

Table A5.5
Staff Collegiality Scale Questions

	All %	ES %	MS %	HS %	NT %
Staff collegiality					
<i>Average reporting “Strongly agree”</i>	43	49	31	36	–
Adults who work at this school... have close professional relationships with one another.					
Strongly agree	40	50	31	18	–
Agree	44	42	31	64	–
Disagree	16	8	38	18	–
Strongly disagree	0	0	0	0	–
support and treat each other with respect.					
Strongly agree	42	45	31	45	–
Agree	55	53	62	55	–
Disagree	3	3	8	0	–
Strongly disagree	0	0	0	0	–
feel a responsibility to improve this school.					
Strongly agree	47	53	31	45	–
Agree	47	47	46	45	–
Disagree	6	0	23	9	–
Strongly disagree	0	0	0	0	–

Question A.40-42: Adults who work at this school... have close professional relationships with one another... support and treat each other with respect... feel a responsibility to improve this school.

Note: Cells are empty if there are less than 5 respondents.

Table A5.6
School Uses Objective Data in Decision Making

	All %	ES %	MS %	HS %	NT %
Strongly agree	44	53	25	36	–
Agree	47	47	33	64	–
Disagree	8	0	42	0	–
Strongly disagree	0	0	0	0	–

Question A.47: This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions.

Note: Cells are empty if there are less than 5 respondents.

Table A5.7
Lack of Respect of Staff by Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	50	72	0	27	–
Mild problem	29	22	36	45	–
Moderate problem	12	6	45	0	–
Severe problem	9	0	18	27	–

Question A.91: For students enrolled in this school, how much of a problem is lack of respect of staff by students?

Note: Cells are empty if there are less than 5 respondents.

Facilities Upkeep

Table A5.8
Clean and Well-Maintained Facilities and Property (In-School Only)

	All %	ES %	MS %	HS %	NT %
Strongly agree	56	55	62	55	–
Agree	40	39	38	45	–
Disagree	3	5	0	0	–
Strongly disagree	0	0	0	0	–

Question A.29: This school has clean and well-maintained facilities and property.

Note: Cells are empty if there are less than 5 respondents.

6. Student Developmental Supports and Opportunities

Table A6.1

Summary of Indicators for Student Developmental Supports and Opportunities at School

	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Caring Adult Relationships	56	60	51	48	–	A6.2
Adults really care about every student	60	63	62	45	–	A6.2
Adults acknowledge and pay attention to students	57	61	50	55	–	A6.2
Adults listen to what students have to say	50	55	38	45	–	A6.2
High Expectations-Adults in School	55	62	46	41	–	A6.3
Adults want every student to do their best	58	63	62	36	–	A6.3
Adults believe every student can be a success	52	61	31	45	–	A6.3
Student Meaningful Participation	42	48	29	36	–	A6.4
Opportunities to decide things	33	38	25	27	–	A6.4
Equal opportunity for classroom participation	58	66	46	45	–	A6.4
Equal opportunity to participate in extracurricular activities	44	49	38	36	–	A6.4
Opportunities to "make a difference"	32	39	8	36	–	A6.4
Promotion of Parental Involvement	35	41	16	36	–	A6.5
School is welcoming to and facilitates parent involvement	42	47	15	55	–	A6.5
Encourages parents to be active partners in schooling	38	47	17	27	–	A6.5
School communicates about student learning expectation	31	36	18	27	–	A6.5
Parents feel welcome to participate at this school	25	29	9	27	–	A6.5

Note: Cells are empty if there are less than 5 respondents.

Caring Relationships

Table A6.2

Caring Relationships Scale Questions

	All %	ES %	MS %	HS %	NT %
Caring relationships					
<i>Average reporting “Strongly agree”</i>	56	60	51	48	–
<i>Adults who work at this school... really care about every student.</i>					
Strongly agree	60	63	62	45	–
Agree	40	37	38	55	–
Disagree	0	0	0	0	–
Strongly disagree	0	0	0	0	–
<i>acknowledge and pay attention to students.</i>					
Strongly agree	57	61	50	55	–
Agree	43	39	50	45	–
Disagree	0	0	0	0	–
Strongly disagree	0	0	0	0	–
<i>listen to what students have to say.</i>					
Strongly agree	50	55	38	45	–
Agree	42	45	38	36	–
Disagree	8	0	23	18	–
Strongly disagree	0	0	0	0	–

Question A.33, 34, 36: Adults who work at this school... really care about every student... acknowledge and pay attention to students... listen to what students have to say.

Note: Cells are empty if there are less than 5 respondents.

High Expectations

Table A6.3

High Expectations Scale Questions

	All %	ES %	MS %	HS %	NT %
High expectations-adults in school					
<i>Average reporting "Strongly agree"</i>	55	62	46	41	–
Adults who work at this school... want every student to do their best.					
Strongly agree	58	63	62	36	–
Agree	42	37	38	64	–
Disagree	0	0	0	0	–
Strongly disagree	0	0	0	0	–
believe that every student can be a success.					
Strongly agree	52	61	31	45	–
Agree	44	39	62	36	–
Disagree	5	0	8	18	–
Strongly disagree	0	0	0	0	–

Question A.35, 37: Adults who work at this school... want every student to do their best... believe that every student can be a success.

Note: Cells are empty if there are less than 5 respondents.

