

Golden Feather Union Elementary School District Board Agenda
June 16, 2021

Meeting Location: Concow School 2771 Pentz RD. Oroville, CA 95965

Time: 5:00 PM Closed Session 5:30 PM Open Session

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

1. CALL TO ORDER – TIME:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	_____
Richard Miller	Clerk	_____
Don Saul	Trustee	_____
Matt Morris	Trustee	_____

Josh Peete	Superintendent	_____
Pearl Lankford	Executive Assistant	_____

2. PUBLIC COMMENTS

3. CLOSED SESSION

3.1 Conference with Labor Negotiators – Josh Peete

4. CLOSED SESSION REPORT OUT

5. FLAG SALUTE

6. APPROVAL TO VARY THE SEQUENCE

Motion _____ Second _____ Vote _____

7. PUBLIC COMMENTS

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

8. Consent Calendar

8.1 Warrants 5/15/21– 6/10/21

8.2 Transfer Requests #18

8.3 Minutes 5.19.21

9.0 Reports

9.1 Superintendent

9.2 CSEA/GFTA

9.3 Parents' Club

9.4 Board Members

10.0 Information for Discussion

10.1 2021-2022 School Year

11.0 Action Items

11.1 Suicide Prevention Protocol (REF)

Golden Feather Union Elementary School District Board Agenda
June 16, 2021

Motion_____Second_____Vote_____

11.2 BCOE/GFUESD School Nurse Agreement 21/22 (REF)

Motion_____Second_____Vote_____

11.3 2021-2022 Instructional Minutes/Bell Schedule Update (REF)

Motion_____Second_____Vote_____

11.4 Accept Bid for Main Office HVAC Replacement (REF)

Motion_____Second_____Vote_____

11.5 Accept Bid for Back up Emergency Generator (REF)

Motion_____Second_____Vote_____

11.6 Accept Resignation – Samantha Gobba

Motion_____Second_____Vote_____

11.7 Accept Resignation – Denai Rubio

Motion_____Second_____Vote_____

11.8 Accept Resignation – Renate Stepro

Motion_____Second_____Vote_____

11.9 New Certificated Teacher Hire 21/22 – Darcy Pollak

Motion_____Second_____Vote_____

12.0 Adjournment Time:

Motion_____Second_____Vote_____

Checks Dated 05/15/2021 through 06/10/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-201790	05/18/2021	Alexis Lynn Dunn	01-5800		1,714.95
3005-201791	05/18/2021	Lankford, Pearl	01-4300		89.84
3005-201792	05/18/2021	AT&T Mobility	01-5800		1,912.72
3005-201793	05/18/2021	AT&T	01-5900		257.71
3005-201794	05/18/2021	BATTERIES PLUS	01-4300		27.83
3005-201795	05/18/2021	Butte Valley Pump & Electric	01-5800		516.55
3005-201796	05/18/2021	CDW GOVERNMENT INC	01-4300		49.87
3005-201797	05/18/2021	Clark Pest Control Accounting Office	01-5800		290.00
3005-201798	05/18/2021	HOME DEPOT CRC/GECFGECE DEPT 32 2649078221	01-4300		484.77
3005-201799	05/18/2021	JC NELSON SUPPLY CO	01-4300		21.49
3005-201800	05/18/2021	Lifetough NSS Accts Receivable	01-4300		440.75
3005-201801	05/18/2021	NEC Cloud Comm America, Inc	01-5900		284.69
3005-202197	05/25/2021	Mason, Teresa M	01-5800		278.00
3005-202198	05/25/2021	INSIDE OUT DESIGNS	01-4300	360.00	
			01-5800	720.82	1,080.82
3005-203435	06/08/2021	AT&T Mobility	01-5900		955.86
3005-203436	06/08/2021	BASIC LABORATORY INC ACCOUNTS RECEIVABLE	01-5800		55.00
3005-203437	06/08/2021	Clark Pest Control Accounting Office	01-5800		145.00
3005-203438	06/08/2021	GHD Inc	01-5600		1,541.91
3005-203439	06/08/2021	RIEBES AUTO PARTS	01-4300		43.06
3005-203440	06/08/2021	Thomas Ace Hardware Inc	01-4300		72.34
3005-203441	06/08/2021	Kathleen Wheeler	01-9590		30,000.00
3005-203442	06/08/2021	Mack, Lynnette A	01-4300		60.51
3005-203443	06/08/2021	ALHAMBRA/SIERRA SPRINGS	01-4300		704.12
3005-203444	06/08/2021	Ben Toilet Rentals Inc	01-5800		136.85
3005-203445	06/08/2021	DANNIS WOLIVER KELLEY	01-5800		4,093.00
3005-203446	06/08/2021	HOME DEPOT CRC/GECFGECE DEPT 32 2649078221	01-4300		355.59
3005-203447	06/08/2021	NEC Cloud Comm America, Inc	01-5900		142.47
3005-203448	06/08/2021	OFFICE DEPOT	01-4300		122.21
3005-203449	06/08/2021	P G & E	01-5500		5,316.84
3005-203450	06/08/2021	PITNEY BOWES	01-5900		184.00
3005-203451	06/08/2021	Thomas Ace Hardware Inc	01-4300		163.11
Total Number of Checks			31		51,541.86

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	31	51,541.86
Total Number of Checks		31	51,541.86
Less Unpaid Tax Liability			.00
Net (Check Amount)			51,541.86

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

ESCAPE ONLINE

Page 1 of 1

Meeting Location: 2771 Pentz Rd. Oroville, CA 95965 (530)533-3467

Time: 5:00 Closed Session 5:30 PM Open Session

For persons wishing to review the full agenda packet, one is available in the lobby at each school site. Meeting site is wheelchair accessible. Any individuals who require special accommodations should contact the superintendent jpeete@gfUSD.org at least two days before the meeting date.

