

September 23, 2020 Golden Feather UESD Board Agenda

Location: Spring Valley School 2771 Pentz Rd. Oroville, CA 95965 Conference Call (605 475 4811)

Access code 412229

Time: 4:30 PM Closed Session 5:00 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.

1.0 CALL TO ORDER – TIME:

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	_____
Paula Neher	Clerk	_____
Don Saul	Trustee	_____
Richard Miller	Trustee	_____
Reyna Lubner	Trustee	_____

Josh Peete	Superintendent	_____
Pearl Lankford	Executive Assistant	_____

Public Comments

2.0 CLOSED SESSION

2.1 Conference with Labor Negotiator – Josh Peete

2.2 Public Employee Performance/Evaluation

2.3 Public Employee Discipline/Dismissal/Release

3.0 FLAG SALUTE

4.0 APPROVAL TO VARY THE SEQUENCE

Motion _____ Second _____ Vote _____

5.0 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.

6.0 MOTION TO ADJOURN TO PUBLIC HEARING – Sufficiency of Instructional Materials

Motion _____ Second _____ Vote _____

7.0 PUBLIC HEARING

8.0 MOTION TO RECONVENE

Motion _____ Second _____ Vote _____

9.0 REPORTS

9.1 SUPERINTENDENT REPORT/BOARD GOALS

9.2 CSEA/GFTA

9.3 Parents' Club

9.4 Board Members

10.0 MOTION TO ADJOURN TO PUBLIC HEARING – Learning Continuity and Attendance Plan (REF)

Motion _____ Second _____ Vote _____

11.0 PUBLIC HEARING

12.0 MOTION TO RECONVENE

Motion _____ Second _____ Vote _____

13.0 CONSENT CALENDAR

13.1 Minutes 5/20/20, 5/28/20, 8/19/20 (REF)

13.2 Warrants 8/13/20 – 9/16/20 (REF)

13.3 Transfer Request #3

14.0 INFORMATION FOR DISCUSSION

14.1 Waiver Update

14.2 Reschedule Board Advance

14.3 Berry Creek/North Complex

14.4 Concow Bus Barn/Shop

15.0 ACTION ITEMS/NEW BUSINESS

15.1 RESOLUTION #3 20/21 SUFFICIENCY OF INSTRUCTIONAL MATERIALS (REF)

Motion _____ Second _____ Vote _____

15.2 20.21 MOU BCOE AFTER SCHOOL EDUCATION PROGRAM (REF)

Motion _____ Second _____ Vote _____

15.3 SAVVAS (Pearson) Science (5 yr) Adoption 2nd reading (REF)

Motion_____Second_____Vote_____

15.4 Approve 20-21 Consolidated Application (REF)

Motion_____Second_____Vote_____

15.5 Approve BSSP Auxiliary Organization Application for Coverage (REF)

Motion_____Second_____Vote_____

15.6 Approve School Secretary Lynnette Mack 7.5 hrs. daily. 20/21 School Year

Motion_____Second_____Vote_____

16.0 MOTION TO CONVENE TO CLOSED SESSION

Motion_____Second_____Vote_____

(Closed Session)

17.0 REPORT OUT – FOR THE GOOD OF THE ORDER

18.0 ADJOURNMENT

Motion_____Second_____Vote_____

PUBLIC HEARING

THE GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT WILL HOLD A PUBLIC HEARING ON THE ADOPTION OF A RESOLUTION PERTAINING TO THE 2020/2021 SUFFICIENCY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS. A COPY OF THIS RESOLUTION IS HEREBY ATTACHED FOR PUBLIC REVIEW.

THE HEARING WILL TAKE PLACE DURING THE REGULAR SESSION OF THE SEPTEMBER 23, 2020 BOARD MEETING AT SPRING VALLEY SCHOOL. 2771 PENTZ RD. OROVILLE, CA 95965 AT 5:00 PM.

THE PUBLIC IS WELCOME AND ENCOURAGED TO PROVIDE INPUT.

GOLDEN FEATHER UNION ELEMENTARY SCHOOL DISTRICT

Public Hearing

2020 Learning Continuity and Attendance Plan

MEETING DATE AND TIME: September 23, 2020 5:00 PM

LOCATION: Spring Valley School 2771 Pentz RD. Oroville, CA 95965 Conference Call (605) 475-4811 Access Code: 412229

TOPIC: Public Hearing of 2020 Learning Continuity and Attendance Plan

DESCRIPTION: The 2020 Learning Continuity and Attendance Plan will be reviewed and a public hearing held at the September 23, 2020 board meeting. Senate Bill 98 (SB 98) established the Learning Continuity and Attendance Plan (Learning Continuity Plan), which is intended to balance the needs of all stakeholders, including educators, parents, students and community members. The Learning Continuity Plan replaces the LCAP for the 2020–21 school year. This plan is intended to memorialize the planning process that was already underway for the 2020–21 school year. The Learning Continuity Plan will be brought back for adoption on September 30, 2020. The plan will be reviewed by a team involving all of our stakeholder groups and consultation from our District Advisory Committee (parents), District English Learner Advisory Committee (DELAC), GFTA, and CSEA.



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The Golden Feather Union Elementary School District has been impacted by the COVID-19 pandemic in the following ways:

Staff: Sheltering in place while providing meaningful and rigorous education was challenging. Staff had to be trained in delivering synchronous and asynchronous learning that students could do at home. The staff was also recently impacted from a major wildfire compounding trauma in their lives.

Student: Our students were recently impacted by a national disaster and dealing with the residual trauma from November 2018. The school community is a support network for students. During the pandemic, students became isolated. Students had learning loss from the wildfire in the community and COVID-19 compounded this issue.

Community: The community was already dealing with the stress of rebuilding after the Camp Fire. COVID-19 caused difficulty for parents who work. They need the school in-person so they can make a living for their family. Lack of internet was a challenging. Division between the community on wanting to come back versus those that want to stay on distance learning.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: Golden Feather Reopening Committee, text, google forms, Facebook, audio surveys
2. Families: Golden Feather Reopening Committee, text, google forms, Facebook, audio surveys
3. Educators: Golden Feather Reopening Committee, text, google forms, Facebook, audio surveys
4. Stakeholders without access to internet: Golden Feather Reopening Committee, audio surveys
5. Stakeholders who speak languages other than English: The district does not have language learner families.

Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways:

- * Contributions to the Golden Feather Reopening Plan
- * Contributions to the Distance Learning Plan

[A description of the options provided for remote participation in public meetings and public hearings.]

The Golden Feather UESD promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:
Holding public meetings via teleconferencing
Making public meeting accessible telephonically/otherwise electronically to all members of public seeking to observe and address out local legislative body, as consistent with Executive Order N-29-20 (<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>), published on March 18, 2020.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis: By an overwhelming majority, stakeholders want students to be back in-person. Families want the district to attempt any avenue - waiver - etc... to end distance learning. While figuring this out - The district gained feedback on internet connectivity to get distance learning off the ground.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:
The district found that it was in need of a variety of mobile carrier hotspots
The district provided chromebooks to all students.
The district subscribed to online resources that would allow synchronous and asynchronous learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Golden Feather Union Elementary School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instructional schedule model will look like this:

INITIAL PLANNING

In early June 2020, the families of Golden Feather Union Elementary School District were surveyed to find out what they would like for their

students. They were asked to choose between attending school on campus in person, having distance learning, or a blend of the two. The results of the survey were as follows:

On campus in-person 69%
Blended 25%
Distance Learning 6%

A follow up survey was administered with similar results. Based on these results, Golden Feather has decided to offer two options. Teachers will create lessons that will be adaptable to both the on campus in-person and distance learning paths. Technology will be emphasized in both of the learning paths.