Student Meaningful Participation

Table A6.4

Student Meaningful Participation Scale Questions

	All %	ES %	MS %	HS %	NT %
Student meaningful participation					
<i>Average reporting “Strongly agree”</i>	42	48	29	36	–
<i>This school...</i>					
encourages opportunities for students to decide things like class activities or rules.					
Strongly agree	33	38	25	27	–
Agree	57	62	42	55	–
Disagree	10	0	33	18	–
Strongly disagree	0	0	0	0	–
gives all students equal opportunity to participate in classroom discussions or activities.					
Strongly agree	58	66	46	45	–
Agree	42	34	54	55	–
Disagree	0	0	0	0	–
Strongly disagree	0	0	0	0	–
gives all students equal opportunity to participate in numerous extracurricular and enrichment activities.					
Strongly agree	44	49	38	36	–
Agree	44	41	54	45	–
Disagree	10	11	8	9	–
Strongly disagree	2	0	0	9	–
gives students opportunities to “make a difference” by helping other people, the school, or the community.					
Strongly agree	32	39	8	36	–
Agree	50	50	46	55	–
Disagree	18	11	46	9	–
Strongly disagree	0	0	0	0	–

Question A.16-19: This school... encourages opportunities for students to decide things like class activities or rules... gives all students equal opportunity to participate in classroom discussions or activities... gives all students equal opportunity to participate in numerous extracurricular and enrichment activities... gives students opportunities to “make a difference” by helping other people, the school, or the community (e.g., service learning).

Note: Cells are empty if there are less than 5 respondents.

Promotion of Parental Involvement

Table A6.5
Promotion of Parental Involvement Scale Questions

	All %	ES %	MS %	HS %	NT %
Promotion of parental involvement					
<i>Average reporting "Strongly agree"</i>	35	41	16	36	–
This school is welcoming to and facilitates parent involvement.					
Strongly agree	42	47	15	55	–
Agree	53	45	85	45	–
Disagree	5	8	0	0	–
Strongly disagree	0	0	0	0	–
This school encourages parents to be active partners in educating their child.					
Strongly agree	38	47	17	27	–
Agree	56	50	58	73	–
Disagree	7	3	25	0	–
Strongly disagree	0	0	0	0	–
Teachers at this school communicate with parents about what their children are expected to learn in class.					
Strongly agree	31	36	18	27	–
Agree	62	64	64	55	–
Disagree	7	0	18	18	–
Strongly disagree	0	0	0	0	–
Parents feel welcome to participate at this school.					
Strongly agree	25	29	9	27	–
Agree	67	63	73	73	–
Disagree	7	6	18	0	–
Strongly disagree	2	3	0	0	–

Question A.28, 46, 80, 81: This school is welcoming to and facilitates parent involvement... This school encourages parents to be active partners in educating their child... Teachers at this school communicate with parents about what their children are expected to learn in class... Parents feel welcome to participate at this school.

Note: Cells are empty if there are less than 5 respondents.

Table A6.5***Promotion of Parental Involvement Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
School staff take parents' concerns seriously.					
Strongly agree	40	44	18	45	–
Agree	55	56	55	55	–
Disagree	5	0	27	0	–
Strongly disagree	0	0	0	0	–

Question A.82: School staff take parents' concerns seriously.

Note: Cells are empty if there are less than 5 respondents.

7. Learning Conditions

Table A7.1
Summary of Indicators of School Learning Conditions

	Percent Responding "Strongly Agree"					Table
	All %	ES %	MS %	HS %	NT %	
Learning Supports						
Support for social emotional learning	38	49	18	20	–	A7.2
Student readiness to learn	21	28	7	14	–	A7.3
Instructional equity	36	41	28	29	–	A7.6
Antibullying climate	43	52	27	27	–	A7.11
Fairness, Rule Clarity, and Respect for Diversity						
Fairness and rule clarity	36	45	16	25	–	A7.4
Respect for diversity	46	54	30	33	–	A7.5
Positive Peer Relations						
Student peer relationships	32	38	18	27	–	A7.10

Note: Cells are empty if there are less than 5 respondents.

Supports for Learning and Student Academic Engagement

Table A7.2

Support for Social Emotional Learning Scale Questions

	All %	ES %	MS %	HS %	NT %
Support for social emotional learning					
<i>Average reporting "Strongly agree"</i>	38	49	18	20	–
This school encourages students to feel responsible for how they act.					
Strongly agree	38	50	9	27	–
Agree	57	50	73	64	–
Disagree	5	0	18	9	–
Strongly disagree	0	0	0	0	–
This school encourages students to understand how others think and feel.					
Strongly agree	34	46	9	18	–
Agree	54	49	73	55	–
Disagree	12	5	18	27	–
Strongly disagree	0	0	0	0	–
Students are taught that they can control their own behavior.					
Strongly agree	39	51	18	18	–
Agree	53	49	45	73	–
Disagree	8	0	36	9	–
Strongly disagree	0	0	0	0	–
This school helps students resolve conflicts with one another.					
Strongly agree	42	54	27	18	–
Agree	51	46	55	64	–
Disagree	7	0	18	18	–
Strongly disagree	0	0	0	0	–

Question A.65, 68-70: This school encourages students to feel responsible for how they act... This school encourages students to understand how others think and feel... Students are taught that they can control their own behavior... This school helps students resolve conflicts with one another.

Note: Cells are empty if there are less than 5 respondents.

Table A7.2

Support for Social Emotional Learning Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school encourages students to care about how others feel.					
Strongly agree	36	43	27	18	–
Agree	59	57	55	73	–
Disagree	5	0	18	9	–
Strongly disagree	0	0	0	0	–

Question A.71: This school encourages students to care about how others feel.

Note: Cells are empty if there are less than 5 respondents.

Table A7.3
Student Readiness to Learn Scale Questions

	All %	ES %	MS %	HS %	NT %
Student readiness to learn					
<i>Average reporting "Strongly agree"</i>	21	28	7	14	–
Students are healthy and physically fit.					
Strongly agree	20	27	9	9	–
Agree	51	41	64	73	–
Disagree	27	30	27	18	–
Strongly disagree	2	3	0	0	–
Students start/arrive at school alert and rested.					
Strongly agree	17	19	9	18	–
Agree	43	53	36	18	–
Disagree	36	25	55	55	–
Strongly disagree	3	3	0	9	–
Students are motivated to learn.					
Strongly agree	21	31	0	9	–
Agree	59	61	73	36	–
Disagree	21	8	27	55	–
Strongly disagree	0	0	0	0	–
Students in this school are well-behaved.					
Strongly agree	25	32	9	18	–
Agree	68	68	73	64	–
Disagree	7	0	18	18	–
Strongly disagree	0	0	0	0	–

Question A.56-59, 73: Students are healthy and physically fit... Students arrive at school alert and rested. [In-school only]... Students start school alert and rested. [Remote only]... Students are motivated to learn... Students in this school are well-behaved.