1. CALL TO ORDER – TIME:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Rich Miller	Clerk	Present
Don Saul	Trustee	Present
Matt Morris	Trustee	Present

Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

2. PUBLIC COMMENTS - None

3. MOTION TO ADJOURN TO CLOSED SESSION

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

4. CLOSED SESSION

4.1 Conference with Labor Negotiator – Josh Peete

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

5. CLOSED SESSION REPORT – Discussion. No Action Taken

6. FLAG SALUTE – Led by Mr. Saul

7. APPROVAL TO VARY THE SEQUENCE - None

8. PUBLIC COMMENTS - None

9. REPORTS

9.1. Superintendent School Report/Board Goals – Josh Peete reported that the electric gate is scheduled today for final measurements. Pool lighting has been purchased. Bathrooms have been painted. Testing is underway. 6-8 Science Curriculum has been put on hold due to staffing changes. Planning for 21/22 Transportation. The pool is open and ready for use. Still working with Thermalito Water district on the Concow water project. Working with a project manager on HVAC and generator.

9.2. CSEA – No report

9.3. GFTA – No report

9.4. Parents' Club – Getting ready for pool season

9.5. Board Members – Mr. Saul is getting ready for pool and graduation.

10.0 CONSENT CALENDAR

10.1 Minutes April 21, 2021 Board Minutes (REF)

10.2 Approval of Bill Warrants (4/17/21 – 5/14/21) (REF)

10.3 Williams Quarterly Jan – March 2021 (No Complaints) (REF)

10.4 Transfer Requests #12-17

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

11.0 INFORMATION FOR DISCUSSION

11.1 Financial Report (Income Statement) (REF)

11.2 Longevity Bonus

12.0 ACTION ITEMS

12.1 CSEA Public Disclosure Agreement (REF)

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

12.2 Additional Summer Days (up to 3) for Teacher Collaboration

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

12.3 Approve Expanded Learning Opportunities (ELO) Grant Plan (REF)

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

12.4 Approve “Extra Duty” Certificated Hrs. (Southam and Diaz) for Summer Expanded Learning Program.

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

12.5 Swimming Program Lifeguard 10 days Emilia Erickson

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

12.6 Approve DON and SON 2021/2022 (REF)

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

12.7 New Hire 21/22 School Year SPED/Intervention – Jonathan Frazer (REF)

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

12.8 New Hire 21/22 School Year Certificated Teacher – Maricela Almaraz (REF)

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

12.9 New Hire 21/22 School Year PE Teacher – Kiara Diamond (REF)

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

12.10 Second Reading of Fountas/LLI Intervention Program (REF)

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

12.11 Approve 2021/2022 Head Teacher Stipend – Hawkins

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

12.12 Board Member Resignation – Reyna Lubner (REF)

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

12.13 Superintendent Contract Amendment 3% 7/1/21 (REF)

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

13 MOTION TO CONVENE TO CLOSED SESSION - None

14 CLOSED SESSION REPORT - None

15 ADJOURNMENT Time: 6:14 PM Motion: Morris Second: Miller Vote: 4-0

UPDATE ANNUALLY
6/16/21

Golden Feather Union Elementary School District Youth Suicide Prevention Protocol

The Superintendent of Golden Feather Union Elementary School District (GFUESD) recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students. While many see this as a high school and middle school issue, it is vitally important to include efforts aimed at elementary age youth. Although the number of suicides in this age group is small, there has been an increase in attempts for 10 -14 year olds over the past few years. Our younger youth are additionally impacted through suicide or attempts of people they know or stories they hear from peers or (social) media.

Recognizing that it is the duty of GFUESD and schools to protect the health, safety, and welfare of its students, this protocol aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this protocol shall be paired with other policies that support the emotional and behavioral wellness of students.

This protocol is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or "place the idea in someone's mind."

In an attempt to reduce suicidal behavior and its impact on students and families, the Administrator or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee has involved school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the strategies for suicide prevention and intervention.

To ensure the policies and protocols regarding suicide prevention are properly adopted, implemented, and updated, the GFUESD Administrative team will serve as the suicide prevention team and the point of contact will be the Principal, or designee, for each school. This policy and protocol shall be reviewed and revised at least annually in conjunction with the previously mentioned community stakeholders.

Prevention: Staff Training

Training shall be provided at all schools (grades 1-12) and shall include all staff members and other adults regularly assisting students on campus.

All suicide prevention trainings shall be offered by school staff or community members who have received advanced training specific to suicide in the appropriate age group.

At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

Core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors (Attachments 1,2,3)
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking. Guidelines for Teachers and Staff (Attachment 4)
- Emphasis on immediately (same day) referring any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member. Intervention In A Suicidal Crisis (Attachment 5)
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide. SAMSHA's National Registry of Evidence-based Programs and Practices [NREPP] (Resource)
- Reviewing data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Center for Disease Control, National Institute of Mental Health [NIMH] (Resources)
- Procedures for responding to the aftermath of suicidal behavior

In addition to initial orientations to the core components of suicide prevention, ongoing staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- The positive impact of teaching social-emotional skills and bolstering resilience;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines)

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;

Responsible:
Site Administrator
will arrange for training.

