, no action was taken.

VI. FUTURE BOARD MEETINGS

- A. June 8, 2021 at 5pm**
- B. June 15, 2021 at 5pm**
- C. July 13, 2021 at 5pm**

VII. 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 UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

**Board of Education
Special Meeting Minutes**

DATE: Tuesday, April 27, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Superintendent’s Office

I. CALL TO ORDER

Gregory Appling, President
Alexander Kahn, Trustee
Jennifer Koelemeijer, Clerk
Patrick Lei, Trustee
Jeri McNeill, Trustee

II. ADOPTION OF THE AGENDA

Approval of the agenda for April 27, 2021 (2 min.)

- No changes to the agenda.

Action taken/comments:

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____ JM: _____

III. PUBLIC COMMENT (15 min.)

At this time the public may address the Board on any item not listed on the agenda, or on the Closed Session item. 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.

IV. CLOSED SESSION

A. Administrator Performance Updates

- Closed session conversation pursuant to the Superintendent’s evaluation took place, no action was taken.

V. FUTURE BOARD MEETINGS

- A. May 11, 2021 at 5pm**
- B. June 8, 2021 at 5pm**
- C. June 15, 2021 at 5pm**

VI. 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 UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

**Board of Education
Special Meeting Minutes**

DATE: Monday, April 12, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Superintendent’s Office

I. CALL TO ORDER

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

II. ADOPTION OF THE AGENDA

Approval of the agenda for April 12, 2021 (2 min.)

- No agenda changes.

Action taken/comments:

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____

III. PUBLIC COMMENT (15 min.)

At this time the public may address the Board on any item not listed on the agenda, or on the Closed Session item. 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.

IV. CLOSED SESSION

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code Section 54957)

- The confidential closed session hearing was completed, the Board voted to dismiss the employee, 4-0-0.

V. FUTURE BOARD MEETINGS

- A. April 13, 2021 at 5pm**
- B. May 11, 2021 at 5pm**
- C. June 8, 2021 at 5pm**

VI. 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 UNION SCHOOL DISTRICT

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

Board of Education Special Meeting Minutes

DATE: Thursday, April 8, 2021
TIME: 5:00 PM
LOCATION: Gravenstein Elementary, Superintendent's Office

I. CALL TO ORDER

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

II. ADOPTION OF THE AGENDA

Approval of the agenda for April 8, 2021 (2 min.)

Action taken/comments:

- No agenda changes.

Motion _____ Second _____

Vote: GA: _____ PL: _____ JK: _____ AK: _____

III. PUBLIC COMMENT (15 min.)

At this time the public may address the Board on any item not listed on the agenda, or on the Closed Session item. 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.

IV. CLOSED SESSION

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (Gov. Code [Section 54957](#))

- A confidential closed session hearing was conducted, the hearing will continue on April 12, 2021.

V. FUTURE BOARD MEETINGS

- A. April 13, 2021 at 5pm**
- B. May 11, 2021 at 5pm**
- C. June 8, 2021 at 5pm**

VI. 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.



Aug 5, 2021

Dave Rose, Superintendent
Gravenstein Union School District
3840 Twig Ave
Sebastopol, CA 95472
RE: GUSD Admin Portable

Dear Dave,

Thank you for allowing Counterpoint Construction Services, Inc. the opportunity to provide you with our fee and rate schedule for GUSD District Admin Portable project. In accordance with our master agreement Board approved on May 11, 2021 our fees and rates are as follows:

- 1) Pre-construction and Award Services: Basic services required for planning, administrating, bidding and processing work precedent to the Board award of contract.
- 2) Construction Services: Basic services required measured from the month in which the Board awards the contract for the project and ending at the scheduled completion time. This phase is intended to expire 30 days after Contractor’s scheduled completion date to allow for standard contract closeout. If the project is delayed beyond this time, due to no fault of the project manager, additional services may be charged at our hourly rates.
- 3) Extended Closeout and Warranty Services: All services required after the end of the scheduled completion date described above.

<u>Phase of Service:</u>	<u>Basis of Payment:</u>
Pre-construction & Award	Hourly
Construction Services	Percent of Contract Award
Extended Closeout/Warranty	Hourly

Percent of Contract Award Fee-based Services:

At the time of award of construction contract, our fee for Construction Services Phase will be established as follows based on Contractor award amount:

Projects less than \$600,000 at time of award: Hourly

Projects between \$600,000 and \$1,500,000 at time of award; 5% of construction cost.



Projects between \$1,500,001 and \$9,000,000 at time of award; 4.5% of construction cost.

Projects in excess of \$9,000,001 at time of award; 4% of construction cost.

Hourly Services:

Our hourly rates are as follows:

Principal:	\$ 170.00 per hour.
Associate:	\$ 155.00 per hour.
Sr. Project Manager:	\$ 140.00 per hour.
Project Manager:	\$ 120.00 per hour.
Project Engineer	\$ 95.00 per hour.
Project Support:	\$ 65.00 per hour.

These rates are assessed based upon actual time of service to the nearest half-hour, including direct driving time.

Hourly rates and Fee-Based proposals are all-inclusive, except as excluded below in "Fee Qualifications", and except as noted as additional services or as reimbursable costs below. All home-office payrolls, overhead, fuel, vehicle, phone, regular mail, fax, computers and cell phone costs are included in our hourly rates.

Fee Qualifications

The following costs shall be reimbursed at the rate of actual cost plus 10%:

- Blueprinting.
- Claims, Cost or Scheduling consultants hired with consent of District.
- UPS, FedEx or Cal-Overnight Charges.
- Schedule reproduction (larger than 8.5 X 11).
- Reproduction and binding for monthly reports.
- Bid Advertisements.
- Authorized expenditures.
- Permits, Fees, Utility Company Fees.

Hourly or Lump Sum Additional Services (These services are considered additional services, to be provided if and as agreed between District and Consultant)

- Constructability Review.
- Estimating Services.
- Value Engineering.
- Preparation of CPM Schedules or As-Built Schedules.

- Facility Needs Assessments
- Deferred Maintenance Planning

The following listed items are excluded from our Fee Proposal:

- Responsibility for handling, assessment or abatement of Hazardous Materials or Substances, including Black Mold, Lead or Asbestos.
- Liability for Site Contractor's compliance with safety regulations, or proper payment and reporting of prevailing wages.
- Services provided by the Architect or any of the Architect's sub-consultants or by Registered Design Professionals.
- Services provided by the Geotechnical Consultant.
- Inspection Services provided by the District's Inspector of Record.
- Special Testing and Inspection services.