REOPENING SCHOOL

The State of California Department of Education (CDE) and the Butte County Office of Education (BCOE) have both authorized the reopening of school. Golden Feather will adhere to all guidelines provided by these entities. If there is a change to the level or phase of reopening in the county, Golden Feather will adapt and move forward. Since Golden Feather has adapted two learning paths, adapting to change will be manageable.

COVID-19 testing is an important issue for students, staff, parents, and other community members. Golden Feather will work closely with the Butte County Health Department (Health Department) to determine local sites for testing. Some likely sites will be CVS, Ampla Health Care, or personal health providers. These tests will be available on a regular and ongoing basis as determined by the Health Department. Personal Protective Equipment will be provided by BCOE and Golden Feather. Cleaning and disinfectant supplies have been ordered by Golden Feather to be available for an August school opening. Golden Feather is working on the assumption that masks and social distancing are of critical importance.

PLAN FOR PARTIAL OR TOTAL SCHOOL CLOSURE

BCOE is working with the Health Department to create a flowchart that will guide Golden Feather on the acceptable path toward school closure. When a student, teacher, or staff member tests positive for COVID-19 and may have exposed others at the school, the guidance included in the Flowchart will be implemented. This guidance will include such things as directions for school closure, home isolation, continued nutrition, and other school services.

Golden Feather will communicate to all affected parties, i.e. staff, parents, guardians, etc., the documenting, reporting, tracking, and tracing of infections. This effort will be coordinated by BCOE and the Health Department. Infected staff members and students will be advised to not return to school until they have met Health Department criteria to discontinue home isolation.

PLAN FOR GREATER RISK STUDENTS AND STAFF

Students and staff who are at a higher risk for severe illness or who cannot safely distance will be protected and supported by having options such as telework, virtual learning, or independent study.

PROMOTING HEALTHY HYGIENE PRACTICES

The training of students and staff pertaining to healthy hygiene practices will take place on a school-wide basis within individual classrooms. Technology will be used extensively to deliver lessons in hand washing, use of tissues, social distancing, facial coverings, etc. Zoom and

YouTube, as well as other acceptable social media, will be used. Staff will also be trained in enhanced sanitation and screening practices. Training and information will be provided to students and staff on proper use, removal, and washing of cloth facial coverings. Handwashing stations and hand sanitizer will be in all classrooms in grades K-5. There will be a handwashing station and hand sanitizer just outside the 6-8 classroom. Regular routines will be followed for handwashing. Paper towels and open trashcans will be provided at all handwashing stations.

Golden Feather considers facial coverings to be a very important factor when re-opening Concow School @ Spring Valley. The district will follow current government orders in regards to facial coverings for staff and students. Golden Feather will provide facial coverings if they are required. Face shields will only be provided to those students who are unable to wear facemasks for medical reasons with a doctor recommendation. Doctor notes will be necessary for students that request a face shield from the district.

All staff will wear facial coverings and social distance as recommended. Face shields will be provided for all teachers in the lower grade levels. Golden Feather will provide facial coverings to all staff. Students and staff must wear facial coverings when being transported in Golden Feather vehicles.

Golden Feather will stock enough school appropriate cleaning supplies to continuously disinfect the school site in accordance with Health Department guidelines. These supplies, to be placed throughout the school site, include soap, tissues, no-touch trashcans, and hand sanitizers.

As of this writing, the State of California requires facial coverings in all public buildings. Schools are considered public buildings. If the State's facial coverings guideline remains in effect when school opens, all individuals, including students, will be required to wear facial coverings.

CLEANING, DISINFECTION, & VENTILATING

The trained custodial staff will clean and disinfect frequently touched surfaces (door handles, light switches, sink handles, bathroom surfaces, tables, student desks, chairs, etc.) within school at least daily and, as practicable, frequently throughout the day. Cleaning products will be approved for use against COVID-19. A schedule of cleaning times will be created with collaboration between the maintenance staff and teachers so that items used frequently by students can be cleaned throughout the day.

Proper ventilation will be maintained during cleaning and disinfecting activities. Fresh outdoor air will be introduced as much as possible. All water systems will be maintained in a safe and orderly manner. School staff and students will only drink bottled water.

PLAYGROUNDS

Recesses will be staggered so that the number of students on the playground at one time will be minimized. Schedules for recess and lunch rotations will be created so as to reduce grouping sizes for eating and play. Handwashing before and after playground use will be required.

PHYSICAL DISTANCING: ARRIVAL & DEPARTURE

Arrival time at school is between 8:00 – 8:30 a.m. All gates and doors will be locked until 8:00 a.m. There will be no supervision of students before 8:00 a.m. If students arrive before 8:00 a.m. then parents/guardians must wait with their child/ren until school opens at 8:00 a.m. Golden Feather will be responsible for students from 8:00 a.m. until they are picked up after school or until they enter the After School Program administered by BCOE. Staff members will escort students from the school gate to the classroom as needed. Current guidance recommends limiting campus visitors. Classrooms will be open at 8:00 a.m. and instruction begins at 8:30 a.m. There will be staggered arrival and pick-up times. Teachers will meet the students when they arrive at the students' assigned classrooms, take temperatures, and distribute facial coverings.

SCREENING WHEN ENTERING

As students arrive between 8:00 a.m. and 8:30 a.m., they will get a facial covering and line-up in a socially distanced line outside their classroom. Teachers will then take the students' temperatures. If the student's temperature is 100.4 degrees or less, the student will wash their hands upon entering the classroom. 6th to 8th grade students will line up and use the inside bathroom sinks to wash their hands.

If a student's temperature is above 100.4 degrees, they will go to the end of the line and be rechecked in a couple of minutes. If their temperature remains above 100.4 degrees, the school staff will send the student to the nurse's room. The school staff will then follow the guidelines identified in the Health Department/BCOE Flowchart.

The After School Program administered by BCOE will use classrooms identified as appropriate for the varying age groups. These learning areas will allow for social distancing.

PHYSICAL DISTANCING: CLASSROOM SPACE

Classroom groups will be kept in small cohorts. Class sizes will be determined by the square footage capacity of each room. Furniture will be arranged so as to maximize usable space. Classrooms will be arranged so that 6ft. spacing can be maintained along with limited face-to-face seating.

PHYSICAL DISTANCING: NON CLASSROOM SPACES

Upon arrival at school, students will enter through the front gate and immediately report to their assigned classrooms. Pathways will be clearly marked to guide student movement. Recesses and lunch times will be staggered so that a limited number of students will be on the playground at any given time.

Non classroom spaces will be used for instruction as often as possible. These spaces include but are not limited to outdoor benches and tables as well as the amphitheatre. Since the cafeteria will not be used for meals, it will also be considered for instructional purposes.

PHYSICAL DISTANCING: STAFF

Staff schedules will be staggered. This will minimize the chances for staff to congregate in the same place at the same time. The front office and the staffroom will be limited to small groups only.

FOOD SERVICE

Breakfast will be eaten in the classrooms and will be ready for the students upon arrival at school. Lunches will also be eaten in the classrooms before the lunchtime recess. The custodial staff will be assigned to help with breakfast and lunch clean-up. As previously mentioned, lunches will be staggered to accommodate minimum sized groups at lunch recess.

SHARING OF OBJECTS OR EQUIPMENT

In accordance with the Center for Disease Control (CDC) guidelines, the sharing of toys, books, electronic devices, and other games or learning aids will be avoided. Each student's belongings will be separated and stored in individually labeled containers, cubbies, or designated areas. Belongings will be sent home each day for cleaning. Personal items brought to school cannot be shared with others.

SYMPTOMS DURING THE SCHOOL DAY

If staff or students exhibit any COVID-19 symptoms while at school, the Health Department/BCOE Flowchart will be used as a guide to indicate the procedures to follow.

STAFF LIAISON

The Golden Feather Superintendent/Principal is the designated liaison between the School District and the Health Department and BCOE.