Resources:
SAMSHA-NREPP:
<https://www.samhsa.gov/nrepp>

Center for Disease Control-Statistics:
CDC Statistics

National Institute of Mental Health-Statistics:
NIMH Statistics

The TREVOR Project:
<https://www.thetrevorproject.org>

HEARD Alliance:
<http://www.heardalliance.org/>

HEARD Alliance-Toolkit for Mental Health Promotion and Suicide Prevention:
HEARD Toolkit

Suicide Prevention Resource Center:
<http://www.sprc.org/>

Society for the Prevention of Teen Suicide

- Suicide-awareness-in-elementary-school
- Parent guides
- Educator Resources

CASEL:
<https://casel.org/what-is-sel/>

<ul style="list-style-type: none"> • Youth with a history of suicide ideation or attempts; • Youth with disabilities, mental illness, or substance abuse disorders; • Lesbian, gay, bisexual, transgender, or questioning youth; • Youth experiencing homelessness or in out-of-home settings, such as foster care; • Youth who have suffered traumatic experiences <p>(See Resources)</p>	
Employee Qualifications and Scope of Service	
<p>Employees of Golden Feather Union Elementary School District must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.</p>	
Prevention: Student Education	
<p>Golden Feather Union Elementary School District along with its partners will carefully review available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.</p> <p>Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:</p> <ul style="list-style-type: none"> • Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress • Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures. <p>The content of the education shall include:</p> <ul style="list-style-type: none"> • Coping strategies for dealing with stress and trauma; • How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others; • Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help; • Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide. <p>Prevention for elementary age youth is less focused on talking about suicide and more about:</p> <ul style="list-style-type: none"> • Learning to recognize and cope with difficult emotions; 	<p>Resources: SAMSHA-NREPP: https://www.samhsa.gov/nrepp SAMSHA: Preventing Suicide Toolkit: Toolkit</p> <p>National Institute of Mental Health (NIMH): Suicide Prevention</p> <p>The TREVOR Project: https://www.thetrevorproject.org</p> <p>Continued from above: HEARD Alliance: http://www.heardalliance.org/ HEARD Alliance-Toolkit for Mental Health Promotion and Suicide Prevention:</p>

<ul style="list-style-type: none"> • Building and maintaining healthy social relationships; • Feeling and showing empathy for others; • Understanding where to go for help. <p><u>Collaborative for Academic, Social, and Emotional Learning (CASEL)</u> (Resource)</p> <p>Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).</p> <p>(See Resources)</p>	<p><u>HEARD Toolkit</u></p> <p>Suicide Prevention Resource Center: http://www.sprc.org/</p> <p>CASEL: https://casel.org/what-is-sel/</p>
<h2>Prevention: Parent Education</h2>	
<p>To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the schools suicide prevention policy and protocols.</p> <p>School sites shall make information available to parents and caregivers about:</p> <ol style="list-style-type: none"> 1) The prevalence of suicide and suicide attempts among youth; 2) The risk factors, warning signs of suicide and protective factors; 3) How to respond when they recognize their child or another youth is at risk; 4) Where to turn for help in the community. <p>This information could be included in parent handbook, parent newsletters, parent workshops, enrollment packets, parent-teacher conferences, etc.</p> <p>When Your Child Expresses Suicidal Thoughts or Behaviors: <u>Handout, Pamphlet</u> (Attachment 6, 6a)</p> <p>General Guidelines for Parents (Elementary) Palo Alto Unified School District <u>Handout</u> (Attachment 6b)</p>	<p>Resources: SAMSHA-NREPP: https://www.samhsa.gov/nrepp</p> <p>SAMSHA: Preventing Suicide Toolkit: <u>Toolkit</u></p> <p>The TREVOR Project: https://www.thetrevorproject.org</p> <p>HEARD Alliance: http://www.heardalliance.org/</p> <p>Society for the Prevention of Teen Suicide <u>Parent guides</u></p> <p>Suicide Prevention Resource Center: http://www.sprc.org/</p>
<h2>Prevention: Identification and Intervention</h2>	
<p>School sites are encouraged to utilize a universal screener to identify potential risk factors</p>	<p>Resources:</p>

and mental health concerns for all students. In addition, students should be aware of how to self-refer or obtain support for someone they are concerned about.

When students are identified through the screener or other means, appropriate follow-up and referrals will be made to school mental health professionals, administrators, other school staff members as appropriate, parents/guardians/caregivers, community mental health and health organizations.