Sincerely,
COUNTERPOINT CONSTRUCTION SERVICES, INC.,



Tenaya Dale
Vice President Construction Services

Accepted on Behalf of Gravenstein Union School District:

Signature

Date

Printed Name



QUATTROCCHI KWOK
ARCHITECTS

August 6, 2021

Dave Rose, Superintendent
3840 Twig Avenue
Sebastopol, CA 95472

RE: Gravenstein Union School District Administration Modular
Project No.: 1965.00

Dear Dave,

We are pleased to provide this proposal for the successful relocation and installation of a 50'x32' portable building to the Hillcrest Middle School. The building will function as Administration Building for the District and will be placed on a permanent concrete foundation with under building drainage and "at grade" entry. The building will be relocated from a school in Healdsburg and located in the west parking area near Bloomfield Road, adjacent to another portable building.

Included in our services will be:

- We have been in negotiations with DSA regarding the Goldridge Fire Departments use of water tenders and tanker trucks as an alternate means for the code required fire water on site. QKA has provided DSA with Goldridge Fire Department alternative means of fire protection and DSA has indicated that they will accept local fire department methods as adequate to meet their approval. This proposal is based on DSA sustaining that position.
- Review of archived drawings for underground utilities, path of travel, and accessible elements, verifying compliance with current codes. Minor required upgrades such as signage and parking striping are included in proposed design services.
- Site design for building placement and path of travel considerations.
- Interior design for new partition walls, including new electrical and mechanical configurations.
- Civil engineering for grading, paving and drainage plan. Note, a civil topographic survey has been authorized by the District that will cover this site improvement area.

MAIN:

636 Fifth Street, Santa Rosa, CA 95404

EAST BAY:

55 Harrison Street, Suite 525, Oakland, CA 94607

707.576.0829

A California Corporation

www.qka.com

- New waste lift station design, as existing sewer line appears not to have sufficient slope to serve new restroom(s).
- Electrical engineering for lighting reconfiguration, power to the building, fire alarm and data.
- Mechanical engineering for ducting of HVAC into the new office spaces.
- Construction administration of the project, including site visits when appropriate or necessary, submittal review, responding to RFI's, compiling change orders, and gathering and submitting paperwork for the DSA certification.
- DSA close out and certification.

We propose to provide these services for a fixed fee of **\$74,000.00** plus reimbursables billed at direct cost times 10%. This fee is based on our consultant fees, and our own anticipated production time based on past similar projects. Our services shall be provided in conformance with our Master Agreement with the District, dated January 25th, 2021, unless otherwise noted in this proposal.

Exclusions included:

- Geotechnical engineering and CGS review. This not anticipated as required, based on DSA acceptance of local fire use of water tenders and tanker trucks in lieu of on-site water storage.
- Civil engineering and design for new path of travel elements that may be required by DSA.
- Improvements to domestic water supply beyond upsizing of water lines, if existing lines are inefficient to serve new building.
- Pump system to lift water to storm drains, if necessary for tie to storm water drainage.
- Improvements to electrical system serving the portable buildings.
- Improvements to fire alarm system if current system is not suitable for required extension.
- New water tank and/or fire hydrant. Not anticipated as required, based on DSA current acceptance of local fire use of water tenders and tanker trucks.
- Site lighting
- Fire sprinklers. This is not anticipated as required, based on DSA acceptance of local fire use of water tenders and tanker trucks.
- Any unanticipated additional work required by DSA, the Local Fire Authority, or other agency.
- Construction Cost Estimating

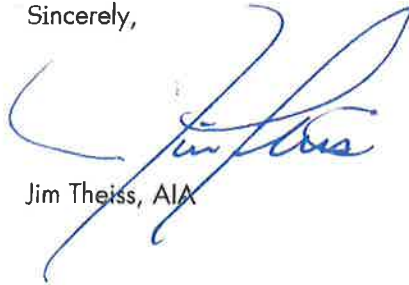
Please note, if additional work is required including what is listed above, QKA is willing to provide additional service proposal to Gravenstein Union School District for review and authorization prior to work.

Based on construction cost estimating provide by Counterpoint Construction services, allowing for above mentioned utility adjustment and DSA statement that additional fire water need not be provided to the site, construction and be crafted to stay within District construction cost budget of \$500,000.

The estimated schedule for design through construction of this project once authorized is approximately 9 months. This duration is largely impacted by the duration of DSA review.

Thank you for the opportunity to provide this proposal. If this proposal is acceptable, please sign where indicated and return one copy to our Contracts Manager Carol Tonelli.

Sincerely,



Jim Theiss, AIA

Agreed to Services and Fees:

Dave Rose
Gravenstein Union School District

Date:

cc: Katie Anderson, GUSD Chief Business Official
Tenaya Dale, Counterpoint Construction Services

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Gravenstein Union Elementary School District	Dave Rose Superintendent	(707) 823-7008 drose@grav.k12.ca.us

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

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

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Plan Title	Where the Plan May Be Accessed
GUSD 2021-22 Local Control and Accountability Plan and Budget Overview for Parents	https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/8624370662754184966.pdf
Gravenstein Union School District 2020/21 COVID Safety Plan	https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1996230104330826947.pdf
Gravenstein Union School District 2020/2021 COVID-19 Prevention Program	https://grav-ca.schoolloop.com/file/1500178971347/1599894472708/1982251016161428101.pdf
Gravenstein Union School District Expanded Learning Opportunities (ELO) Grant Plan (2021)	https://grav-ca.schoolloop.com/file/1517645738558/1599894472708/3324376914563038714.pdf

Summary of Planned ESSER III Expenditures

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

Total ESSER III funds received by the LEA

315,013

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	252,010
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	63,003
Use of Any Remaining Funds	0

Total ESSER III funds included in this plan

315,013

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

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

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

We have conducted two major community engagement campaigns in the last 12 months to gather information to inform our LCAP development and return to in-person instruction processes. Our first step in the stakeholder process was for our Board to create a Vision Statement for the district, as well as supporting Mission Statements. Our Board held three retreat sessions with the Superintendent to develop the Vision and Mission Statements for GUSD, as well as, for each Mission Statement, goals and action items to guide the work of GUSD staff and set a direction for the LCAP development process as well as reopening priorities.