VISITORS ON SCHOOL CAMPUS & USE OF THE FACILITY

All school gates and doors will be locked during the school day. An office intercom, buzzer, and camera system will be used to screen visitors. A staff member will verify authorized entry. Facility Use Permits will be limited to those that are currently on file. External community organizations will be made aware of all health and safety guidelines being enforced by Golden Feather. All package and mail delivery will be made at the front door of the school.

TRANSPORTATION

All students and staff will wear facial coverings when in district vehicles. Transportation employees will take their own temperatures before entering vehicles. Student temperatures will be taken by the vehicle driver before the students enter the vehicle. The vehicle driver will also ask the students required COVID-19 questions before they enter the vehicle.

All district vehicles will have thermometers, facial coverings, and hand sanitizer on board. All students will be required to use hand sanitizer before entering the vehicle.

No student is allowed to enter the vehicle if their temperature is above 100.4 degrees. No student is allowed to enter the bus if they do not answer the COVID-19 questions mentioned above. The vehicle driver will maintain a daily log of these procedures. Seats will be assigned on all vehicles so that social distancing can be maintained to the extent possible. Families will be reminded that social distancing should be maintained at all vehicle stops while waiting for the vehicle to arrive.

PE, SCHOOL-BASED SPORTS, & EXTRACURRICULAR ACTIVITIES

All students will receive required physical education minutes during the regular school day. Physical education will be limited to activities that promote physical distancing. Use of shared equipment will be kept to a minimum to encourage social distancing. These guidelines will be maintained until advised otherwise by state/local health officials.

STUDENTS WITH SPECIAL NEEDS

Golden Feather will address students with special needs on a case-by-case basis through the IEP/504 process.

EDUCATE FAMILIES

An information flyer and Shared Commitment Agreement regarding COVID-19 will be provided to families in the Back-to-School Packet.

EMPLOYEE ISSUES

Golden Feather will provide all staff with internet training opportunities related to COVID-19 issues. This will ensure that all state/local health standards and recommendations are followed on campus. The district will make reasonable accommodations for staff whom are at a higher risk for severe illness.

Golden Feather will work collaboratively with the representatives of the employee labor groups to address relevant issues brought up with the changes necessitated by this re-opening plan.

Cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles

https://gfusd.org/files/user/1/file/Golden%20Feather%20Reopening%20Plan%20Updated%2007_07_20.pdf

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. Schoolwide, all staff uses i-Ready for all students. Students are provided progress monitoring assessments throughout the year to track progress. Teachers are also using the online components for our state adopted curriculum.

This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. The district developed a new intervention program and dedicated certificated staffing to mitigate learning loss. Also, i-Ready is used to meet students at their level to bring them forward academically. All teachers have individual zoom meeting time where students can meet with the teacher daily to meet academic needs. Many of our students remain classified as homeless due to temporary housing situations post-Camp Fire in November of 2018. Our school counselor is meeting with each student/parent that are absent more than 3 school days or 60% of the week. All teachers are incorporating social emotional learning into their classroom during a morning meeting. There is also time allocated for students to connect with peers to remove some of the feeling of isolation.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$2,013.00	No
Health Materials Additional thermometers to screen student temperature and mitigate potential spread of COVID.	\$500.00	No
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant,	\$2,500.00	No

Description	Total Funds	Contributing
paper towels, gloves, goggles, and masks.		
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	\$1,000.00	No
Ventilation and Air Conditioning (HVAC) filters: Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice. Purchase and installation of all air filters to MERV 13.	\$2,500.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Golden Feather Union Elementary School District will provide continuity of instruction and learning through the following specific ways:

1. Confirmation or provision of access for all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.

All students in the GFUESD will be issued Chromebooks or iPads. Hotspots will be distributed as available and based on need. Concow School WiFi will be available for students.

2. Content aligned to grade level standards that is provided at a level of quality and intellectual challenge equivalent to in-person instruction,

All teachers in the GFUESD will set up and maintain a Google classroom for each of their classes. TK-5 teachers will use the SeeSaw platform as well. Online instruction will be aligned with the Common Core standards, may include GFUESD approved curriculum, and will incorporate best practices for distance learning environments. As appropriate, students may receive instructional packets that will be available at the school. Instructional packets will receive written or oral feedback by a teacher.

3. Academic and other supports designed to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, pupils with exceptional needs, pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

Our intervention teacher will monitor student progress to provide direct support in ELA. S/he will use academic supports such as Read Live and i-Ready. Concow School at Spring Valley's After School Program will coordinate with classroom teachers to provide student academic support.

Teachers will use a Social Emotional Learning curriculum, like Mind Up, daily with students. Students in need of additional support will be referred to the school counselor.

4. Special education, related services, and any other services required by a pupil's individualized education program pursuant to Section 56341, including the requirements of subparagraph (A) of paragraph (9) of subdivision (a) of Section 56345, with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

Accommodations and other services as specified in student Section 504 plans pursuant to the Rehabilitation Act of 1973.

School staff and BCOE will ensure that all IEPs and 504 plans will be adapted to our distance learning model.

5. Designated and integrated instruction in English language development pursuant to Section 11300 of Title 5 of the California Code of Regulations for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

Integrated English Language Development (ELD) will be offered in an online format with the district-adopted curriculum.

6. Daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring, and maintaining school connectedness. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders. If daily live interaction is not feasible as part of regular instruction, the governing board or body of the local educational agency

shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

All teachers will utilize Google Classroom to maintain an online classroom environment. Teachers will utilize a variety of strategies to provide interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology such as Google Meet and/or Zoom. Class lessons in ELA and math will be available for students in both a live and recorded format. Teachers will provide opportunities for students to interact with their peers using the online formats listed above.

(EC 43504) Each local educational agency shall document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day.

For purposes of this section, daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.

(a) Each local educational agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

GFUESD teachers will document daily participation for each student on each school day in AERIES. Additionally, teachers will maintain students' weekly engagement record using AERIES gradebook, Google Classroom, or other activity tracking programs. Teachers will update their gradebooks at minimum weekly to ensure that student progress in course is accurate and up to date.

(b)(1) A pupil who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by the local educational agency. A local educational agency shall use documentation of the absence for purposes of reporting its chronic absenteeism rates in its local control and accountability plan.

Attendance staff will monitor student attendance in AERIES and its accuracy for reporting purposes.

(2) Each local educational agency shall develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary and, when feasible, transitioning the pupil to full-time in-person instruction.

Attendance staff will monitor student attendance in AERIES and verify/update current contact information. Phone calls will occur daily notifying parents of student absences. Reengagement strategies will include a tiered approach with steps outlined below:

- Referral to School Counselor for follow-up with student and parent by phone or in person conference
- Home Visit

- Attendance Contract with Administration
- Referral to Center for Independent Study (if applicable)
- Referral to School Academic and Attendance Review Team (SAART)

(c) Each school shall regularly communicate with parents and guardians regarding a pupil's academic progress.

Teachers will provide at minimum weekly academic reports to students/parents. Students/parents can access the AERIES gradebook regularly via the AERIES parent portal. All students will receive a mid-trimester progress report. Trimester grades will be mailed home in addition to being accessible on the AERIES parent portal. School assignments are not optional. Students will earn grades based on their performance during distance learning. The district will follow its promotion/retention policy.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

GFUESD's focus is to eliminate the digital divide so that all students have access to laptops and internet connectivity.

GFUESD planned to provide devices to all students as well as provide internet hotspots as needed. The district surveyed parents regarding connectivity at home. This was done either by written survey or by phone calls to families. Due to remoteness, high speed internet was also a high need.

The district purchased 100 chromebooks to provide to students. The district owned enough chromebooks for each student prior to COVID, however due to heavy use it was imperative that the district have enough should devices begin to fail. Chromebooks are used by all first through 8th grade students.

The district owned approximately 20 iPads prior to COVID. The district has 16 iPads distributed to TK/K students with approximately 4 extras. GFUESD will purchase 10 iPads to ensure we have replacements as needed.