Note: Cells are empty if there are less than 5 respondents.

Fairness, Rule Clarity, and Respect for Diversity

Table A7.4

Fairness and Rule Clarity Scale Questions

	All %	ES %	MS %	HS %	NT %
Fairness and rule clarity					
<i>Average reporting “Strongly agree”</i>	36	45	16	25	–
This school handles discipline problems fairly.					
Strongly agree	47	58	23	36	–
Agree	37	34	46	36	–
Disagree	15	8	31	18	–
Strongly disagree	2	0	0	9	–
The school rules are fair.					
Strongly agree	39	51	18	18	–
Agree	59	49	82	73	–
Disagree	0	0	0	0	–
Strongly disagree	2	0	0	9	–
This school clearly informs students what will happen if they break school rules.					
Strongly agree	28	36	9	18	–
Agree	53	53	27	82	–
Disagree	16	11	45	0	–
Strongly disagree	3	0	18	0	–
Students know what the rules are.					
Strongly agree	31	38	9	27	–
Agree	63	62	55	73	–
Disagree	5	0	27	0	–
Strongly disagree	2	0	9	0	–

Question A.25, 72, 78, 79: This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.

Note: Cells are empty if there are less than 5 respondents.

Table A7.5
Respect for Diversity Scale Questions

	All %	ES %	MS %	HS %	NT %
Respect for diversity					
<i>Average reporting "Strongly agree"</i>	46	54	30	33	–
Students respect each other's differences.					
Strongly agree	31	39	18	18	–
Agree	55	58	55	45	–
Disagree	10	3	27	18	–
Strongly disagree	3	0	0	18	–
Adults from this school respect differences in students.					
Strongly agree	49	59	27	36	–
Agree	42	41	55	36	–
Disagree	7	0	9	27	–
Strongly disagree	2	0	9	0	–
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.					
Strongly agree	56	62	45	45	–
Agree	37	35	45	36	–
Disagree	7	3	9	18	–
Strongly disagree	0	0	0	0	–

Question A.53-55: Students respect each other's differences (e.g., gender, race, culture, sexual orientation)... Adults from this school respect differences in students (e.g., gender, race, culture, sexual orientation)... Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.

Note: Cells are empty if there are less than 5 respondents.

Instructional Equity

Table A7.6
Instructional Equity Scale Questions

	All %	ES %	MS %	HS %	NT %
Instructional equity					
<i>Average reporting “Strongly agree”</i>	36	41	28	29	–
<i>This school...</i>					
emphasizes using instructional materials that reflect the culture or ethnicity of its students.					
Strongly agree	30	30	31	30	–
Agree	47	57	31	30	–
Disagree	23	14	38	40	–
Strongly disagree	0	0	0	0	–
has staff examine their own cultural biases through professional development or other processes.					
Strongly agree	22	25	8	27	–
Agree	43	47	38	36	–
Disagree	30	22	46	36	–
Strongly disagree	5	6	8	0	–
considers closing the racial/ethnic achievement gap a high priority.					
Strongly agree	30	39	8	27	–
Agree	53	50	62	55	–
Disagree	17	11	31	18	–
Strongly disagree	0	0	0	0	–
has high expectations for all students, regardless of their race, ethnicity, or nationality.					
Strongly agree	54	59	54	36	–
Agree	39	38	31	55	–
Disagree	7	3	15	9	–
Strongly disagree	0	0	0	0	–

Question A.20-23: This school... emphasizes using instructional materials that reflect the culture or ethnicity of its students... has staff examine their own cultural biases through professional development or other processes... considers closing the racial/ethnic achievement gap a high priority... has high expectations for all students, regardless of their race, ethnicity, or nationality.

Note: Cells are empty if there are less than 5 respondents.

Table A7.6

Instructional Equity Scale Questions – Continued

	All %	ES %	MS %	HS %	NT %
This school fosters an appreciation of student diversity and respect for each other.					
Strongly agree	48	58	38	27	–
Agree	40	39	31	55	–
Disagree	10	3	23	18	–
Strongly disagree	2	0	8	0	–

Question A.24: This school fosters an appreciation of student diversity and respect for each other.

Note: Cells are empty if there are less than 5 respondents.

Table A7.7***Staff Treat All Students Fairly***

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	55	31	36	–
Agree	44	45	54	27	–
Disagree	10	0	15	36	–
Strongly disagree	0	0	0	0	–

Question A.38: Adults who work at this school treat all students fairly.

Note: Cells are empty if there are less than 5 respondents.

Cultural Sensitivity

Table A7.8***Support Provided for Teaching Culturally and Linguistically Diverse Students***

	All %	ES %	MS %	HS %	NT %
Strongly agree	35	43	25	18	–
Agree	52	49	50	64	–
Disagree	13	8	25	18	–
Strongly disagree	0	0	0	0	–

Question A.45: This school provides the supports needed for teaching culturally and linguistically diverse students.

Note: Cells are empty if there are less than 5 respondents.

Table A7.9***Racial/Ethnic Conflict Among Students is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	72	92	36	45	–
Mild problem	26	8	55	55	–
Moderate problem	2	0	9	0	–
Severe problem	0	0	0	0	–

Question A.89: For students enrolled in this school, how much of a problem is racial/ethnic conflict among students?