The Board of Trustees, Site Council, parents, teachers, staff and students participated in discussions around the Vision and Mission Statements and current district data. Teachers, parents, and classified staff were represented in the Site Council, as well as a teachers' and classified union representative. The Superintendent hosted several specific stakeholder group meetings, including separate meetings for

parents/guardians of EL, Hispanic, RSP, and Title 1 students. Virtual meetings with stakeholders were held beginning in May of 2020. During the engagement sessions for the LCAP, the GUSD Leadership Team presented multiple sources of data including three years of data from the California State Dashboard, local assessments, GUSD Healthy Kids Survey results, and survey results from staff and parents. Each stakeholder group reviewed the compiled data and district leadership facilitated the “noticings and wonderings” protocol, used for Sonoma County administrator training by the Sonoma County Office of Education Educational Support Services Directors to elicit stakeholder feedback. In June of 2020, GUSD composed a lengthy parent survey (67% return rate) with multiple questions, provided by WestED, designed to identify student challenges and barriers from the parent perspective related to the suspension of in-person instruction, and followed up with parent and staff surveys in the fall of 2020 and the spring of 2021.

Each “noticing or wondering” from a stakeholder was recorded, as were the points and comments from the group elicited by initial comment. The recorded notes from the meetings were included with the survey data collected, and staff either confirmed that the topic was either addressed or added in the action items to support LCAP Goal development and return to in-person instruction plans.

Additional stakeholder feedback that was used also includes work with the Sonoma County SELPA. The superintendent attends weekly Director’s Meetings that include best practices and LCAP planning and return to in-person instruction information both from SELPA staff and Special Education Directors from throughout Sonoma County. The Sonoma County SELPA also produced an LCAP Guide as a resources and reference tool for districts that contributed to the GUSD LCAP. The Sonoma County Office of Education also read our LCAP and reopening plans and provided technical and content guidance and support.

A Public Hearing for our LCAP to solicit further stakeholder feedback from the GUSD Board, staff, students, parents, and community members took place on June 8, 2021.

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

Feedback provided by survey results and LCAP Stakeholder Feedback Sessions:

DISTANCE LEARNING AND RETURNING TO IN-PERSON INSTRUCTION

- Enjoying in-person, at home was frustrating
- Inconsistent internet connection can be a challenge
- Built a routine now since in-person instruction has resumed, students not happy to need to stop for summer
- Having a teacher’s in-person support has been a great benefit
- More information for the parent about the daily schedule and what is expected would have helped more during DL - “Parent Training”
- Binder/materials exchanges were helpful, tangible tools
- Insure maximized classroom ventilation when students return
- Loved what GUSD provided in comparison to other schools where I have family or friends and the delay to get DL up and running and the response from staff
- Continue sanitation practices once in-person resumes

ACADEMICS

- Concurrence that the school wide academic data for GUSD is very positive
- Make the data clearer
- Very happy that immediate distance learning was ready when in-person instruction was stopped, devices and materials were immediately available
- Teacher training, tech, support was very valuable
- Continue additional availability of technology for students.
- Continue assistance by IT personnel for maintenance of technology and assistance for teachers.

STUDENT SUPPORT

- EL teacher support has been important, not feeling alone as a parent
- Making sure that students that are behind are being supported
- Focused reading support, individual or small group, was a tremendous help
- Knows of a family that may be repeating, hoping that they will get the help they need, worried about whether or not this is the right thing to do
- Teachers were very responsive, quickly responded and provided help
- Brother with learning disability has benefited tremendously from extra support, individual attention, and early intervention as soon as the disability was identified- participated in the small cohort opportunity
- Acknowledges the importance of paying attention to the individual student and not letting any student “fall through the cracks”
- Valuable for teachers to see students in-person, appreciative of inclusion of all teachers and staff that provide direct service.
- Appreciative of the breadth of interventions for students.
- Interested to hear more details about what the interventions will look like for the students that are academically below grade level.
- Learning Lab placements are very valuable for non-proficient students.

FAMILY ENGAGEMENT

- Teaching Assistant positions to support students in the classroom with Multi Tier Systems of Support
- Grateful for district providing opportunities to connect with community partner groups as needed such as the Gravenstein Health Action Committee and other agencies gathering information regarding COVID experiences and challenges
- Important to understand that parents have different ability levels in terms of supporting their child, need for teacher and parent to work together
- Increased computer and technology support would be needed, maybe a parent training day
- Every morning, and often on Sundays, teachers providing to the parent an email of the weekly plan so that they could support their student and monitor work completion allowed parents to better support their child(ren).
- More Spanish-speaking staff if possible, front counter area would be a focus area
- Business cards for EL Support Teacher with immediate contact information

CAMPUS CLIMATE

- Optimism regarding the dramatic reduction in suspensions and expulsions as well as the strong attendance rate for the 130 of in-person instruction during the 2019/20 school year.
- Parents want to know and feel that their students are safe at school
- Test all students (for COVID) before school starts?
- Continue to provide information on vaccination opportunities for children
- Continue the maintenance of facilities

TRANSPORTATION

- With the challenge of a long drive are buses to other towns allowed?

This community feedback was used in the development of our School Safety, COVID Prevention, LCAP, and Extended Learning Opportunities (ELO) plans as well as providing guidance for our 21/22 budget development process. Specific to this plan, community input from our different forums suggested and supported campus health and safety measures including increased ventilation and targeted interventions activities such as our Summer Jumpstart Program. ESSER III funds will help reduce the impact of increased operating costs for the next three years and help reduce our deficit spending and the impacts of COVID-19.