The plan to connect students to wireless internet included the purchase of hotspots from 3 different providers. This was with the hope that at least one carrier will work at a student's house.

Concow School is currently closed due to infrastructure damage from the Camp Fire in 2018. However, the site still has wireless fiber internet access. The school allowed students to access wireless internet from outside of the school - in the parking lot - and set up socially distant areas on the school grounds to allow for student worst case internet scenarios.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

In order to assess student progress, students' work will be graded and report cards/progress reports will be completed during the designated grading windows throughout the course of the instructional year. As mentioned above, students at every grade level will be provided with daily live interaction with their teacher(s) and peers. During this live interaction, students will be expected to engage in activities that will help demonstrate their learning and will be an opportunity for staff to use both formative feedback to support students' growth.

To support teachers in the area of attendance, participation and engagement, classified staff will be assigned to support the live sessions on a routine basis to observe student participation and to be available to support with small group and individualized instruction. In addition, our staff and counselor will help monitor student engagement through submission of assignments and will use information gathered by the teacher in class to reach out to families if it appears that students have become disengaged in daily instruction. Staff will work with site administration on a tiered re-engagement plan for families.

GFUESD will measure daily participation through multiple points of data collection on each student. One metric will include teachers taking attendance daily during live synchronous instruction. A second metric of participation will be based on teachers keeping accurate gradebooks by recording daily assignment completion, as well as recording project and assessment grades which will culminate in progress report and report card grades. Gradebooks will be updated at least weekly in order to document a student's engagement for that week. A third metric of participation will include monitoring student Google account logins and duration of time logged in using google analytics data. With these three metrics, GFUESD can get a very good measurement of how students are attending and engaging in learning. This documentation will be recorded in Aeries as well as in the CDE template for instructional minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In order to support our staff in the implementation of a high-quality distance learning program, the Golden Feather Union Elementary School District has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>).

Technological support was also given by the Butte County Office of Education. GFUESD has entered a contract with BCOE Coordinated District Support Team to provide ongoing professional development over the course of the year with regards to distance learning, UDL implementation, and MTSS.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

As a result of COVID-19, the GFUESD has had to adapt staff roles and responsibilities in the following ways:

Teachers: Will provide synchronous and asynchronous instruction daily, and will also provide daily office hours and targeted social emotional learning and school connectedness time to support students and families.

Special Education Teacher: Will provide instruction per the IEP. This may include virtual inclusion, virtual co-teaching, push in support into a virtual general education classroom, and limited in-person support adhering to state and local guidance.

Classified staff: Some of our classified staff will be able to continue working in their role to either support students or functions of the site/district while we are in distance learning. However, some classified staff whose job's descriptions are dependent upon them being in the same physical location as students to perform their duties will be provided alternative duties that they can perform such as making phone calls to students and staff and supporting certificated teachers in zoom sessions with small group instruction.

Related Service Providers and Psychological Services: Will meet the requirements of the pre COVID IEP in teletherapy model or in-person supports adhering to state and local guidance. Assessments will be conducted in-person using all COVID pre-cautions if allowed.

School Counselor: Will provide virtual social-emotional counseling to all students who require support. The counselor will help with engagement and attendance support for students not meeting attendance thresholds.

Administrator: Will focus on monitoring the needs of students and families while ensuring additional resources are provided to allow students to engage in a virtual setting. The administrator is the staff liaison responsible for responding to COVID-19 concerns. In addition, the administrator will ensure staff are providing all students with appropriate distance learning opportunities and accurately tracking attendance / engagement.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Special Education Distance Learning Plan

GFUESD has developed a comprehensive Special Education Distance Learning Plan in order to support special education students during distance learning.

Special education students with mild to moderate and moderate to severe disabilities will be provided services based on their PreCOVID IEP.

The IEP will be followed in a virtual format unless it is not possible to do so based on virtual environment and/or student need. Based on CDPH guidance, in-person support is permitted so long as cohort rules are followed.

If the PreCOVID IEP cannot be followed, then an Amendment will be written. The Amendment will offer FAPE.

Services provided include:

SDC program instruction (including mainstreaming)

Inclusion

Push-in and small group pull-out in the break out room for academic support or in-person

Co-teaching

Speech, occupational and physical therapy services

Related Services (direct teletherapy, parent coaching and consultation, consultation only, in-person)

Psychological services

Speech and language

Behavior Intervention Services

Nursing Services

Occupational and Physical Therapy

Vision, Deaf and Hard of Hearing, Orientation and Mobility, Orthopedic Impairment (BCOE)

In-Person Cohorts

In-person Cohorts will be provided to a small group of students who are not able to access their Distance Learning for other reasons. The Cohorts class size is limited to two adults with the same 14 students in small group settings throughout the week.

The IEP team will determine the frequency and duration of service and it will be on the IEP. This includes academic, related services and social emotional support needs. The IEP team may also add additional time or tutoring time with the teacher. This service will be included in the Amendment to the IEP.

School Psychologist Services

Consultation with school staff and parents –primarily this occurs using Zoom, text, and phone calls. Since August some consultation with teachers and staff has occurred in person following all safety protocols.

IEP meetings – School psychologist attendance at all IEPs has been via Zoom. Documents which the psychologist prepares are sent via email as attachments or uploaded to SEIS for staff to access.

Assessment – The triennial reviews to this point have been conducted using existing data accessed by examining physical and electronic files. Input from parents and teachers has been gathered through interview either on the phone or through Zoom. The psychologist will not conduct virtual assessments due to concerns regarding reliability and validity. Based on recent guidance from the California Department of

Health, the psychologist will be beginning in-person assessment by appointment. This is only for circumstances where the parent understands and agrees to in person assessment. All safety protocols and procedures will be followed.

Accessibility Supports:

In order to support students and improve instructional access, GFUESD has added the following supports:

iPads for students who are unable to access classroom instruction through a Chromebook

Apps and web-based supports to provide access to supplemental curriculum for skill development

Extended day Virtual Tutoring and Wellness Center for drop in virtual tutoring and support via the After School Program

English Learners:

GFUESD does not have a significant English Learner (EL) population. All English learners will be provided daily integrated and designated ELD, with additional support during differentiated instruction time and office hours. Extra digital supports will be purchased for our supplemental ELD instructional materials to make them as accessible and interactive as possible during distance learning. In addition, staff will be paid extra duty hours to provide bilingual support to students and families during distance learning. Teachers provide office hours to support EL students and families.

Homeless or Foster Students

Homeless and Foster Youth have been prioritized through program development, social emotional support, staffing and providing for basic life

needs. Due to the Camp Fire, our population of homeless youth remains high. Many families live in temporary housing post-Camp Fire.

GFUESD has an assigned counselor to help fire affected students. The counselor is responsible for following up on attendance issues and discipline. She plays a collaborative role in the continued growth of this population of students. In addition, the administrator serves as the Foster and Homeless Youth Liaison. GFUESD provided free meals through a summer meal program for all youth under the age of 18. During distance learning, we are delivering breakfast and lunches to families - including the homeless and foster youth in the delivery route. All homeless and foster youth have access to extended day support provided by the After School Program.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Chromebooks (100 new)	\$20,000.00	Yes
WiFi Hotspots	\$15,000.00	Yes
iPads (10 new)	\$5,000.00	Yes

Description	Total Funds	Contributing
Distance Learning Supplies	\$5,000.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The Golden Feather Union Elementary School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status.

GFUESD used multiple measures to identify students into three categories: 1

) students who were participating in distance learning and on track in meeting grade level standards;

2) students who need intervention, which had been identified prior to distance learning

and remained true during distance learning;

3) students who specifically were struggling to be successful as a result of the forced shift to distance learning and facing possible learning loss.