Note: Cells are empty if there are less than 5 respondents.

Legend: All–All District; ES–Elementary; MS–Middle; HS–High; NT–Continuation/Community Day/Other Type
Pierce Joint Unified

Student Peer Relationships

Table A7.10

Student Peer Relationships Questions

	All %	ES %	MS %	HS %	NT %
Student peer relationships					
<i>Average reporting "Strongly agree"</i>	32	38	18	27	–
Students care about one another.					
Strongly agree	37	41	9	55	–
Agree	61	57	91	45	–
Disagree	2	3	0	0	–
Strongly disagree	0	0	0	0	–
Students treat each other with respect.					
Strongly agree	28	36	18	9	–
Agree	57	61	27	73	–
Disagree	16	3	55	18	–
Strongly disagree	0	0	0	0	–
Student get along well with one another.					
Strongly agree	32	38	27	18	–
Agree	63	62	45	82	–
Disagree	5	0	27	0	–
Strongly disagree	0	0	0	0	–
Students enjoy spending time together during school activities.^Ø (In-School Only)					
Strongly agree	47	49	45	45	–
Agree	51	49	55	55	–
Disagree	2	3	0	0	–
Strongly disagree	0	0	0	0	–

Question A.60, 62-64: Students enjoy spending time together during school activities... Students care about one another... Students treat each other with respect... Student get along well with one another.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Table A7.10

Student Peer Relationships Questions – Continued

	All %	ES %	MS %	HS %	NT %
Students enjoy interacting with each other during class activities.^Ø (Remote Only)					
Strongly agree					–
Agree					–
Disagree					–
Strongly disagree					–

Question A.61: Students enjoy interacting with each other during class activities.

Notes: Cells are empty if there are less than 5 respondents.

^ØItem not included in the scale.

Antibullying Climate

Table A7.11

Antibullying Climate Scale Questions

	All %	ES %	MS %	HS %	NT %
Antibullying climate					
<i>Average reporting “Strongly agree”</i>	43	52	27	27	–
Teachers make it clear to students that bullying is not tolerated.					
Strongly agree	56	70	36	27	–
Agree	41	30	64	55	–
Disagree	3	0	0	18	–
Strongly disagree	0	0	0	0	–
If a student was bullied, he or she would tell one of the teachers or staff at school.					
Strongly agree	32	38	18	27	–
Agree	58	62	64	36	–
Disagree	8	0	18	27	–
Strongly disagree	2	0	0	9	–
Students tell teachers when other students are being bullied.					
Strongly agree	36	46	18	18	–
Agree	46	46	36	55	–
Disagree	17	8	45	18	–
Strongly disagree	2	0	0	9	–
If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.					
Strongly agree	56	62	45	45	–
Agree	44	38	55	55	–
Disagree	0	0	0	0	–
Strongly disagree	0	0	0	0	–

Question A.48-51: Teachers make it clear to students that bullying is not tolerated... If a student was bullied, he or she would tell one of the teachers or staff at school... Students tell teachers when other students are being bullied... If a student tells a teacher that someone is bullying her or him, the teacher will do something to help.

Note: Cells are empty if there are less than 5 respondents.

Table A7.11***Antibullying Climate Scale Questions – Continued***

	All %	ES %	MS %	HS %	NT %
Students try to stop bullying when they see it happening.					
Strongly agree	33	43	18	18	–
Agree	33	46	18	9	–
Disagree	30	11	55	64	–
Strongly disagree	4	0	9	9	–

Question A.52: Students try to stop bullying when they see it happening.

Note: Cells are empty if there are less than 5 respondents.

Truancy

Table A7.12***Cutting Class or Truancy is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	57	81	27	9	–
Mild problem	26	17	36	45	–
Moderate problem	12	3	27	27	–
Severe problem	5	0	9	18	–

Question A.92: For students enrolled in this school, how much of a problem is cutting classes or being truant?

Note: Cells are empty if there are less than 5 respondents.

8. Student Health Risks and Prevention

Mental Health

Table A8.1
Student Feeling Hopeful About the Future

	All %	ES %	MS %	HS %	NT %
Strongly agree	24	36	0	9	–
Agree	64	64	73	55	–
Disagree	12	0	27	36	–
Strongly disagree	0	0	0	0	–

Question A.67: Students feel hopeful about the future.

Note: Cells are empty if there are less than 5 respondents.

Table A8.2
Student Depression or Other Mental Health Issues are a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	26	39	0	9	–
Mild problem	47	42	64	45	–
Moderate problem	22	19	27	27	–
Severe problem	5	0	9	18	–

Question A.90: For students enrolled in this school, how much of a problem is student depression or other mental health problems?

Note: Cells are empty if there are less than 5 respondents.

Bullying and Fighting

Table A8.3

Harassment or Bullying Among Students is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	31	42	18	9	–
Mild problem	47	47	36	55	–
Moderate problem	21	11	36	36	–
Severe problem	2	0	9	0	–

Question A.86: For students enrolled in this school, how much of a problem is harassment or bullying among students?

Note: Cells are empty if there are less than 5 respondents.

Table A8.4

Physical Fighting Between Students is a Problem (In-School Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	62	86	27	18	–
Mild problem	24	11	45	45	–
Moderate problem	14	3	27	36	–
Severe problem	0	0	0	0	–

Question A.87: For students enrolled in this school, how much of a problem is physical fighting between students?

Note: Cells are empty if there are less than 5 respondents.

Delinquency

Table A8.5
Vandalism (Including Graffiti) is a Problem (In-School Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	62	81	18	45	–
Mild problem	31	17	64	45	–
Moderate problem	7	3	18	9	–
Severe problem	0	0	0	0	–

Question A.95: For students enrolled in this school, how much of a problem is vandalism (including graffiti)?
Note: Cells are empty if there are less than 5 respondents.