Screener

Kelvin

Identification and Intervention

Intervention protocols to assist students in a crisis involving suicidal thoughts or behaviors are a critical component of school responses. These protocols aid school personnel in intervening effectively with potentially suicidal students. School administrators play a crucial role in establishing a school climate that requires key school personnel to be familiar with and responsive to a suicidal crisis in order to help prevent a youth suicide. Students of concern may be referred to counselors by staff, parents, peers, or self-referral. Intervention protocols vary based on the determined degree of suicide risk and age of the student, see [Intervention In A Suicidal Crisis](#) (Attachment 5)

Key principles to remember in any crisis:

1. **Listen to the student:** Acknowledge their feelings, allow them to express their feelings, avoid giving advice or opinions, and listen for warning signs.
2. **Be direct:** Ask openly about suicide "Suicide is a crisis of non-communication and despair; by asking about it you allow for communication to occur and provide hope" (USF, 2003). Asking about suicide does not put the idea into a student's mind.
3. **Be honest:** Offer hope but do not condescend or offer unrealistic assurance.
4. **Know your limits:** Involve yourself only to the level you feel comfortable. If you are uncomfortable or feel the situation is beyond your capacity to deal with, refer the student to someone in a better position to help. If you feel the student is in immediate danger, escort the student to the the person you are referring to. If not, check to see that the referral was followed up on.
5. **Inform parents (when appropriate, see "Parent Notification and Involvement, page 7):** Their child is experiencing a crisis. Reassure them that he/she is currently safe. Inform them of community supports that are available to them during and after the crisis. Work with the parents to develop a plan of action for getting their child help. As needed, provide written information. When Your Child Expresses Suicidal Thoughts or Behaviors, [Handout, Pamphlet](#) (Attachment 6, 6a); [Sample Guidelines for Notifying Parent, Supporting Parents Through Their Child's Suicidal Crisis](#), (Attachments 8, 8a).
6. **Allow other students to express their fears and concerns** or feelings of responsibility or guilt. Let students know that the student in crisis is receiving help, maintain confidentiality and keep details of the crisis to a minimum.
[Talking-to-your-kid-about-suicide](#) has guidance relevant for school staff. Let students know where they can get help. [Save a Friend: Tips for Teens to Prevent Suicide](#)
7. **Monitor:** Friends of the student and others who are potentially at-risk for suicide.
8. **Debrief:** All faculty and staff involved in the crisis are given opportunities to discuss

Resources:

SAMSHA: Preventing Suicide Toolkit:
[Toolkit](#)

The TREVOR Project:
<https://www.thetrevorproject.org>

HEARD Alliance:
<http://www.heardalliance.org/>

HEARD Alliance -Toolkit for Mental Health Promotion and Suicide Prevention:
[HEARD toolkit](#)

Suicide Prevention Resource Center:
<http://www.sprc.org/>

<p>their reactions and are offered support. Allow expression of feelings, worries, concerns, and suggestions of what was done well and what could have been done better during and following the crisis.</p>	
Intervention: Potentially Suicidal Student	
<p>Refer to “Intervention in a Suicide Crisis” (Attachment 5) for steps to take when a student is identified by a staff person, peer, or parent as <u>potentially</u> suicidal because of directly or indirectly expressed suicidal thoughts or demonstrated warning signs.</p> <p>Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student’s emotional distress, suicidal ideation, or attempt.</p>	<p>Resources: Above</p>
Intervention: In-School Suicide Attempt	
<p>In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:</p> <ol style="list-style-type: none"> 1) Remain calm, remember the student is overwhelmed, confused, and emotionally distressed; 2) Call 911 and give them as much information as possible 3) First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures. 4) School staff will supervise the student to ensure their safety. Do not leave them alone. 5) The school principal, or designee, will contact the student’s parent or guardian, as described in the Parental Notification and Involvement section unless it is determined that contacting parents/guardians will endanger the health or well-being of the student. 6) Staff will move all other students out of the immediate area as soon as possible. 7) Staff will immediately notify the principal or designee, regarding in-school suicide attempts. 8) If appropriate, staff will immediately request a mental health assessment for the youth from <u>Butte County Behavioral Health Help in a Crisis</u> at 891-2810. (If needed, due to lack of response from BCBH Crisis Line, call the above number and ask for a BCBH Supervisor.) 9) Listen and prompt the student to talk. Acknowledge their feelings, allow them to express their feelings, avoid giving advice or opinions, and listen for warning signs. 	<p>Resources: Above</p> <p>Butte County Behavioral Health Crisis and Suicide Prevention: <u>Crisis Response</u></p>

<p>Promise privacy and help, and be respectful, but do not promise confidentiality.</p> <p>10) The school will engage, as necessary, the crisis team and/or school/community mental health professionals to assess whether additional steps should be taken to ensure student safety and well-being.</p> <p>11) Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.</p>	
Intervention: Out-of-School Suicide Attempts	
<p>If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:</p> <ol style="list-style-type: none"> 1) Call 911 or the police and/or emergency medical services. 2) Inform the student's parent or guardian. (Unless it is determined that this will further endanger the health or well-being of the student). 3) Inform the school principal, or designee. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student. <p>If a staff member becomes aware of an out-of-school suicide attempt by a student that occurred without immediate knowledge, it is crucial that staff protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:</p> <ol style="list-style-type: none"> 1) Contact the parents/guardians/caregivers and offer support to the family; 2) Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students; 3) Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct; 4) Designate a staff member to handle media requests; 5) Provide care and determine appropriate support to affected students; 6) Offer to the student and parents/guardians/caregivers steps for reintegration to school (below). 	<p>Resources: Above</p>
Parental Notification and Involvement	
<p>In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent/ guardian/caregiver will be informed as soon as practicable by the principal, or designee. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to</p>	<p>Resources: SAMSHA:Preventing Suicide Toolkit: <u>Toolkit</u> HEARD Alliance-Toolkit</p>