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Actions and Expenditures to Address Student Needs

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

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

Strategies for Continuous and Safe In-Person Learning

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

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

252,010

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1)COVID-19 Prevention Plan, "Engineering Controls," pages 6 and 15 and 2)COVID-19 Safety Plan, Action 18	Improved Classroom Ventilation	The existing HVAC system serving three of the original buildings (12 classrooms, school/administration/counseling offices, 4 restrooms, staff work space) at our district middle school, Hillcrest, is outdated and provides only minimal fresh air circulation and ventilation. We will be using ESSR III funds to support a project to update the HVAC system for all three buildings.	252,010

Addressing the Impact of Lost Instructional Time

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

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

63,003

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Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
1)Extended Learning Opportunities Grant, pages 2-4, and 2)LCAP, Goals 1, 2, and 3, Increased or Improved Services	Summer Jumpstart Program	GUSD has requested and received Extended Learning Opportunities (ELO) Grant funding that will enable the district to implement a Summer Jumpstart Program during the summers of 2021 and 2022. The program design includes the use of components of several evidence-based programs summarized in "Investing in Successful Summer Programs, A Review of Evidence Under the Every Student Succeeds Act (McCombs, et al, 2019)," including: <ul style="list-style-type: none"> • daily routine of school transitions • low student:staff classroom ratios (9.76:1 for 2021) • targeted populations (EL, Title I, RSP, Homeless, Foster, Teacher Recommended) 	63,003

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		<ul style="list-style-type: none"> targeted instruction (based on previous year teacher-identified deficits and critical skills/vocabulary for the upcoming year) Trauma-informed approach with Adverse Childhood Experiences (ACEs) training for all staff academic and SEL challenges of participants documented and shared with program staff use of campus climate program (Building Effective Schools Together, BEST) employment of regular year staff <p>The design of our program also follows the guidance from “Effective Summer Programming, What Educators and Policymakers Should Know (McEachin, Augustine, McCombs, 2018)” which identifies the following components of quality summer learning programs: 1) small class sizes, 2) aligned to student needs, 3) qualified teachers, 4) high-quality instruction, 5) site culture, 6) policies to maximize participation and attendance, and 7) sufficient duration. We will have two years to evaluate and improve our Summer Jumpstart Program, and will use ESSR III funds to continue the program during the summer of 2023.</p>	

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Use of Any Remaining Funds

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

Total ESSER III funds being used to implement additional actions

0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
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Ensuring Interventions are Addressing Student Needs

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

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Improved Classroom Ventilation	Classroom Carbon Dioxide and temperature monitors were installed to evaluate air quality in every classroom, 5/21. Classroom air quality data will be collected beginning 8/21 and compared to results after project completion.	Monthly
Summer Jumpstart Program	Student academic progress, attendance, and behavior will be monitored through LCAP goal evaluation.	Ongoing for individual students, annually district wide

ESSER III Expenditure Plan Instructions

Introduction

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

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

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

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

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

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

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

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

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

Other LEA Plans Referenced in this Plan

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

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

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

Summary of Expenditures

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

Instructions

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

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

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

Community Engagement

Purpose and Requirements

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

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

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

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

Planned Actions and Expenditures

Purpose and Requirements

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

Instructions

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

Strategies for Continuous and Safe In-Person Learning

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

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

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

Addressing the Impact of Lost Instructional Time

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

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

Use of Any Remaining Funds

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

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

Ensuring Interventions are Addressing Student Needs

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

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

Complete the table as follows:

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

California Department of Education
June 2021

GRAVENSTEIN UNION SCHOOL DISTRICT

Board Policy 6158

DRAFT

Instruction

INDEPENDENT STUDY

Note: Education Code 51745-51749.6 authorize districts to establish independent study programs to meet the educational needs of students. Pursuant to Education Code 51745, as amended by AB 130 (Ch. 44, Statutes of 2021), for the 2021-22 school year, all districts are required to offer independent study to meet the educational needs of students.

Education Code 51747, as amended by AB 130, mandates that the Governing Board adopt a policy with specified requirements as a condition of receiving state apportionments for independent study students. In addition to meeting the requirements specified by Education Code 51747, board policies must comply with rules and regulations adopted by the Superintendent of Public Instruction (SPI). Boards are encouraged to review independent study policies as the SPI adopts revised rules to reflect the new requirements of AB 130.

Commencing with the 2021-22 fiscal year Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, the State Controller is required to incorporate verification of the adoption of the policies, including loss of apportionment for independent study for districts found to be noncompliant.

Education Code 51749.5 mandates that the Board adopt policy with specified components as a condition of offering a program of course-based independent study. The mandated components are reflected throughout this policy and the accompanying administrative regulation.

When developing policy on independent study, 5 CCR 11701 requires the Board to consider, in a public hearing, (1) the scope of its existing or prospective use of independent study as an instructional strategy, (2) its purposes in authorizing independent study, and (3) factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students or adult students.

In the event of a school closure necessitated by an emergency condition pursuant to Education Code 46392, districts must develop a plan for offering independent study to affected students pursuant to Education Code 46393, as added by AB 130. See BP 3516.5 – Emergency Schedules.

Independent study may be offered as a program within a school, as a charter school, or as an alternative school of choice pursuant to Education Code 58500-58512; see AR 0420.4 – Charter School Authorization, BP 6146.11 – Alternative Credits Toward Graduation, and BP/AR 6181 – Alternative Schools/Programs of Choice.

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their

learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

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INDEPENDENT STUDY (continued)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

~~Note: Pursuant to Education Code 46300, as amended by AB 130, the attendance of students participating in independent study for three or more consecutive school days will be included in computing average daily attendance for apportionment purposes. The following optional paragraph is for use by districts that wish to limit independent study to periods of three or more consecutive school days.~~

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

~~Note: Education Code 51745, as amended by AB 130, requires districts to offer independent study for the 2021-22 school year only. Districts may meet the requirement for the 2021-22 school year by contracting with a county office of education or by entering into an interdistrict transfer agreement with another district pursuant to Education Code 46600. In addition, the requirement to offer independent study for the 2021-22 school year may be waived for districts by the county superintendent of schools in the county in which the district is located if the district demonstrates that (1) offering independent study would create an unreasonable fiscal burden on the district or county office of education due to low numbers of students participating or other extenuating circumstances; and (2) the Board does not have the option to enter into an interdistrict transfer agreement with another district or to contract with a county office of education to provide an independent study option.~~

~~For single-district counties, the waiver must be granted by the SPI.~~

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

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INDEPENDENT STUDY (continued)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6200 - Adult Education)

~~Note: Education Code 51747 mandates that the Board, in a public hearing, adopt a policy on the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment. 5 CCR 11700 defines "type of program" as the statutory program category for purposes of attendance accounting, such as adult education or continuation high school. In addition, 5 CCR 11701 mandates that Board policy reflect an awareness that excessive leniency in the duration of independent study assignments can result in a student falling so far behind peers as to increase, rather than decrease, the risk of dropping out of school.~~