Table A8.6
Theft is a Problem (In-School Only)

	All %	ES %	MS %	HS %	NT %
Insignificant problem	78	89	64	55	–
Mild problem	21	11	27	45	–
Moderate problem	2	0	9	0	–
Severe problem	0	0	0	0	–

Question A.96: For students enrolled in this school, how much of a problem is theft?
Note: Cells are empty if there are less than 5 respondents.

Table A8.7
Gang-Related Activity is a Problem

	All %	ES %	MS %	HS %	NT %
Insignificant problem	84	92	82	64	–
Mild problem	16	8	18	36	–
Moderate problem	0	0	0	0	–
Severe problem	0	0	0	0	–

Question A.93: For students enrolled in this school, how much of a problem is gang-related activity?
Note: Cells are empty if there are less than 5 respondents.

Table A8.8***Weapons Possession is a Problem (In-School Only)***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	98	100	100	91	–
Mild problem	2	0	0	9	–
Moderate problem	0	0	0	0	–
Severe problem	0	0	0	0	–

Question A.94: For students enrolled in this school, how much of a problem is weapons possession?

Note: Cells are empty if there are less than 5 respondents.

Substance Use

Table A8.9***Student Alcohol and Drug Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	76	97	73	9	–
Mild problem	19	3	27	64	–
Moderate problem	2	0	0	9	–
Severe problem	3	0	0	18	–

Question A.83: For students enrolled in this school, how much of a problem is student alcohol and drug use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.10***Student Tobacco Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	77	97	70	18	–
Mild problem	19	3	30	64	–
Moderate problem	4	0	0	18	–
Severe problem	0	0	0	0	–

Question A.84: For students enrolled in this school, how much of a problem is student tobacco use?

Note: Cells are empty if there are less than 5 respondents.

Table A8.11***Student Vaping or Electronic Cigarette Use is a Problem***

	All %	ES %	MS %	HS %	NT %
Insignificant problem	69	94	36	18	–
Mild problem	17	6	36	36	–
Moderate problem	12	0	27	36	–
Severe problem	2	0	0	9	–

Question A.85: For students enrolled in this school, how much of a problem is student vaping or e-cigarette use?

Note: Cells are empty if there are less than 5 respondents.

Substance Use Prevention Policies

Table A8.12***School Bans Tobacco Use and Vaping (In-School Only)***

	All %	ES %	MS %	HS %	NT %
No	2	0	9	0	–
Yes	90	92	73	100	–
Don't know	9	8	18	0	–

Question A.104: Does your school ban tobacco use and vaping on school property and at school sponsored events?

Note: Cells are empty if there are less than 5 respondents.

Table A8.13***School Enforces Policies Banning Tobacco Use and Vaping***

	All %	ES %	MS %	HS %	NT %
Strongly agree	40	29		60	–
Agree	60	71		40	–
Disagree	0	0		0	–
Strongly disagree	0	0		0	–

Question A.117: This school consistently enforces policies banning tobacco use/vaping on school property.

Note: Cells are empty if there are less than 5 respondents.

9. Discipline and Counseling

Table A9.1
Disciplinary Harshness Scale Questions

	All %	ES %	MS %	HS %	NT %
Disciplinary harshness					
<i>Average reporting “Strongly agree” or “Agree”</i>	18	19	14	18	–
The rules at this school are too strict.					
Strongly agree	5	5	0	9	–
Agree	8	11	9	0	–
Disagree	61	57	73	64	–
Strongly disagree	25	27	18	27	–
It is easy for students to get kicked out of class or get suspended.					
Strongly agree	5	6	0	9	–
Agree	9	6	9	18	–
Disagree	48	42	64	55	–
Strongly disagree	38	47	27	18	–
Students get in trouble for breaking small rules.					
Strongly agree	5	5	0	9	–
Agree	17	19	9	18	–
Disagree	59	57	82	45	–
Strongly disagree	19	19	9	27	–
Teachers are very strict here.					
Strongly agree	4	3	0	9	–
Agree	19	23	27	0	–
Disagree	61	60	64	64	–
Strongly disagree	16	14	9	27	–

Question A.74-77: The rules at this school are too strict... It is easy for students to get kicked out of class or get suspended... Students get in trouble for breaking small rules... Teachers are very strict here.

Note: Cells are empty if there are less than 5 respondents.

Table A9.2

Provides Adequate Counseling and Support for Students

	All %	ES %	MS %	HS %	NT %
Strongly agree	47	45	54	45	–
Agree	39	42	23	45	–
Disagree	15	13	23	9	–
Strongly disagree	0	0	0	0	–

Question A.12: This school provides adequate counseling and support services for students.

Note: Cells are empty if there are less than 5 respondents.

10. Professional Development Needs

Table A10.1

Areas of Professional Development Needs

	All %	ES %	MS %	HS %	NT %
<i>Instruction and School Environment</i>					
Positive behavioral support and classroom management					
Yes	41	25	91	45	–
No	59	75	9	55	–
Creating a positive school climate (<i>In-School Only</i>)					
Yes	38	31	55	45	–
No	62	69	45	55	–
<i>Addressing Needs of Diverse Populations</i>					
Working with diverse racial, ethnic, or cultural groups					
Yes	29	25	45	27	–
No	71	75	55	73	–
<i>Providing Support Services</i>					
Meeting the social, emotional, and developmental needs of youth					
Yes	69	64	91	64	–
No	31	36	9	36	–

Question A.97, 98, 100, 103: Do you feel that you need more professional development, training, mentorship, or other support to do your job in any of the following areas?... positive behavioral support and classroom management... working with diverse racial, ethnic, or cultural groups... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)... creating a positive school climate.

Note: Cells are empty if there are less than 5 respondents.

Section B. Learning Supports Module

1. Module Sample

Table B1.1

Learning Supports Module Sample

	All	ES	MS	HS	NT ^A
Number of respondents	17	9	3	5	–

Notes: ^ANT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.