Teachers use formative assessment practices and diagnostic screeners to continue to assess learning loss early in the school year, utilizing the data we have accumulated over the last several months to focus our efforts.

While we recognize that we must address learning loss, we also know that it is imperative that we continue to bring students along with current grade-level standards and expectations, not allowing the learning loss to be perpetuated.

The After School Program is also dedicated to providing tutoring for any student struggling on distance learning. They are working collaboratively to identify students that would benefit most from their program.

Students struggling most with distance learning and learning loss are candidates for the district's 14:2 cohorts that meet in-person.

GFUESD will also utilize documents and other resources that have been developed to guide school districts in addressing unfinished learning, as we update our curriculum and assessment guides. These resources will help guide educators in organizing content to address unfinished learning.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Educators will provide daily differentiated instruction time. GFUESD will be utilizing various online educational technology tools to enhance teaching and learning in order to make distance learning substantially equivalent to in-person learning, to the extent possible. Instructional strategies will differ for various student groups as outlined below.

English Learners

Though the district does not have a significant EL population, it does provide support for this group. Staff uses Zoom to provide instruction, while trying to mimic a classroom setting. One staff member is bilingual, helping to provide support in their home language. School information is delivered in more than one language to help EL families access school communication. All English learners will be provided daily integrated and designated ELD, with additional support during differentiated instruction time and office hours. EL students are prioritized for the 14:2 in-person cohort. All EL students are provided with backpacks with school supplies.

Low-Income

We ensure all socioeconomically disadvantaged students have access to engage in daily virtual classroom instruction with the distribution of Chromebooks and WiFi Hotspots. School meals are delivered to their home daily. Low-income students are also prioritized for the 14:2 in-person cohort. All low-income students are provided with backpacks with school supplies.

Foster/Homeless Youth

Foster and Homeless youth are a priority group for placement in the 14:2 cohort. Materials needed to access distance learning are delivered to families if they do not pick up at school. All homeless and foster youth are provided Chromebooks and Wifi Hotspots. All homeless & foster youth students are provided with backpacks with school supplies.

Special Education

The Special Education teams are following PreCOVID IEPs to the extent possible and making amendments as needed. Students will receive a similar frequency and duration of services, with the exception of the shortened instructional day, as is indicated in the IEP. Students who require virtual 1:1 support during Distance Learning will continue to receive the support in the virtual format. If a student requires additional time it may be provided with the 1:1 outside of the synchronous instructional time or during the After School Program. Any student who requires additional classified support can work with their IEP team to develop a

support plan. Students who are not successful with Distance Learning are candidates for small group support. This support is provided in cohorts of no more than 2 adults per 14 students. All special education students are provided Chromebooks and Wifi Hotspots. Also, special education students are provided with backpacks, meal deliveries, and school supplies.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

We will have interim assessments throughout the year, our standards-based grading system in addition to curriculum embedded formative assessments which will be analyzed by faculty and staff to monitor student achievement. Therefore, throughout the school year we will be able to measure students' progress on both standards where they needed support but also their progress with standards that need to be addressed in the 2020-21 school year. There will be a routine process throughout the year and additional tiers of support will be provided for students who appear to have persistent learning loss. Our counselor, faculty, staff and administration will follow up with struggling students to identify barriers to success. Administration will work with the counselor to eliminate barriers.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Professional development for Faculty and Staff for distance learning	\$15,000.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Golden Feather Union Elementary School District will support the mental health and social emotional well-being of students and staff during the school year. We identify student social-emotional needs by:

Referral System: Teachers, staff, parents, and community can access our counselor referral at the school office or online. Students may also access a referral or self-refer for social emotional support. Referrals are followed-up immediately.

GoGuardian: Our online monitoring tool sends alert to district admin should students access or search for content related to mental health of suicidal ideation. When this occurs, district admin notify the counselor for support services. Also, administration will immediately contact the

student and the parent/guardian (when appropriate) to assess specific needs and work with other school staff to help the student succeed and better cope with emotional and/or behavioral difficulties.

Tier 1 Support

All teachers are dedicating time during their day for SEL in TK-8th grade. Examples of this include check-ins, daily welcoming activities, brain breaks, team building, restorative justice circles, clubs, and the after school program. Included in these activities are mindfulness, breaking exercises, and more.

Tier 2 Support

For students whose needs are not met by Tier 1 alone then we would refer to our counselor or school psychologist. They would do virtual student check-ins, mentoring, and coordinate communication with the family. Behaviorists may also become involved at this stage as appropriate.

Tier 3 Support

For students whose needs are not met by Tier 2 supports alone we will refer to a school psychologist, counselor, and behaviorist. Regular individual or group counseling would be administered and potentially seek wrap around services.

We also have a counselor that is available to monitor the mental health and well being of staff and referrals are made when needed for more intensive services for staff. We frequently provide wellness check in's with faculty and staff at staff meetings as well as personalized check ins by administration with faculty and staff. Mental Health and Social Emotional Well -Being is a top priority of GFUESD.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

GFUESD will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:

Tier I: Prevention:

- *Create Positive Messaging and Educate and Engage the community as well as the students in the importance of school attendance
- *Recognize good and improved school attendance and individual students
- *Establish a positive and engaging school climate
- *Monitor school attendance data to measure individual and group progress

Tier II: Early intervention:

If students miss 10% or more of days enrolled school staff members will:

- *Notify parents of poor school attendance
- *Provide a personalized early outreach such as a home visit
- *Meet with the student and the family at the school to develop a plan for overcoming barriers to regular attendance
- *Offer an attendance mentor or buddy at the school

Tier III: Intensive Intervention:

For students missing 20% or more of school days:

- *Intensive case management required for persistent cases
- *Refer persistent cases to SARB board to create a comprehensive plan to provide needed assistance and SAART, School Academic and Attendance Review Team

Teachers will provide at minimum weekly academic reports to students/parents and call students on the day they are absent. Students/parents can access the AERIES gradebook regularly via the AERIES parent portal. All students will receive a mid-trimester progress report. Trimester grades will be mailed home in addition to being accessible on the AERIES parent portal. School assignments are not optional. Students will earn grades based on their performance during distance learning. The district will follow its promotion/retention policy. Our bilingual staff will communicate with families who speak languages other than English.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Golden Feather Union Elementary School District will continue to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:
In-person learning: Breakfast will be eaten in the classrooms and will be ready for the students upon arrival at school. Lunches will also be eaten in the classrooms before the lunchtime recess. The custodial staff will be assigned to help with breakfast and lunch clean-up. As previously mentioned, lunches will be staggered to accommodate minimum sized groups at lunch recess.

Distance learning: The system that works best for our district is to deliver meals to homes and parent places of employment. We provide shelf-stable breakfast and lunch on a delivery route using classified staff members. They operate district vans and provide students with food for the next day. This contact doubles as a way to drop-off and pick-up items as well.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
School Nutrition	Meal preparation and delivery	\$5,000.00	Yes
Pupil Engagement and Outreach	Attendance education and incentives	\$5,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
37.14%	\$135,748.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

For the actions included in the Learning Continuity Plan and marked as contributing to the increased and improved services requirement for foster youth, English Learners, and low income students that are being provided on an LEA wide bases that are consistent with 5CCR Section 15496(b) which were implemented based on the need of our unduplicated students are as follows:

- *Purchased 100 new chromebooks to ensure that all students had access to a device
- *Purchased hotspots for low income students who were in areas of deficit connectivity
- *Purchased ipads for younger students to ensure access to devices
- *Purchased distance learning supplies for unduplicated students to ensure equity and access to necessary learning materials
- *Contracted professional development for faculty and staff for distance learning, curriculum, social emotional learning, MTSS etc.
- *Meal Prep and delivery to unduplicated students who were in need
- *Education campaign on the importance of attendance and engagement and incentives to increase pupil participation in unduplicated pupils

These actions are intended to meet the needs of our foster youth, English Learners, and low-income students in response to the Covid-19 pandemic.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The 37.14% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.