<p>communicate with outside mental health care providers regarding their child (<u>Sample Guidelines for Notifying Parents, Supporting Parents Through Their Child's Suicidal Crisis</u>, (Attachment 8, 8a) <u>Sample Parent Contact Acknowledgement Form</u>, (Attachment 9). Through discussion with the student, the principal or designee will assess whether there is further risk of harm due to parent/ guardian/caregiver notification. If the principal, designee, believes, in their professional capacity, that contacting the parent/guardian/caregiver would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented. Referral to Children's Services is required.</p>	<p>for Mental Health Promotion and Suicide Prevention: <u>HEARD toolkit</u></p> <p>Butte County Behavioral Health Crisis and Suicide Prevention: <u>Crisis Response</u></p>
<p>Postvention: Re-entry Procedure</p>	
<p>A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and well being of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.</p> <p>The following steps shall be implemented upon re-entry:</p> <ol style="list-style-type: none"> 1) A school employed mental health professional or other designee will be identified to coordinate with the student, their parent/ guardian/caregiver, and any outside mental health care providers. 2) Obtain a written release of information signed by parents/guardians/caregivers and providers 3) Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation; 4) Inform the student's teachers about possible days of absences; 5) Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student); 6) Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood; 7) Work with parents/guardians/caregivers to involve the student in an aftercare plan. 8) The designated staff person will periodically check in with student, parents, providers to help the student re-adjust to the school community and address any ongoing concerns. 	<p>Responsible: ~Site Administrator ~Support staff (counselor)</p> <p>Resources: HEARD Alliance: http://www.heardalliance.org/</p> <p>HEARD Alliance-Toolkit for Mental Health Promotion and Suicide Prevention: <u>HEARD Toolkit</u></p> <p>SAMSHA:Preventing Suicide Toolkit: <u>Toolkit</u></p> <p>The TREVOR Project: https://www.thetrevorproject.org</p> <p>Suicide Prevention Resource Center: http://www.sprc.org/</p> <p>Society for the Prevention of Teen Suicide <u>When-a-students-return-to-school</u></p>

Postvention: After a Suicide Death

STEPS TO TAKE IN THE IMMEDIATE AFTERMATH [See After a Suicide Toolkit](#), (Attachment 10)

Day of Event

Administrator or designee:

- Verify details of death with police or other local authority
- Administrator or Designee Contacts Family [Guidelines for Working With the Family](#), (Attachment 11)
 - Express sympathy as you would for any sudden death
 - Inquire about what the school can share about their loss. If family is unwilling or not ready to share, help the family craft a message that they do want released in order to minimize rumors, misinformation, and speculation. Acknowledge that this is a great tragedy and assist them in understanding that crafting a message about the cause of death will help their child's friends who are suffering.
 - Ask what the school can do to support the family.
 - Let them know the school will be checking in with them in the coming days and weeks to determine what continued support the school can provide.
- Administrator or Designee Notifies Schools Where Siblings and Close Relatives Attend
 - Shut down deceased student in all student information systems so no automated messages regarding absence, grades, etc. are sent home
 - If siblings attend the school, ensure no absence calls or letters are sent during this time.
 - Disable student email if provided by the school
 - Ensure office staff knows how to respond to inquiries, [Sample Script for Office Staff](#), (Attachment 12); [Guidelines for Office Staff](#), (Attachment 13)
- Administrator or Designee Notifies School Community. For samples see: [After a Suicide Toolkit](#), (Attachment 10); [HEARD Alliance Toolkit](#), pages 170-174 (Resource)
 - Principal, or designee, notifies all faculty and staff
 - Principal to notify families of students about the death and the school's response
 - Communicate letter to families in the most expedient way so they will know what their student will be facing at school when the death is announced.
 - Letter should include a list of local resources

Resources:

Suicide Prevention Resource Center-After a Suicide Toolkit:

[After a Suicide Toolkit for Schools](#)

SAMSHA: Preventing Suicide Toolkit:

[SAMSHA: Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event: A GUIDE FOR PARENTS, CAREGIVERS, AND TEACHERS Guide](#)

HEARD Alliance-Toolkit for Mental Health Promotion and Suicide Prevention:
[HEARD toolkit](#)

Day One (first school day after event)

Initial All--Staff Meeting (before school) For sample agenda see: [After a Suicide Toolkit](#), (Attachment 10)

- Principal conducts the initial all-staff meeting.

A few goals of this meeting are to:

- 1) Convey what information can be relayed to students
 - For sample announcements, see [After a Suicide Toolkit](#), "Sample Death Notification Statements for Students" (Attachment 10)
 - Prepare staff to inform students in their first class. In order to deal with student reactions provide them with copies of: [After a Suicide Toolkit](#), "Talking About Suicide" (Attachment 10); [Sample Grief Discussion with Students](#), (Attachment 14)
 - Identify staff uncomfortable with notifying students of the death. Designate another staff member or counselors to support those staff members in their classrooms throughout the school day.
 - Remind staff who the designated media spokesperson is and that they should refer any outside requests for comments or information to this individual.
- 2) Control rumors
- 3) Provide staff support
 - Identify staff who can serve as roving substitutes for those instructors who may need a short break.
 - Advise staff that extra support is available for those who need it.
 - Hold an end of day meeting for staff to debrief and to obtain support.
- 4) Remind staff of [risk factors](#) and [warning signs](#) (Attachment 1 and Attachment 2) and to use gatekeeper training as situation warrants.
- 5) Inform staff where to send at-risk students and that they must be sent with another student or escorted by adult -- never alone
- 6) Identify designated locations on site for students who would like to support one another with a trusted adult nearby. Determine who should monitor these sites. Provide snacks if possible along with art and writing supplies for creative expression that may later be preserved for the student's family.
- 7) Designate a parent location for those who come to campus to ask questions and express concerns.
- 8) Send follow up email after the staff meeting with information discussed in the first meeting and any additional details, such as list of local resources.