2. Summary of Indicators

Table B2.1

Summary of Indicators of School Learning Supports

	All %	ES %	MS %	HS %	NT %	Table
Discipline, Safety, and Behavior Management						
Punishes first-time violations of alcohol/drug policies [†]	13	0		20	–	B3.1
Enforces zero tolerance policies [†]	13	0		20	–	B3.1
Has sufficient resources to create a safe campus [†]	18	0		40	–	B3.2
Seeks to maintain a secure campus ^{†Φ}	6	0		20	–	B3.2
Provides harassment or bullying prevention [§]	41	56		20	–	B3.3
Provides conflict resolution or behavior management instruction [§]	47	67		20	–	B3.3
Substance Use and Risk Behavior						
Considers substance abuse prevention an important goal [†]	19	0		40	–	B4.1
Collaborates well with community organizations to address substance use or other problems [†]	12	0		40	–	B4.1
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems [†]	7	0		20	–	B4.1
Provides alcohol or drug use prevention instruction [§]	6	0		20	–	B4.1
Provides tobacco use/vaping prevention instruction [§]	6	0		20	–	B4.1
Has sufficient resources to address substance use prevention needs [†]	7	0		20	–	B4.1
Physical Health and Special Needs						
Provides adequate health services for students [†]	12	0		20	–	B5.1
Provides opportunities for physical education and activity [§]	71	56		80	–	B5.1
Youth Development and Social-Emotional Supports						
Fosters youth development, resilience, or asset promotion [§]	29	33		20	–	B6.1
Emphasizes helping students with social, emotional, and behavioral problems [†]	35	33		40	–	B6.1
Restorative practices [†]	13	13		20	–	B6.1
Trauma-informed practices [†]	12	11		20	–	B6.1

Notes: Cells are empty if there are less than 5 respondents.

[†]Percent responding “Strongly agree.”

[§]Percent responding “A lot.”

^ΦIn-school only.

3. Discipline, Safety, and Behavior Management

Table B3.1

Discipline Practice at School

	All %	ES %	MS %	HS %	NT %
Punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension					
Strongly agree	13	0		20	–
Agree	67	86		40	–
Disagree	20	14		40	–
Strongly disagree	0	0		0	–
Enforces zero tolerance policies					
Strongly agree	13	0		20	–
Agree	44	63		40	–
Disagree	38	25		40	–
Strongly disagree	6	13		0	–

Question A.118, 119: This school... punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension... enforces zero tolerance policies.

Note: Cells are empty if there are less than 5 respondents.

Table B3.2
Supports for Safety at School

	All %	ES %	MS %	HS %	NT %
Has sufficient resources to create a safe campus					
Strongly agree	18	0		40	–
Agree	76	100		60	–
Disagree	6	0		0	–
Strongly disagree	0	0		0	–
Seeks to maintain a secure campus (In-School Only)					
Strongly agree	6	0		20	–
Agree	24	33		20	–
Disagree	24	33		0	–
Strongly disagree	47	33		60	–

Question A.115, 120: This school... has sufficient resources to create a safe campus... seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.

Note: Cells are empty if there are less than 5 respondents.

Table B3.3
Behavior Management at School

	All %	ES %	MS %	HS %	NT %
Provides harassment or bullying prevention					
A lot	41	56		20	–
Some	53	44		60	–
Not much	6	0		20	–
Not at all	0	0		0	–
Provides conflict resolution or behavior management instruction					
A lot	47	67		20	–
Some	41	33		60	–
Not much	12	0		20	–
Not at all	0	0		0	–

Question A.131, 132: To what extent does this school provide students... conflict resolution or behavior management instruction?... harassment or bullying prevention?

Note: Cells are empty if there are less than 5 respondents.

4. Substance Use and Risk Behavior

Table B4.1

Substance Use Prevention

	All %	ES %	MS %	HS %	NT %
Considers substance abuse prevention an important goal					
Strongly agree	19	0		40	–
Agree	75	100		60	–
Disagree	6	0		0	–
Strongly disagree	0	0		0	–
Collaborates well with community organizations to address substance use or other problems					
Strongly agree	12	0		40	–
Agree	71	89		40	–
Disagree	18	11		20	–
Strongly disagree	0	0		0	–
Provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems					
Strongly agree	7	0		20	–
Agree	87	100		80	–
Disagree	7	0		0	–
Strongly disagree	0	0		0	–

Question A.114, 121, 122: This school... collaborates well with community organizations to help address substance use or other problems among youth... provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program)... considers substance abuse prevention an important goal.

Note: Cells are empty if there are less than 5 respondents.

Table B4.1***Substance Use Prevention - Continued***

	All %	ES %	MS %	HS %	NT %
Provides alcohol or drug use prevention instruction					
A lot	6	0		20	–
Some	75	100		60	–
Not much	19	0		20	–
Not at all	0	0		0	–
Provides tobacco use/vaping prevention instruction					
A lot	6	0		20	–
Some	69	100		60	–
Not much	25	0		20	–
Not at all	0	0		0	–
Has sufficient resources to address substance use prevention needs					
Strongly agree	7	0		20	–
Agree	80	100		60	–
Disagree	13	0		20	–
Strongly disagree	0	0		0	–

Question A.116, 129, 130: This school... has sufficient resources to address substance use prevention needs... To what extent does this school provide students... alcohol or drug use prevention instruction?... tobacco use/vaping prevention instruction?

Note: Cells are empty if there are less than 5 respondents.