~~The following paragraph sets one week for all grade levels and types of programs as the maximum length of time an independent study assignment should be completed, and should be revised to reflect the length of time determined by the Board. In order to ensure that apportionments are received, the length of time determined by the Board in its policy should be reflected in the district's written agreement. See the section "Master Agreement" below.~~

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

~~Note: Education Code 51747 mandates that the Board, in a public hearing, adopt a policy which specifies the level of satisfactory educational progress and the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent~~

~~study. The following paragraph specifies a maximum of three assignments and should be revised to reflect the Board's determination of the number of missed assignments that will trigger an evaluation.~~

~~The number of missed assignments that will trigger an evaluation must be included in the student's written agreement.~~

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INDEPENDENT STUDY (continued)

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

~~Note: Education Code 51747, as amended by AB 130, mandates the Board to adopt policy that includes the provision of content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this requirement includes access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. See BP/AR 6143 Courses of Study.~~

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

~~Note: Education Code 51747, as amended by AB 130, mandates the Board to adopt policy that includes plans, by grade level, to provide students with specified levels of live interaction and/or synchronous instruction as described below and defined in the accompanying administrative regulation. This requirement only applies to students participating in an independent study program for 15 school days or more.~~

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

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INDEPENDENT STUDY (continued)

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

~~Note: Education Code 51747, as amended by AB 130, mandates the Board to adopt policy that includes procedures for tiered reengagement strategies for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week. This requirement only applies to students participating in an independent study program for 15 school days or more.~~

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary

~~Note: Education Code 51747 requires districts to hold a student-parent-educator conference as defined by Education Code 51745.5, at specified times, as reflected below and in the accompanying regulation.~~

4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

~~Note: Education Code 51747, as amended by AB 130, mandates the Board to adopt policy that includes a plan to expeditiously, and not longer than five instructional days, transition students whose families wish to return to in-person instruction from independent study. This requirement only applies to students participating in an independent study program for 15 school days or more.~~

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

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INDEPENDENT STUDY (continued)

Note: Education Code 51747, as amended by AB 130, mandates the Board to adopt policy providing that a current written agreement (i.e., the "master agreement") will be maintained for each student who participates in independent study and for whom apportionment is claimed. Education Code 51747 provides that no independent study agreement can be valid for longer than one school year. For the 2021-22 school year only, the district is required to obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

In addition, Education Code 51749.5 mandates the Board to adopt policy providing that a "learning agreement" be maintained for each student participating in course-based independent study.

See the section "Master Agreement" below for required content of these agreements.

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Note: For the 2021-22 school year only, the district must provide notice with specified components of the independent study option available through Education Code 51747. Education Code 51747, as amended by AB 130, requires that the written information, in addition to being written in English, be written in the primary language if 15 percent or more of the students enrolled in a district that provides instruction in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the California Department of Education.

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Note: Education Code 51747, as amended by AB 130, requires districts to hold a student-parent-educator conference upon the request of a parent/guardian prior to enrollment or disenrollment in independent study. The term student-parent-educator conference is defined in Education 51745.5, and as reflected in the accompanying regulation.

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so,

the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

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INDEPENDENT STUDY (continued)

Master Agreement

Note: Education Code 51747 mandates that, in order to receive apportionments for independent study, the district must adopt and implement policy providing for a signed written independent study agreement which contains the components listed in the following section. Because apportionments are only provided for independent study of three or more consecutive school days pursuant to Education Code 46300, as amended by AB 130, written agreements are required only in such instances.

Education Code 46300.7 states that apportionments shall be received for a student in independent study only if the district receives written permission from the parent/guardian before the independent study begins, specifying the actual dates of participation, methods of study and evaluation, and resources to be made available for the student's independent study. Since all these components are included in the written agreement which the parent/guardian must sign before the commencement of independent study pursuant to Education Code 51747, the parent/guardian's signature on the agreement satisfies the requirement to obtain the parent/guardian's written permission.

However, for the 2021-22 school year the district must obtain a signed written agreement for independent study no later than 30 days after the first day of instruction, pursuant to Education Code 51747, as amended by AB 130.

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to

evaluate that work

3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work

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INDEPENDENT STUDY (continued)

Note: As described in the section "General Independent Study Requirements" above, pursuant to Education Code 51747, the written agreement must contain statements reflecting Board policy pertaining to (1) the maximum length of time, by grade level and type of program, which may elapse between the time an independent study assignment is made and the date by which the student must complete the assignment and (2) the number of missed assignments allowed before an evaluation would be required to determine whether it is in a student's best interest to remain in independent study. As amended by AB 130, Education Code 51747 also requires that the written agreement contain a statement of the Board's policy regarding the level of satisfactory educational progress for students participating in independent study.

4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of

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INDEPENDENT STUDY (continued)

independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

Note: This section is for districts that provide independent study courses to its students. Education Code 51749.5-51749.6, as amended by AB 130, establish a course-based independent study option that may be offered if certain requirements are met, as described below. Education Code 51749.5 mandates that boards adopt policies that comply with the legal requirements listed in the following section and any applicable regulations adopted by the State Board of Education.

The following paragraph may be revised to reflect the grade levels offered by the district.

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district

has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially

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INDEPENDENT STUDY (continued)

equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall

~~be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.~~

~~Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in~~

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INDEPENDENT STUDY (continued)

~~violation of the written learning agreement, as described in the section "Learning Agreement for Course Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.~~

~~(cf. 5125—Student Records)~~

- ~~6. Examinations shall be administered by a proctor.~~
- ~~7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.~~

~~(cf. 6162.51—State Academic Achievement Tests)~~

- ~~8. A student shall not be required to enroll in courses included in the course-based independent study program.~~
- ~~9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.~~
- ~~10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.~~

~~(cf. 6111—School Calendar)~~

~~(cf. 6112—School Day)~~

- ~~11. Courses required for high school graduation or for admission to the University of~~

~~California or California State University shall not be offered exclusively through independent study.~~

- ~~12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.~~

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INDEPENDENT STUDY (continued)

(cf. 3260—Fees and Charges)

- ~~13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.~~
- ~~14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.~~
- ~~15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.~~
- ~~16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.~~

Learning Agreement for Course-Based Independent Study

Note: Education Code 51749.6, as amended by AB 130, requires that, before enrolling a student in course-based independent study, the district provide the student and, if the student is less than 18 years of age, the student's parent/guardian, with a written learning agreement that includes specified components.