Support Students During the School Day

- Counselor/s or Psychologists provided by GFUESD will follow deceased student's schedule to assess students and to assist teachers
- Identify, monitor, and support students who may be at risk
 - Recognize that students who were close to deceased and known vulnerable students may be at-risk for suicide. Assign a staff member to develop a list of students of concern with input from others.
 - Meet with at-risk students, document, and follow-up as needed.
- Designate someone to circulate on campus to determine who might be in need and to monitor for rumors.
- Meet with students in small groups including established groups of the deceased (e.g. sports, clubs, friend groups) to provide emotional support. Meeting should be facilitated by counselor, school psychologist, community counseling and grief support, etc. To guide the meeting refer to [After a Suicide Toolkit](#), "Talking About

Suicide" (Attachment 10); Sample Grief Discussion with Students, (Attachment 14)

After-School Staff Meeting

- Acknowledge that it's been a difficult day for everyone and that this meeting is an opportunity to share experiences from the day and what their needs for support will be for the next day.
- Inform staff as to the continued availability of roving substitute teachers and counselors. Determine this based upon expressed need and day one experiences in the classroom.
- Allow staff to express concerns and ask questions.
- Emphasize self-care for teachers/staff since they have been primarily focused on taking care of students.
- Reminder to continue to identify, monitor, and support students who may be at risk.

Advise on Appropriate Memorialization

In the interest of identifying a meaningful, safe approach to acknowledging the loss, schools should both meet with the student's friends and coordinate with the family. The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. In all cases, schools should have a consistent policy so that suicide deaths are handled in the same manner as any other deaths. Refer to After a Suicide Toolkit, "Memorialization" (Attachment 10); Memorials-after-suicide-guidelines Attachment 10b)

Key Considerations for Memorialization

- Any memorial should have the goals of being life-affirming, raising awareness, and reducing stigma.
- Encourage contributions to the family or local organization that supports youth mental health promotion or suicide prevention.
- Because adolescents are especially vulnerable to the risk of suicide contagion, it's important to memorialize the student in a way that doesn't inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying brain conditions such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse).
- Determine a date/time to gather materials from spontaneous memorials so that they can be organized and given to the family. Well in advance of this time, let students know when this will occur.
- Designated staff should be available to students concerned about rumors or social media postings about the death. Social media can be used effectively for the dissemination of accurate information and to promote suicide prevention efforts. For recommendations see After a Suicide Toolkit, "Social Media" (Attachment 10)

Key Considerations for Funeral/Memorial Service (see After a Suicide Toolkit, "Memorialization" Attachment 10; Memorials-after-suicide-guidelines Attachment 10b)

- Discuss with the family the importance of informing clergy or whoever will be conducting the funeral about the risk of suicide contagion among adolescents.
- Communicate the importance of emphasizing the connection between suicide and underlying brain conditions (such as depression), as noted in the key considerations for memorialization listed above.
- Encourage the family to consider holding the funeral outside of school hours if at all possible.
- If family asks, principal should communicate with the funeral director about logistics, including need for mental health professionals and/or grief counselors to be present at the funeral.
- Depending on family wishes, the Principal will disseminate information about the funeral to students, parents, and staff as soon as it becomes available. Include the following information in the announcement:
 - Location of the funeral
 - Time of the funeral (keep school open if the funeral is during school hours)
 - What to expect (e.g. whether there will be an open casket)
 - Guidance regarding how to express condolences to the family (e.g. treat like any other sudden death, family wishes for charitable donations vs. flowers, etc.).
 - School policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult).
 - Consider having a trusted adult or family member accompany students who choose to attend the funeral to provide support.

5. Working with the Media

- Principal will direct all media inquiries to the designated media spokesperson.
- Assemble media packet.
 - A statement is prepared in advance and a hard copy provided by media spokesperson when contacted by outside organizations for comments or information regarding the death.
 - For guidelines and sample statements refer to: [After a Suicide Toolkit](#), "Sample Media Statement", "Key Messages for Media Spokesperson" (Attachment 10) and [HEARD Alliance Toolkit](#) (Resource)
 - Provide media with SPRC/AFSP media guidelines [Recommendations For Reporting on Suicide](#), (Attachment 15).

STEPS TO TAKE IN THE LONG-TERM AFTERMATH

Coordinate implementation of long-term response protocol

- Schedule daily debriefs while in initial assessment period to discuss at-risk students who need follow-up and to review confidential database. This generally lasts 1-2 weeks, but can vary with the situation.
- Discuss with family of deceased student any concerns they may have for siblings, friends or acquaintances and follow up accordingly. Counselor monitors and checks in with at-risk students as long as needed. Document name of student, date/time of check-in, assessment of areas of concern, follow-up referrals and notifications on standardized forms For sample see Resources: [HEARD Alliance Toolkit](#), Attachment 3.15, "Student Suicide Risk Documentation Form").
- Send e-mail updates to staff to keep them informed about funeral arrangements; resources and supports available for them; physical, emotional, cognitive, and

social manifestations of grief in students; referral process for students of concern, etc. This generally lasts 12 weeks, but can vary with the situation.