All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 62.86% of students not included in the foster youth, EL, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Specific examples from this plan where we have grown and/or improved services include:

- *Addressing the connectivity issues unduplicated students are facing but providing hotspots
- *Ensuring access to devices for all students
- *Enhancing student engagement by providing professional development to all faculty and staff
- *Educating families and the community on the importance of regular attendance on their child's academic growth and well-being

Specific examples of ongoing increased and improved services are as follows:

- *Fund additional certificated teachers to support lower class sizes and reduce grade level splits. Maintain academic and behavioral intervention programs during the school day.
- *Staff professional development by funding a Coordinator of Innovative Instruction and Support. Contracting with BCOE with SEL, behavior, and academic systems implementation.

All of the actions and services listed above have increased or improved and are expected to result in at least 37.14% proportional increase in services for unduplicated pupils.

May 20, 2020 GFUESD Board Minutes

Meeting Location: Conference Call in (605) 475-4811 Access Code 412229
2771 Pentz Rd. Oroville, CA 95965 (530) 533-3467

Time: 4:30 Closed Session 5:00 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@gfused.org at least two days before the meeting date.

1. CALL TO ORDER – TIME:4:35

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Paula Neher	Clerk	Absent
Don Saul	Trustee	Present
Richard Miller	Trustee	Absent
Reyna Lubner	Trustee	Present

Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

2. PUBLIC COMMENTS – Teacher Samantha Gobba commented on looking into Pearson Science Curriculum.

3. CLOSED SESSION

3.1 Conference with Labor Negotiator – Josh Peete

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

4. CLOSED SESSION REPORT - None

5. FLAG SALUTE – Led by Mr. Saul

6. APPROVAL TO VARY THE SEQUENCE - None

7. PUBLIC COMMENTS - None

8. REPORTS

8.1. Superintendent School Report/Board Goals – Superintendent Josh Peete reported on Independent Study, Distance Learning, 2 new certificated hires, all staff conference calls every Tuesday, Social Emotional Learning, Online Enrollment Packets, Playground Project, Reopening Schools (COVID), Restart Grant, and Board Goals. The bus purchase has been put on hold.

8.2. CSEA – The have a new Representative.

8.3. GFTA – First meeting was today.

8.4. Parents' Club – All meetings have been canceled.

8.5. Board Members – Mr. Saul has been participated in Staff Calls on Tuesdays.

9.0 CONSENT CALENDAR

9.1 Minutes March 4 & 18 and April 9, 2020 Board Minutes (REF)

9.2 Approval of Bill Warrants (4/15/20 – 5/15/20) (REF)

9.4 Williams Quarterly Jan – March 2020 (No Complaints) (REF)

Mr. Saul made a motion to approve. Seconded by Mrs. Lubner, the board voted 3-0. Ayes: Ingvoldsen, Saul, Lubner.

10.0 INFORMATION FOR DISCUSSION

10.1 Financial Report (Income Statement) (REF)

10.2 COVID-19 Update – There will be a webinar tomorrow.

10.3 School Calendar/Instructional Minutes/Bell Schedule

School Calendar has been postponed until after tomorrow's webinar.

10 ACTION ITEMS/NEW BUSINESS

11.1 Intrabudget Transfer Resolution #6 end of 19/20 School Year (REF)

Mr. Saul made a motion to approve. Seconded by Mrs. Lubner, the board voted 3-0 to approve. Ayes: Ingvoldsen, Lubner, Saul

11.2 2020/2021 Data Services MOU (REF)

Mr. Saul made a motion to approve. Seconded by Mrs. Lubner, the board voted 3-0 to approve. Ayes: Ingvoldsen, Lubner, Saul

11.3 Approve Interdistrict Agreement Regarding Developer Fees (REF)

Mr. Saul made a motion to approve. Seconded by Mrs. Lubner, the board voted 3-0 to approve. Ayes: Ingvoldsen, Lubner, Saul

11.4 Section 125 Flexible Benefit Plan Adoption Agreement (REF)

Mr. Saul made a motion to approve. Seconded by Mrs. Lubner, the board voted 3-0 to approve. Ayes: Ingvoldsen, Lubner, Saul

11.5 Resolution On Temporary Borrowing Between Funds #7 2019/2020 (REF)

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

11.6 Award Bid for Concow School Water Project/Pumphouse

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

11.7 Approve Playground Expenditure GFUSD/Butte Strong/Aaron Rodgers Fund (REF)

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

12 MOTION TO CONVENE TO CLOSED SESSION

Mrs. Lubner made a motion to convene to closed. Seconded by Mr. Saul the board voted 3-0. Ayes: Ingvaldsen, Lubner, Saul

13 CLOSED SESSION REPORT – No Action Taken

14 ADJOURNMENT

Mr. Saul made a motion to adjourn at 6:20. Seconded by Mrs. Lubner, the board voted 3-0. Ayes: Ingvaldsen, Saul, Lubner.

May 28, 2020 GFUESD Board Minutes

Location: Spring Valley School 2771 Pentz Rd. Oroville, CA 95965 Conference Call (605 475 4811)

Access code: 412229

1.0 Call to Order – Time 1:00 PM

Board of Trustees

Deborah Ingvoldsen – Present

Paula Neher – Present

Don Saul – Present

Richard Miller – Present

Reyna Lubner – Absent

Josh Peete Superintendent – Present

Pearl Lankford Executive Assistant – Present

2.0 Flag Salute

3.0 Approval to Vary the Sequence – None

4.0 Public Comments – None

5.0 Action Items

5.1. Award Bid for Concow School Water Project/Pumphouse

Mr. Miller made a motion to approve BWD Construction. Seconded by Mr. Saul and following discussion, the board voted 4-0 to approve. Ayes: Ingvoldsen, Neher, Saul, Miller.

6.0 Adjournment Mr. Miller made a motion to adjourn at 1:10 PM. Seconded by Mr. Saul, the board voted 4-0 to adjourn.

Location: Meeting Location: Spring Valley School 2771 Pentz Rd. Oroville, CA 95965 Conference
Call (605 475 4811) Access code 412229

Time: 4:30 PM Closed Session 5:00 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.

1.0 CALL TO ORDER – TIME: 4:30

BOARD OF TRUSTEES

Deborah Ingvaldsen	President	Present
Paula Neher	Clerk	Present
Don Saul	Trustee	Present
Richard Miller	Trustee	Present
Reyna Lubner	Trustee	Present
Josh Peete	Superintendent	Present
Pearl Lankford	Executive Assistant	Present

*Public Comment

2.0 PUBLIC COMMENTS - None

3.0 Motion to adjourn to Closed Session

Mr. Saul motioned to adjourn to closed. Seconded by Mr. Miller, the board voted 5-0. Ayes: Ingvaldsen, Neher, Lubner, Miller, Saul.

3.1 Conference with Labor Negotiator, Josh Peete – Discussion. No Action taken.

Mr. Saul motioned to return to open. Seconded by Mrs. Lubner, the board voted 5-0.

4.0 PUBLIC COMMENTS

None

5.0 REPORTS

5.1 Superintendent School Report/Board Goals – The next board advance will be September 16th at 7:00 PM at Spring Valley School. Playground equipment is set to be delivered the 1st week in September. There was 100% parent attendance for distance learning set up. Butte County was on the watchlist on 7/23. We started distance learning.

5.2 CSEA – No Report

5.3 GFTA – No Report

5.4 Parents' Club – Operated the pool snack bar during the summer.

5.5 Board Members – Mr. Saul helped move furniture to store at the Concow Site.

6.0 CONSENT CALENDAR

- 6.1 6.17.20 7.7.20 7.24.20 Minutes**
- 6.2 Warrants 6/12/20 -8/12/20**
- 6.3 Transfer Requests #1 & #2**

Mr. Saul motioned to approve the consent calendar. Seconded by Mr. Miller, the board voted 5-0. Ayes: Ingvoldsen, Neher, Lubner, Miller, Saul.