5. Physical Health and Special Needs

Table B5.1

Physical Health and Special Needs

	All %	ES %	MS %	HS %	NT %
Provides adequate health services for students					
Strongly agree	12	0		20	–
Agree	65	78		60	–
Disagree	24	22		20	–
Strongly disagree	0	0		0	–
Provides opportunities for physical education and activity					
A lot	71	56		80	–
Some	24	33		20	–
Not much	6	11		0	–
Not at all	0	0		0	–

Question A.123, 128: This school... provides adequate health services for students... To what extent does this school provide students... opportunities for physical education and activity?

Note: Cells are empty if there are less than 5 respondents.

6. Youth Development and Social-Emotional Supports

Table B6.1

Youth Development and Social-Emotional Supports at School

	All %	ES %	MS %	HS %	NT %
Provides supports that foster youth development, resilience, social-emotional learning, or asset promotion					
A lot	29	33		20	–
Some	65	67		60	–
Not much	6	0		20	–
Not at all	0	0		0	–
Emphasizes helping students with social, emotional, and behavioral problems					
Strongly agree	35	33		40	–
Agree	59	67		40	–
Disagree	6	0		20	–
Strongly disagree	0	0		0	–
Uses restorative practices to help resolve conflicts					
Strongly agree	13	13		20	–
Agree	81	88		60	–
Disagree	6	0		20	–
Strongly disagree	0	0		0	–

Question A.124, 125, 127: This school... emphasizes helping students with their social, emotional, and behavioral problems... uses restorative practices to help resolve conflicts... To what extent does this school provide students... supports that foster youth development, resilience, social-emotional learning, or asset promotion?

Note: Cells are empty if there are less than 5 respondents.

Table B6.1***Youth Development and Social-Emotional Health at School – Continued***

	All %	ES %	MS %	HS %	NT %
Implements trauma-informed practices					
Strongly agree	12	11		20	–
Agree	59	56		60	–
Disagree	29	33		20	–
Strongly disagree	0	0		0	–
Provides instructional help to build social-emotional competencies					
A lot	31	50		20	–
Some	69	50		80	–
Not much	0	0		0	–
Not at all	0	0		0	–

Question A.126, 133: This school... implements trauma-informed practices... To what extent does this school provide students... instructional help to build social-emotional competencies?

Note: Cells are empty if there are less than 5 respondents.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

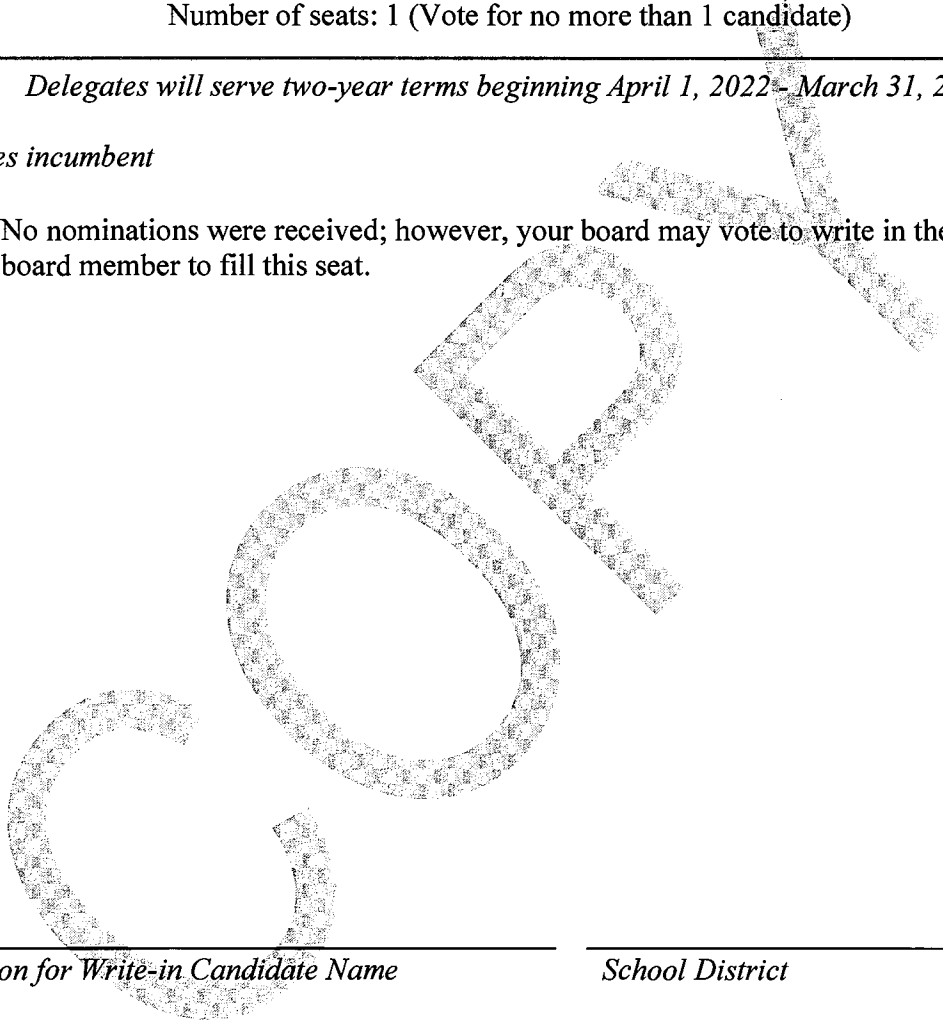
OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-C
(Colusa, Sutter, and Yuba Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024

**denotes incumbent*

No nominations were received; however, your board may vote to write in the name of a board member to fill this seat.



Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

REGION 4 – 8 Delegates (8 elected)

Director: Renee Nash (Eureka Union SD)

Below is a list of all elected or appointed Delegates from this Region.