- Develop prearranged protocol for removing personal items from locker or desk, respecting family wishes for privacy and/or support
- Convene and facilitate a tactical debriefing of what worked and what could be improved upon during the initial assessment period (1-2 weeks post-intervention). Team leader documents successes, challenges, and recommendations for improvement to be incorporated into the Comprehensive Suicide Prevention Toolkit.

Enhance identification and support of vulnerable students

- Identify students in need and refer to counselor (note alternative approaches to identifying students at risk in Section I: Promotion of Mental Health Wellness). Attendance office to alert principal or designee about increased student absences.
- Continue to monitor for rumors.
- Designate staff member to rove site/ campus throughout the day and monitor the emotional climate.
- Continue to meet with students in small groups, especially those groups of which the deceased student was a member.
- Recommend more individual supports (make sure to offer continued support if needed).

Prepare for anniversaries and special events

- Prior to graduation ceremonies for the deceased student's class, check with family about any requests. Acknowledgment of a student who has died by suicide should be consistent with acknowledgement of a student who has died by any other means.
- Be aware of special events (e.g. proms, birthday etc.), holidays, and anniversaries, as these may activate possible stress/grief responses (physical, emotional, social, cognitive) in students or staff. See [SAMSHA Preventing Suicide Toolkit](#), "Guidelines for Anniversaries of a Death" (Resources)
- The probability of contagion is heightened on the anniversary of the death as well as on other meaningful days.
- Expect the possibility of long term memorials. See [After a Suicide Toolkit](#), "Memorialization" (Attachment 10); [Memorials-after-suicide-guidelines](#) (Attachment 10b) and continue to work with family, students, and social media.
- Provide support as needed for siblings of the deceased enrolled in the district. Coordinate with parents. Refer to and choose among the Resources section for more information as needed.
- Principal or designee to remain in contact with family through the funeral and in the weeks following death.
- Communicate with and support the broader school community.
 - Provide parent/community education about suicide, grief, and self-care within the first month following death.
 - Site-based staff, district psychiatrist, district nurse may show AFSP "More than Sad" program providing staff and parents with information about warning signs of suicide, risk-and-protective factors, importance of means restriction, supportive services, community resources, crisis line, and helpful responses to student questions.

External Communication

The school principal or designee will be the sole media spokesperson unless other GFUESD official has been designated. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.



Mary Sakuma

Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely
Associate Superintendent
mzevely@bcoe.org

Special Education

Stacy Doughman
Senior Director
1859 Bird Street
Oroville, CA 95965
Ph: (530) 532-5745
Fx: (530) 532-5794
sdoughma@bcoe.org

Mesa Vista School

Maryanne Taylor
Principal, Special Ed
2265 6th Street
Oroville, CA 95965
Ph: (530) 532-5740
Fx: (530) 532-5743
mtaylor@bcoe.org

Board of Education

Mike Walsh
Karin Matray
Brenda J. McLaughlin
Roger Steel
Amy Christianson
Alan White
Julian Diaz

An Equal Opportunity
Employer

May 4, 2021

Josh Peete
Superintendent Golden Feather Union Elementary School District
11679 Nelson Bar Road
Oroville, CA 95965

AGREEMENT

Butte County Office of Education (BCOE) and Golden Feather Union Elementary School District (GFUESD) agree as follows:

BCOE will provide up to 10 days of school nurse services for the 2021-2022 school year.

The cost for these services will be \$5,150 plus mileage. The total will be S-Transferred from GFUESD to BCOE, by June 30, 2022.

Mary Sakuma
Superintendent, BCOE

Josh Peete
Superintendent, GFUESD

cc: Lisa Anderson, Executive Director, Fiscal Services
Travis Haskill, Sr. Director, Fiscal Services
Alicia Turner, Financial Analyst, Fiscal Services
Michelle Zevely, Associate Superintendent, SPES
Stacy Doughman, Director, Special Education
Maryanne Taylor, Principal, Special Education

For BCOE Use:
01-6500-0-8677-5001-3140-0000-2208

"WHERE STUDENTS COME FIRST"

Golden Feather Union Elementary School District

Invitation for Informal Bids – Main Office Wing HVAC Replacement

The Golden Feather Union Elementary School District is accepting bids for the Back up emergency generator improvements located at 2771 Pentz Rd. Oroville, CA 95965.

Scope of Work:

1. Replace Existing HVAC Equipment like for like contractor to walk site to verify equipment and conditions.
2. Bonds and Insurance are required for this project and well as prevailing wage requirements.
3. If contractor is not on the CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING (CUPCCA) INFORMAL BID LIST for Golden Feather Union Elementary this information shall be provided as attached.

More information may be obtained by request from the Zane Schreder Project Manager by calling 530-228-9733 or email zane@zaneschreder.com

Bids must be received by 2:00p.m. on June 15, 2021 at the Spring Valley School Office located at 2771 Pentz Rd. Oroville, CA 95965.