7.0 INFORMATION FOR DISCUSSION

- 7.1 Attendance Report – Enrollment 58**
- 7.2 TK-6 COVID-19 In Person Instruction Waiver – The Morris family would like to see this move forward. Mr. Saul feels we have a very workable plan.**

8.0 ACTION ITEMS/NEW BUSINESS

8.1 SAVVAS (Pearson) Science (5 yr) Adoption 1st reading.

Mrs. Lubner made a motion to approve. Seconded by Mr. Miller, the board voted 5-0. Ayes: Ingvoldsen, Neher, Lubner, Miller, Saul.

8.2 45 Day Budget Revision.

Mrs. Neher made a motion to approve. Seconded by Mr. Saul, the board voted 5-0. Ayes: Ingvoldsen, Neher, Lubner, Miller, Saul.

9.0 MOTION TO CONVENE TO CLOSED SESSION

None

10.0 REPORT OUT

- 11.0 ADJOURNMENT** Mr. Saul made a motion to adjourn at 6:27. Seconded by Mr. Miller, the board voted 5-0. Ayes: Ingvoldsen, Neher, Lubner, Miller, Saul.

Checks Dated 08/13/2020 through 09/16/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
3005-182780	08/20/2020	DigitalPath Inc	01-5800		202.95
3005-182781	08/20/2020	BWD General Engineering Contr	01-5600		73,268.75
3005-182782	08/20/2020	DigitalPath Inc	01-5800		202.95
3005-183802	09/03/2020	Lankford, Pearl	01-4300		8.58
3005-183803	09/03/2020	Gaynor Telesystems Inc	01-6400		7,132.21
3005-183804	09/03/2020	HOME DEPOT CRC/GECFGECF DEPT 32 2649078221	01-4300		603.49
3005-183805	09/03/2020	HOUGHTON MIFFLIN COMPANY HMH RECEIVABLES CO LLC	01-4100		2,340.62
3005-183806	09/03/2020	BWD General Engineering Contr	01-5600		131,242.50
3005-184027	09/08/2020	Peete, Joshua J	01-4300	2,249.18	
			01-5800	788.18	3,037.36
3005-184028	09/08/2020	AT&T	01-5900		340.55
3005-184029	09/08/2020	BASIC LABORATORY INC ACCOUNTS RECEIVABLE	01-5800		363.00
3005-184030	09/08/2020	Ben Toilet Rentals Inc	01-5800		136.85
3005-184031	09/08/2020	BUTTE CO DEPT OF PUBLIC HEALTH	01-5800		461.00
3005-184032	09/08/2020	CALIF OCCUPATIONL MEDICAL PROF	01-5800		133.00
3005-184033	09/08/2020	Clark Pest Control Accounting Office	01-5800		440.00
3005-184034	09/08/2020	CSBA	01-5800		2,904.00
3005-184035	09/08/2020	The Daily Cafe	01-5800		79.00
3005-184036	09/08/2020	Eagle Security Systems	01-5800		105.00
3005-184037	09/08/2020	GHD Inc	01-5600		52,909.00
3005-184038	09/08/2020	OFFICE DEPOT	01-4300		1,455.15
3005-184039	09/08/2020	Oroville Safe Lock & Door	01-4300		84.33
3005-184040	09/08/2020	PACE Supply Corp	01-6400		7,369.12
3005-184041	09/08/2020	P G & E	01-5500		58.58
3005-184042	09/08/2020	T Mobile USA Inc	01-5800		483.43
3005-184043	09/08/2020	Twin Builders	01-5600		10,830.00
Total Number of Checks			25		296,191.42

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	25	296,191.42
	Total Number of Checks	25	296,191.42
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		296,191.42

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

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS
Education Code Section 60119
Resolution No. 3 2020/2021

Whereas, the governing board of **Golden Feather Union School District**, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on **September 23, 2020** at **5:00 PM**, which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) and which did not take place during or immediately following school hours, and;

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

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

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

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

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

Therefore, it is resolved that for the 2020/2021 school year, the **Golden Feather Union School District** has provided each pupil with sufficient textbooks and instructional materials **aligned to the academic content standards** and consistent with the cycles and content of the curriculum frameworks.

Passed and adopted by the Governing Board of the Golden Feather Union School District on this day the **23rd of September, 2020**, by the following vote:

Ayes: Noes: Absent: Abstain:

Joshua Peete, Superintendent

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

Purpose

This memorandum of understanding establishes a formal working relationship between **Golden Feather Union Elementary District** and **Butte County Office of Education** acting as partners in the After School Education and Safety Program (ASES). The goals and objectives of our collaboration are to expand learning opportunities for students, families, and community members; to provide academic, enrichment, mentoring, and tutoring educational support; to develop cultural and linguistic competence; to offer opportunities for after school and summer recreation; to provide center-based and linked health, social, and safety services; to provide technology and career training to students; and to expand school and community participation in drug-free, supervised, and fun activities to be provided in safe learning environments. The After School Education and Safety Program Universal Grant requires sites to provide at least 23% (one time COVID adjustment) cash or in-kind matching funds (no more than 25% of the match requirement can be fulfilled by facilities or space usage).

Description of Services

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

Facility Usage Amount:	\$ 3,327
Custodial Services Amount:	\$ 6,984
Additional ASP Staff	\$ 11,336
Supper Administration:	\$ 18,469
Support Staff:	\$ 5,000

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

Administration:	\$ 5,000
------------------------	----------

May include but not limited to representation in governance and evaluation, recruitment, outreach, communication, use of equipment, desk space, technology and the integration of existing educational, enrichment, health, and recreational programs and services.

In-kind dollar amount of program support: \$ 50,116

Terms

The terms of this MOU shall commence on July 1, 2020, and shall extend through June 30, 2021 or unless either partner gives prior written notice of termination. This MOU may be modified or terminated in thirty (30) days upon written notice of intention to terminate the agreement with or without cause.

Golden Feather Union Elementary District

Butte County Office of Education

Josh Peete - Superintendent

Mary Sakuma - Superintendent

Date

Date

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

Snack/Supper administration cost estimate based on prior year's attendance (total number of students served x \$.96/\$3.53).

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



Joshua Peete

Golden Feather Union Sch Dist
11679 Nelson Bar Rd
Oroville, CA 95965-8033
United States

Quote Number: 108789-3

Quote Creation Date: 06-01-2020

Quote Expiration Date: 09-30-2020

Quote Release: 3

Golden Feather Union Sch Dist - MS Science Adoption (5-year)

Price Quote Summary

Solution	Base Amount	Total
Elevate Science Middle Grades	\$ 14,181.94	\$ 14,181.94
Solution Subtotal	\$ 14,181.94	\$ 14,181.94
	Shipping & Handling	\$ 0.00
	Total	\$ 14,181.94

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
Elevate Science Middle Grades				
Elevate Science Middle Grades for California ©2020 - Life				
9781418322373	ELEVATE MIDDLE GRADES SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 5-YEAR + DIGITAL COURSEWARE 5-YEAR LICENSE LIFE	\$101.97	12	\$1,223.64
9781418310622	ELEVATE MIDDLE GRADE SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION LIFE	\$202.97	1	\$202.97
9781418330668	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS CLASSROOM MATERIALS KIT LIFE GRADE 7	\$2,686.53	1	\$2,686.53
Elevate Science Middle Grades for California ©2020 - Life Subtotal				\$ 4,113.14
Elevate Science Middle Grades for California ©2020 - Earth				
9781418322366	ELEVATE MIDDLE GRADES SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 5-YEAR + DIGITAL COURSEWARE 5-YEAR LICENSE EARTH	\$101.97	12	\$1,223.64