~~Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)~~

- ~~1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5~~
- ~~2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above~~
- ~~3. The duration of the learning agreement, which shall not exceed a school year or span~~

multiple school years

4. ~~The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program~~

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INDEPENDENT STUDY (continued)

5. ~~The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work~~
6. ~~A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.~~
7. ~~A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.~~
8. ~~The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.~~
9. ~~The objectives and methods of study for the student's work, and the methods used to evaluate that work.~~
10. ~~A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.~~
11. ~~A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.~~

12. ~~Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.~~

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INDEPENDENT STUDY (continued)

~~However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.~~

~~Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)~~

~~The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)~~

~~The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)~~

Student-Parent-Educator Conferences

~~Note: Education Code 51747 and 51749.5, as amended by AB 130, require districts to hold student-parent-educator conferences as defined by Education Code 51745.5, at specified times. See the accompanying regulation for the definition of student-parent-educator conference.~~

~~A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)~~

Records for Audit Purposes

~~Note: Education Code 51745.6, 51747, 51747.5, and 51749.5, as amended by AB 130, require, commencing in the 2021-22 fiscal year, the State Controller to incorporate verifications of compliance with specified components of the laws into the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting to the extent that these verifications are not yet included in the audit guide, with loss of apportionment for independent study for districts found to be noncompliant.~~

~~The Superintendent or designee shall ensure that records are maintained for audit purposes.~~

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

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INDEPENDENT STUDY (continued)

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

~~Note: Education Code 51747.5, as amended by AB 130, requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. In addition, Education Code 51747.5 requires districts to maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. Commencing in the 2021-22 fiscal year, the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting will incorporate compliance reviews of these requirements.~~

The district shall document each student's participation in live interaction and synchronous

instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

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INDEPENDENT STUDY (continued)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

Note: Education Code 51747 authorizes specified records to be maintained in an electronic file, as provided in the following paragraph. Pursuant to Education Code 51747, an electronic file includes a computer or electronically stored image of an original document, including, but not limited to, a PDF, JPEG, or other digital file type, that may be sent via fax machine, email, or other electronic means.

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

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

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)*Legal Reference:*EDUCATION CODE

17289 Exemption for facilities

41020 Audit guidelines

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

46390-46393 Emergency average daily attendance

46600 Interdistrict attendance computation

47612-47612.1 Charter school operation

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52060 Local control and accountability plan

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6304 Highly qualified teachers

6311 State plans

COURT DECISIONSModesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365*Management Resources: (see next page)*

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/ep/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

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Gravenstein Union School District Administrative Regulation 6158

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Instruction

INDEPENDENT STUDY

Definitions

~~Note: Education Code 51745.5, as added by AB 130 (Ch. 44, Statutes of 2021), defines the terms "live interaction," "student-parent-educator conference," and "synchronous instruction" as provided below.~~

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

~~Note: Pursuant to Education Code 51745, as amended by AB 130, the district is required to offer independent study to meet the educational needs of students for the 2021-22 school year unless the district obtains a waiver from such requirement.~~

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

~~Note: The following section is optional. Education Code 51745 lists educational opportunities that may be provided through independent study. The district may revise or expand items #1-6 below to reflect district practice.~~

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

INDEPENDENT STUDY (continued)*(cf. 6143 - Courses of Study)*

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

*(cf. 0420.4 - Charter School Authorization)**(cf. 6142.4 - Service Learning/Community Service Classes)**(cf. 6181 - Alternative Schools/Programs of Choice)*

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

Note: The following paragraph is for use by districts maintaining high schools.

~~No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)~~

*(cf. 6146 - High School Graduation Requirements)***Equivalency**

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

INDEPENDENT STUDY (continued)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

Note: The following optional paragraph may be revised to reflect district practice.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

Note: The following paragraph limits eligibility for independent study to those students for whom state apportionments can be claimed. Education Code 46300.2 provides that districts will receive state funding for independent study for students who are residents of the county or an adjacent county. Pursuant to Education Code 51747.3, students whose residency status is based on parent/guardian employment within district boundaries (Education Code 48204(b)) are not eligible for funds apportioned for average daily attendance (ADA).

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

INDEPENDENT STUDY (continued)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

~~Note: Education Code 46300.1 provides that the district may not receive apportionments pursuant to Education Code 42238 for independent study for students age 21 or older, or for students 19 or older who have not been continuously enrolled in grades K-12 since their 18th birthday. However, pursuant to Education Code 46300.4, these students may be eligible for independent study through the adult education program for courses required for high school graduation. See DP/AR 6200 - Adult Education.~~

~~Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)~~

~~*(cf. 6200 - Adult Education)*~~

~~Note: The following paragraph limits enrollment in independent study to those students for whom state apportionments can be claimed. Pursuant to Education Code 51745, no more than 10 percent of the students enrolled in a continuation high school or opportunity school or program are eligible for apportionment credit for independent study. A pregnant student or a parenting student who is the primary caregiver for the student's child(ren) is not included in this cap.~~

~~No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)~~

~~*(cf. 5146 - Married/Pregnant/Parenting Students)*~~

~~*(cf. 6184 - Continuation Education)*~~

Monitoring Student Progress

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

INDEPENDENT STUDY (continued)

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

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

The responsibilities of the independent study administrator include, but are not limited to:

1. ~~Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator~~
2. ~~Approving or denying the participation of students requesting independent study~~
3. ~~Facilitating the completion of written independent study agreements~~
4. ~~Ensuring a smooth transition for students into and out of the independent study mode of instruction~~

INDEPENDENT STUDY (continued)

5. ~~Approving all credits earned through independent study~~
6. ~~Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation~~

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

Note: Pursuant to Education Code 51745.6, the equivalency of teacher-student ratios as described below is a necessary condition for the district to receive apportionments for independent study. The district may exceed these ratios, but those additional units of independent study ADA would not be funded.

Pursuant to Education Code 51745.6, as amended by AB 130, the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting must incorporate verification of applicable teacher-student ratios commencing in the 2021-22 fiscal year.

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

Note: The remainder of this section is optional and may be revised to reflect district practice.