Josh Peete
Superintendent – Golden Feather Union Elementary School District
Principal – Concow School @ Spring Valley
530.533.3467
jpeete@gfusd.org

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

PUBLIC NOTICE

NOTICE TO CONTRACTORS

NOTICE INVITING CONTRACTORS INTERESTED IN BEING INCLUDED ON
THE GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT 'S 2021
CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
(CUPCCA) INFORMAL BID LIST

In accordance with the State of California Uniform Public Construction Cost Accounting Act (CUPCCAA), the District is inviting all interested licensed contractors to submit their company information for inclusion on the District's Informal Bidding Contractors List for construction projects under \$200,000 during the 2021 calendar year. **If you submitted an application for your company in 2020 and were approved, you will remain on the list for 2021 calendar year.** Per California Public Contract Code 22032, any Public Works Project that is estimated to cost \$200,000 or less is subject to the Informal Bidding Procedures set forth by the California Uniform Construction Cost Accounting Commission. All trade categories are subject to Informal Bidding Procedures. **Contractors interested in being placed on the 2021 Informal Bidding Contractors List are required to have a current license and be registered with the Department of Industrial Relations (DIR) as a public works contractor.**

LETTER OF INTEREST FROM INTERESTED CONTRACTOR

Contractors interested in placement on the District's 2021 Informal Bidding List, must submit a "Letter of Interest." The Letter must contain the contractor's name, address, phone, fax, e-mail, license number, classification and DIR registration number. Submit the Letter of Interest to. Josh Peete

Superintendent – Golden Feather Union Elementary School District

Principal – Concow School @ Spring Valley

530.533.3467 jpeete@gfusd.org

Golden Feather Union Elementary School District

Invitation for Informal Bids – Backup Emergency Generator

The Golden Feather Union Elementary School District is accepting bids for the Backup emergency generator improvements located at 2771 Pentz Rd. Oroville, CA 95965.

Scope of Work:

1. Provide and deliver diesel powered generator set, 130 KW, 120/208 volt, 3 phase, 4 wire, outdoor in weatherproof sound attenuated enclosure, mobile subbase diesel fuel tank rated for 24 hours at full load. Diesel tank will be filled prior to start up and testing.
2. Provide and install 400 amp automatic transfer switch (ATS). ATS to be permanently mounted on a concrete embedded support rack.
3. Provide and install 400 amp external circuit breaker to feed power from existing 1200 amp main circuit breaker to new ATS.
4. Provide and install conduit, supports and wire needed for the following: 120/208 volt power from existing main circuit breaker to new external circuit breaker. 120/208 volt power from new external circuit breaker to new ATS. 120/208 volt power from new portable generator to new ATS. 120/208 volt power from ATS to feed existing main switchgear. Control wiring from generator to ATS for generator automatic start. Power connections to generator will be hard wired to the generator's lugs. No cord connectors or receptacles are included.
5. Modify existing main panel bus bars to be fed from ATS.
6. Install 6' High Chain Link Includes material, labor and equipment to install 5' high chain-link fence using 2" 9 gauge fabric around generator with man gate.
7. Emergency Backup Generator shall be no more than 50' from POC without impacting access to the school.
8. Bonds and Insurance are required for this project and well as prevailing wage requirements.
9. If contractor is not on the CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING (CUPCCA) INFORMAL BID LIST for Golden Feather Union Elementary this information shall be provided as attached.

More information may be obtained by request from the Zane Schreder Project Manager by calling 530-228-9733 or email zane@zaneschreder.com

Bids must be received by 2:00p.m. on June 15, 2021 at the Spring Valley School Office located at 2771 Pentz Rd. Oroville, CA 95965.

Josh Peete

Superintendent – Golden Feather Union Elementary School District

Principal – Concow School @ Spring Valley

530.533.3467

jpeete@gfUSD.org

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

PUBLIC NOTICE

NOTICE TO CONTRACTORS

NOTICE INVITING CONTRACTORS INTERESTED IN BEING INCLUDED ON
THE GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT 'S 2021
CALIFORNIA UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING
(CUPCCA) INFORMAL BID LIST

In accordance with the State of California Uniform Public Construction Cost Accounting Act (CUPCCAA), the District is inviting all interested licensed contractors to submit their company information for inclusion on the District's Informal Bidding Contractors List for construction projects under \$200,000 during the 2021 calendar year. **If you submitted an application for your company in 2020 and were approved, you will remain on the list for 2021 calendar year.** Per California Public Contract Code 22032, any Public Works Project that is estimated to cost \$200,000 or less is subject to the Informal Bidding Procedures set forth by the California Uniform Construction Cost Accounting Commission. All trade categories are subject to Informal Bidding Procedures. **Contractors interested in being placed on the 2021 Informal Bidding Contractors List are required to have a current license and be registered with the Department of Industrial Relations (DIR) as a public works contractor.**

LETTER OF INTEREST FROM INTERESTED CONTRACTOR

Contractors interested in placement on the District's 2021 Informal Bidding List, must submit a "Letter of Interest." The Letter must contain the contractor's name, address, phone, fax, e-mail, license number, classification and DIR registration number. Submit the Letter of Interest to. Josh Peete

Superintendent – Golden Feather Union Elementary School District

Principal – Concow School @ Spring Valley

530.533.3467 jpeete@gfusd.org

June 3, 2021

Samantha Gobba

3353 Bodero Ln. #5

Chico, CA 95973

Concow School at Spring Valley

Dear Josh,

Though I have enjoyed my two years here teaching the 7th and 8th grade classes (as well as 1st, 2nd, 3rd, and 6th), I have accepted a position teaching high school English in Chico.

Please accept my resignation, effective after my last day of June 3, 2021.

Thank you,


Samantha Gobba