ISBN	Description	Price	Charged Qty	Total Charged
9781418310615	ELEVATE MIDDLE GRADE SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION EARTH	\$202.97	1	\$202.97
9781418330651	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS CLASSROOM MATERIALS LS KIT EARTH	\$3,516.70	1	\$3,516.70
Elevate Science Middle Grades for California ©2020 - Earth Subtotal				\$ 4,943.31
Elevate Science Middle Grades for California ©2020 - Physical				
9781418322380	ELEVATE MIDDLE GRADES SCIENCE 2020 CALIFORNIA STUDENT EDITION SEGMENTS 5-YEAR + DIGITAL COURSEWARE 5-YEAR LICENSE PHYSICAL	\$101.97	12	\$1,223.64
9781418310639	ELEVATE MIDDLE GRADE SCIENCE 2020 CALIFORNIA NEW TEACHER EDITION PHYSICAL	\$202.97	1	\$202.97
9781418330675	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS CLASSROOM MATERIALS KIT PHYSICAL GRADE 8	\$3,698.88	1	\$3,698.88
Elevate Science Middle Grades for California ©2020 - Physical Subtotal				\$ 5,125.49
Elevate Science Middle Grades Subtotal				\$ 14,181.94
Solution Subtotal				\$ 14,181.94
Shipping and Handling				\$ 0.00
Total				\$ 14,181.94
Discounted Shipping & Handling Applied				

Optional Section

ISBN	Solution	UOM	Term	List Price	Quantity	Base Amount	Total
1							
9781418331689	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS REFILL KIT EARTH	EA	1	\$1,353.79	1	\$1,353.79	\$1,353.79
2							
9781418331696	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS REFILL KIT LIFE	EA	1	\$1,254.84	1	\$1,254.84	\$1,254.84
3							
9781418331702	ELEVATE ELEMENTARY SCIENCE 2020 CALIFORNIA SEGMENTS REFILL KIT PHYSICAL	EA	1	\$842.42	1	\$842.42	\$842.42

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form, fax or by mail. Please submit your PO and price via one of the following methods:

e-Form: <http://support.savvas.com/support/s/contactsupport>

Fax: 1-877-260-2530

Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or OASIS.

For questions regarding your order please call Customer Service: 1-800-848-9500 .

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format. The breakdown of the fees set forth in this quotation is considered Savvas proprietary information and not subject to disclosure by the customer.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will show up on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas reserves the right to change and/or update technology platforms, including possible edition updates to customers during the term of access . Customers will be notified of any change prior to the beginning of the new school year.

Return Policy: If you are not entirely satisfied with any of our products, then you may, within six months from the date of purchase, return all materials still in new, unused, salable condition for a full refund, credit, or replacement. All returned materials must be shipped back to Savvas within 30 days of receiving the Return Materials Authorization. All materials sold in a set or a package must be returned complete as originally sold. Materials that were provided gratis must be returned proportionate to the purchased items being returned for refund or credit.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the order date of the original order for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to the original order date. Changes should be made using the e-form: <https://k12.savvas.com/worktext-subscription>.

Annual subscriptions for iLit and Successmaker: Products automatically renew on the anniversary date of the original purchase and will be invoiced accordingly, unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by emailing k12customerservice@savvas.com .

Technical support services are included with purchase of Savvas digital products eform: <https://support.savvas.com/support/s/k12-curriculum-support-form> phone: 1-800-234-5832

MySavvas Training which provides online access to on-demand tutorials and interactive webinar sessions is included with purchase of products. <https://mysavvastraining.com>

California Department of Education**Consolidated Application**

Golden Feather Union Elementary (04 61457 0000000)

Status: Certified
Saved by: Susie Kruse
Date: 8/11/2020 4:28 PM**2020-21 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board

9/23/2020
08/11/2020**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC review is not applicable - less than 50 EL students enrolled.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date: 8/12/2020

R02

Page 1 of 2

2020-21 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes
Program Record/Award Number If participating, then provide the required code	20SRSA4397
Title V, Part B Subpart 1 Alternative Uses of Funds Authority Participation	No
Title V, Part B Subpart 2 Rural and Low-Income Grant ESSA Sec. 5221 SACS 4126	No

Susie Kruse
8-28-20

SIGN HERE

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
BAY AREA SCHOOLS INSURANCE COOPERATIVE**

For Activities Sponsored by the Golden Feather Union Elementary School District
and Golden Feather UESD Parents' Club
During the Period July 1, 2020 through June 30, 2022

The Butte Schools Self-Funded Programs (BSSP) and Bay Area Schools Insurance Cooperative (BASIC) have adopted the following minimum guidelines for the Golden Feather UESD Parents' Club (organization), an auxiliary organization of the Golden Feather Union Elementary School District (district), to receive liability protection under the BSSP and BASIC memorandums of coverage:

1. The organization must have written bylaws specifying its purpose as a district/pupil support organization.
2. The bylaws must reflect the nature and degree of the district's direction and supervision of the organization and its activities.
3. The organization's meetings must be timely noticed.
4. The organization may not be a nonprofit corporation organized under Section 501(c)(3) of the Internal Revenue Code, under the California Nonprofit Corporation Law, or under any similar law.
5. Minutes of all proceedings must be kept on file with the district.
6. The organization's events must have specific approval from the district's governing board or its authorized representative.
7. The organization's funds must be reported to and be under the control of the authorized representative of the district. Control shall be through one of the following:
 - a. A district administrative employee must be a signor on the organization's bank account(s);
 - b. A district administrative employee must sign on all payments and/or purchase orders; or
 - c. The organization must post a financial bond for the amount of the funds expected to be collected over a one-year period.
8. The organization must be approved by the district's governing board and the governing boards of both BSSP and BASIC for endorsement to the Memorandum of Coverage.
9. The organization must not discriminate against individuals or its members thorough the dissemination of funds.
10. Activities covered:
 - a. Meetings of the officers and members of the organization
 - b. Newsletter and bulletins
 - c. Candy, cake and bake sales
 - d. Breakfasts, luncheons, brunches or dinners (excluding alcohol)
 - e. Movies, lectures, or awards assemblies
 - f. Drawings or auctions
 - g. Fairs, bazaars or carnivals (excluding animal or mechanical rides)
 - h. Float construction
 - i. Garage sales
 - j. Roller skating or ice skating
 - k. Auto or motor vehicle shows/display
 - l. Watercraft shows/display
 - m. Car washes
 - n. Concerts (excluding rock or "heavy metal")
 - o. Field trips
 - p. Amateur or professional live entertainment
 - q. Parades

**AUXILIARY ORGANIZATION APPLICATION FOR COVERAGE WITH
BUTTE SCHOOLS SELF-FUNDED PROGRAMS and
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For Activities Sponsored by the Golden Feather Union Elementary School District
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During the Period July 1, 2020 through June 30, 2022

- r. Picnics and barbecues
- s. Pep rallies

- t. Walk-a-thons, jog-a-thons, and like events
- u. Dances

11. Excluded activities include, but are not limited to:

- a. Motor vehicle or watercraft speed competitions or races
- b. Events involving alcohol
- c. Mechanical rides
- d. Animal rides
- e. Donkey basketball/baseball
- f. Fireworks
- g. Rodeo
- h. Skateboard events
- i. Bicycle events, involving acrobatics, stunts, or "motocross"
- j. Owned automobiles and trailers
- k. Athletic events such as: football, basketball, soccer, baseball/softball, volleyball, water sports, boxing, wrestling, physical contact sports, etc.

12. Any activity not listed above must be referred to BSSP for approval.

We accept and agree to abide by the above guidelines.

Organization: Golden Feather UESD Parents' Club

Name: _____

Title: _____

Signature: _____

Date: _____

District: Golden Feather Union Elementary School District

Name: _____

Title: _____

Signature: _____

BSSP Approval on: _____

Name: _____

Signature: _____

Date: _____