The responsibilities of the supervising teacher shall include, but are not limited to:

1. ~~Completing designated portions of the written independent study agreement and signing the agreement~~
2. ~~Supervising and approving coursework and assignments~~
3. ~~Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due~~
4. ~~Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy~~

INDEPENDENT STUDY (continued)

5. ~~Providing direct instruction and counsel as necessary for individual student success~~
6. ~~Regularly meeting with the student to discuss the student's progress~~

Note: Pursuant to Education Code 51747.5, the district may only claim apportionment credit for independent study based on the time value of student work products as personally judged in each instance by a certificated teacher. Education Code 51747.5 specifies that the teacher is not required to sign and date the work products.

7. ~~Determining the time value of assigned work or work products completed and submitted by the student~~
8. ~~Assessing student work and assigning grades or other approved measures of achievement~~

Note: Education Code 51747.5, as amended by AB 130, requires districts to document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day.

9. ~~Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided~~

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)



2021/2022* Independent Study Learning Agreement

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Student Name:	Grade:	Student number:
Address:	City:	Zip:
Phone:	Birth date:	Application date:
Duration:	Start date:	End date:
School:	<input type="checkbox"/> Short Term (3-14 days) <input type="checkbox"/> Long Term (15 days or more)	
Reason for Independent Study Request:		
Student/Parent/Educator Conference Requested?: <input type="checkbox"/> Yes <input type="checkbox"/> No		Date held:
Program Participation (check all that apply): <input type="checkbox"/> RSP <input type="checkbox"/> 504 <input type="checkbox"/> GATE <input type="checkbox"/> EL <input type="checkbox"/> Title I		
Access to reliable internet connectivity: <input type="checkbox"/> Yes <input type="checkbox"/> No		
<p>List of necessary materials/supplies (staff completes this section):</p> <p>Standard list for Long Term Agreements: Reliable Internet connection, student Chromebook, computer, or iPad with working camera and microphone, Zoom app installed, (computer mouse or stylus recommended depending on device) well-lit quiet dedicated student work space free of interruptions with desk and chair, white board and markers, pencils, paper, crayons, scissors, glue, etc.</p> <p>Other:</p>		
(Note: All required materials may be borrowed from district if unavailable at home)		
Additional supports pursuant to Program Participation (staff completes this section):		



2021/2022* Independent Study Learning Agreement

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Parents and students must review, discuss, and sign this written Learning Agreement prior to a student commencing an independent study course and in conjunction with enrollment.

Objective

Direct, daily, in-person instruction provides students the optimal amount of support, interaction with staff and other students, enrichments, and opportunities for academic and social emotional growth. **Independent study is an optional alternative instructional strategy** for students whose needs may be met through study outside of the regular classroom setting. No student may be required to participate in Independent Study. The GUSD Independent Study program is structured so that students maintain grade level academic pacing equivalent to in-person instruction during participation, whether short term or long term. Independent study shall offer a means of individualizing the educational plan to serve students who desire an alternative educational experience, whose health or other personal circumstances make classroom attendance difficult, or who are unable to access daily in-person instruction due to scheduling problems. As necessary to meet student needs, independent study may be offered on a long term or a short-term basis to support an individual student's needs. Independent Study is a viable option for students who are provided adequate support and guidance outside of the school setting, including a structured, quiet environment that is conducive to learning. For Long Term Independent Study, as with in-person learning, with the support of the parent, guardian or caregiver, the student will regularly meet attendance requirements, regularly participate in synchronous and asynchronous learning, agree to regular daily live interaction, maintain satisfactory or above grades, maintain positive student behavior, abide by District regulations related to internet security, and submit assignments on or before their due date.

Method of Study

For Short Term Independent Study, the classroom teacher(s) will provide guidance and information on how work is to be completed specific to the work assigned during the short term agreement. Completed work will be assessed and included by the teacher in student evaluations reported to the parent or guardian.

For Long Term Independent Study, the manner of the instruction, the time in which the instruction will take place, the frequency of the synchronous instruction, asynchronous instruction, and daily live interaction, will clearly be communicated through the student's assigned teacher of record. Students enrolled long term in the GUSD Independent Study Program for the 2021-2022 school year will be provided online curriculum, and resources for English language arts, mathematics, science, history/social studies and Physical Education. Learning standards will guide the planning of student assignments and activities, reflected in student work, and be used as the method for



2021/2022* Independent Study Learning Agreement

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evaluation. To meet the standards, student work may include but is not limited to: reading, research, writing, illustrating, annotating, reporting, demonstrating, creating projects, participating in learning games and applications, completing worksheets, workbooks, activities, or online assignments, and publishing videos or voice recordings. All assigned work should be submitted online on or before the due date. Some assignments will be completed and submitted digitally, while others will require submitting a scanned file, or uploading a video, voice recording, or high-quality photo of the completed work or project to a virtual portfolio set up by the teacher. All online submissions must be easy to view, read, and assess by the teacher in order to be considered complete. A list of daily/weekly assignments and assessments will be posted at the beginning of each week via Padlet, Seesaw, or Google Classroom and due no later than seven days after assigned unless preapproved by the teacher.

In addition, Long Term Independent Study students in grades TK-3 will receive 30-45 minutes of daily synchronous instruction and grades 4-8 will receive 60-90 minutes of combined daily interaction and weekly instruction. To the greatest extent possible, work should be completed independently by the student to the best of their ability with support only as needed by parent/guardian/or caregiver.

Method of Evaluation

Short Term Independent Study: completed work will be assessed and included by the teacher in student evaluations reported to the parent or guardian.

Long Term Independent Study: Academic evaluations of student work will be made on the same basis as is utilized in the traditional classroom setting for similar work. Assessment and academic progress will be evaluated using a variety of methods including but not limited to: review of assignments by teacher, live observations, teacher-created assessments, assessments provided within the curriculum, projects, and written/oral tests and quizzes. Written and/or oral feedback on major assignments and assessment scores/grades will be posted weekly to the student online portfolio along with mid-trimester progress reports to keep students and parents informed of academic progress.

Resources

Resources include, but are not limited to: a credentialed teacher, online and print core curriculum materials, supplementary course material, manipulatives, and special education resources if necessary. The school shall ensure the same access to all existing services and resources in the school in which the pupil is enrolled pursuant to Section S1748 as is available to all other pupils in the school.



2021/2022* Independent Study Learning Agreement

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Students and parents agree to understanding and abiding by the following stipulations related to GUSD's Independent Study Program:

1) Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in GUSD Administrative Regulation 6158.

2) Pursuant to Education Code 51745, for the 2021–22 school year only, the governing board of a school district or a county office of education shall offer independent study to meet the educational needs of pupils. Educational opportunities offered by GUSD through independent study may include:

- Individualized alternative education designed to teach the knowledge and skills of the core curriculum
- Continuing and special study during travel (parents are encouraged to schedule travel only during non-school days).
- Individualized study for a pupil whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the pupil.

3) Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments **shall be completed no more than one week** (7 calendar days, including holidays) after assigned for all grade levels and types of programs.

4) Ongoing evaluation of student progress shall be conducted to determine whether it is in a student's best interest to remain in independent study. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement (at or above grade level performance in all core subject areas and at least 95% participation).
- The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments (any student missing more than 5% of engagement opportunities may be subject to a program placement review).
- Learning required concepts, as determined by the supervising teacher.
- Progress towards successful completion of the course of study or grade level standards, as determined by the supervising teacher.



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5) Students participating in long term Independent Study **will require significantly more help at home** than was needed last year. GUSD shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year:

- For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction (approximately 30-45 minutes per day).
- For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction (approximately 60-90 minutes per week).

6) GUSD shall ensure that procedures to transition to in-person attendance are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, who are performing below grade level standards academically, or who are missing more than 5% of scheduled interactions with staff. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

- Verification of current contact information for each enrolled student
- Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
- A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
- A clear standard for requiring a student-parent-educator or support team conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being
- The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days.

7) In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

Student Responsibilities

- The student agrees that Long-Term Independent Study is a form of education that they have voluntarily chosen and that they always have an in-person learning option available.



2021/2022* Independent Study Learning Agreement

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- The student agrees to follow the discipline code and behavior guidelines of the district.
- The student agrees to meet with the teacher(s), according to the frequency, date, time, and location specified by their teacher of record.
- The student agrees to complete, during the term of this agreement, all required course work. With the support of the parent, guardian, or caregiver, the student will submit assignments on or before the due dates specified.
- The student understands that failure to complete assignments means that the student will be marked as not participating and/or absent from school.
- Incomplete assignments, lack of academic progress, or missed student-teacher appointments may trigger an evaluation to determine whether enrollment in independent study should continue.

Parent/Guardian Responsibilities The Parent/Guardian/Caregiver understands and agrees to the following:

- Students participating in long term Independent Study will require significantly more help at home than was needed last year.
- Independent Study is a learning option that the parent/guardian/caregiver has chosen to meet the academic needs of their student
- They are responsible for supervising their student while he or she is completing the assigned work and for ensuring completion and on-time submission of all assignments necessary for evaluation.
- They provide a setting at home conducive to learning (i.e. quiet, appropriate, free from distractions, etc.)
- They ensure student participates in expected synchronous, asynchronous, and daily live check-ins as assigned by the teacher of record.
- Work closely with the teacher, maintaining ongoing communication.
- Students who have an Individualized Education Program IEP are allowed to participate in Independent Study if their IEP specifically provides for the student's academic setting to be in an Independent Study Program.
- They have the right to appeal to the appropriate GUSD program administrator any decision about their student's placement or school program in accordance with the district's policies and procedures.



2021/2022* Independent Study Learning Agreement

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AGREEMENT:

We have read all pages of this agreement and hereby agree to all the conditions set forth within.

Student Signature

Date

Parent/Guardian Signature

Relationship to Child

Date

The following is a list of requirements that this Master Agreement must contain:

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress (**Method of Study**)
2. The objectives and methods of study for the student's work and the methods used to evaluate that work (**Objective**)
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work (**included in opening table**)
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study (**Important notes 3 & 4**)
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year (**included in opening table**)



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6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion (**objective statement**)
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports. (**included in opening table**)
8. A statement that independent study is an optional educational alternative in which no student may be required to participate (**objective statement**)
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction (**Important note 7**)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (**included in opening table**)

Teacher signature:	Date:
Support Staff signature (if applicable):	Date:

*This form is for the 2021/22 school year only, Independent Study Education Code requirements will be changing for 2022/23 and beyond.

Assignment and Work Record Form
Short Term Independent Study - Grades TK-5

Student Name:	Date:
English Language Arts:	
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Mathematics:	
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Social Studies:	
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Science:	
Objective:	
Study Method:	
Resources:	
Evaluation Method:	

Teacher Comments/Grade:	
Other:	
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Total Days Assigned: _____	Days Accepted: _____
Teacher Signature:	

Assignment and Work Record Form
Short Term Independent Study - Grades 6-8

Student Name:		Date:
English Language Arts:		Teacher:
Objective:		
Study Method:		
Resources:		
Evaluation Method:		
Teacher Comments/Grade:		
Days Assigned: _____	Days Accepted: _____	
Teacher Signature:		
Mathematics:		Teacher:
Objective:		
Study Method:		
Resources:		
Evaluation Method:		

Teacher Comments/Grade:	
Days Assigned: _____	Days Accepted: _____
Teacher Signature:	
Social Studies:	Teacher:
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Days Assigned: _____	Days Accepted: _____
Teacher Signature:	
Science:	Teacher:
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Days Assigned: _____	Days Accepted: _____
Teacher Signature:	
Physical Education:	Teacher:
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	

Days Assigned: _____	Days Accepted: _____
Teacher Signature:	
Other:	Teacher:
Objective:	
Study Method:	
Resources:	
Evaluation Method:	
Teacher Comments/Grade:	
Days Assigned: _____	Days Accepted: _____
Teacher Signature:	
Total Independent Study Work Completed - Attendance Credit	
Total Days Assigned: _____	Total Days Accepted: _____
Administrator Signature:	



2021-2022 Independent Study MID-TRIMESTER PROGRESS REPORT

Name _____ Date _____

4	3	2	1
Exceeds Standards Student consistently and independently applies and extends the standard.	Meeting Standards Student consistently and with minimal support applies the standard.	Approaching Standards Student inconsistently applies the standard and often requires assistance.	Not Meeting Standards Student is not meeting the learning standards at this time

Study Skills

Attends and participates during synchronous learning or interaction opportunities	
Completes assignments on time	
Follows directions	
Exhibits organizational skills	
Submits quality work (Works to ability/Applies best effort)	
Uses feedback to progress towards standards	

Academics

Progressing towards grade-level standards in:

Math	
Reading	
Writing	
Speaking/Listening	
Language	
Science	
Social Studies	
PE	

Teacher Signature _____

Parent Signature _____