Subregion 4-A (Glenn, Tehama)

Vacant, term expires 2022

Subregion 4-B (Butte)

Sharon Nilsson (Oroville City ESD), term expires 2023

Subregion 4-C (Colusa, Sutter, Yuba)

Vacant, term expires 2022

Doug Criddle (Marysville Joint USD), term expires 2023

Subregion 4-D (Nevada, Placer, Sierra)

Julann Brown (Auburn Union ESD), term expires 2023

Alisa Fong (Roseville City SD), term expires 2023

Rachelle Price (Rocklin USD), term expires 2022

County Delegate:

David Patterson (Placer COE), term expires 2022

Counties

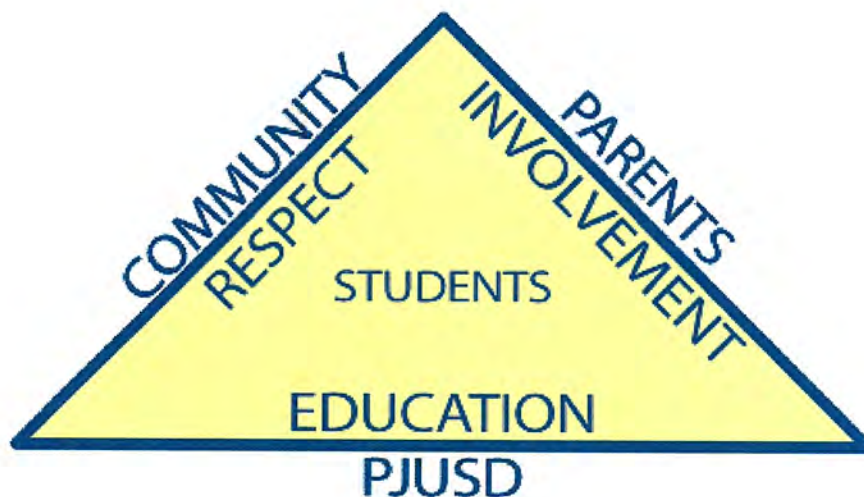
Glenn, Tehama (Subregion A)

Butte (Subregion B)

Colusa, Sutter, Yuba (Subregion C)

Nevada, Placer, Sierra (Subregion D)

Pierce Joint Unified School District



Ca/OSHA

COVID-19 Safety/Prevention Plan

January 28, 2021; Revised July 15, 2021; Revised December 9, 2021;
Revised February 17, 2022

This COVID-19 Prevention Program (CPP) is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Authority and Responsibility

The Superintendent has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all administrators and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Document the vaccination status of our employees by using **Appendix G: Documentation of Employee COVID-19 Vaccination Status** or by filling out the online [Vaccination Form](#), which is maintained as a confidential medical record.
- Non-Vaccinated employees will be tested for COVID-19 once a week.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- COVID-19 policies and procedures will be maintained to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission in the workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by communicating any suggestions or concerns with administration.

Employee and Students screening

Employees and students self-screen for COVID-19 symptoms daily prior to coming on site. Stay home when sick and avoid close contact with others.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

- The severity of the hazard will be assessed and correction time frames will be assigned.
- Superintendent and CBO are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.

Control of COVID-19 Hazards

Appendix F: COVID-19 Worksite Plan, which can be found on the district website, both outline detailed controls. Each document covers the following items:

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees, students, and non-employees when indoors or in vehicles, and where required by orders from the California Department of Public Health (CDPH) or local health department. School site offices will have masks available for employees and students that request one, regardless of vaccination status. If an employee encounters a non-employee that is not wearing a face covering indoors, they are to contact their site administrator or immediate supervisor.

The following are exceptions to the use of face coverings in our workplace:

- When an employee is alone in a room.
- While eating and drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent possible.
- Employees and students who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Any employee not wearing a face covering, face shield with a drape or other effective alternative, for any reason, shall be at least six feet apart from all other persons.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard such as interfering with the safe operation of equipment.

Engineering controls

For indoor locations, we maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Ventilation systems have air economizers that bring in 20% outside air at all times, in the event of poor air quality, outside air may be turned off.
- Ventilation systems are maintained quarterly and filters are replaced quarterly, or more often if needed.
- MERV-13 filters have been installed to increase filtration efficiency to the highest level compatible with the existing ventilation system.
- Using Appendix B: COVID-19 Inspections, we identify and evaluate, to the extent feasible, our ventilation systems.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Schedules are in place at each site to adequately clean and disinfect throughout the day.
- We ensure adequate supplies and adequate time for it to be done properly.

Should we have a COVID-19 case in our workplace, we will ensure the work areas of the individual have been cleaned and disinfected.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Encourage and allow time for employee and student handwashing.
- Provide employees and students with an effective hand sanitizer.
- Encourage employees and students to wash their hands for at least 20 seconds each time.

- Evaluate handwashing facilities.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

Testing of symptomatic employees

We make COVID-19 testing available at no cost to employees with COVID-19 symptoms who are not fully vaccinated, during employees' paid time.

Investigating and Responding to COVID-19 Cases

We have developed effective procedures to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, testing results, and onset of symptoms. This is accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will receive a notice letter (sample letter is attached in **Appendix E: Notice of Potential Exposure to COVID-19**) within 1 day of the districts knowledge of a COVID-19 case explaining the following:

- No cost COVID-19 testing during their working hours and testing locations.
- COVID-19 related benefits and leaves.

System for Communication

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Employees should report COVID-19 symptoms and possible hazards to their immediate supervisor via phone, text, or email.
- Employees can report symptoms and hazards without fear of reprisal.
- Employees with medical or other conditions that put them at increased risk of severe COVID-19 illness can request accommodations by contacting HR (Human Resources).
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test
- Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures. Information regarding COVID-19 cases will remain confidential.
- [COVID-19 Information page](#) is provided on the District website

Training and Instruction

Appendix F: COVID-19 Worksite Plan provides links and detailed training for staff. The training and instruction/documentation provided to employees includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so

physical distancing, face coverings, increased ventilation indoors, decrease the spread of COVID-19 and are most effective when used in combination.

- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators will be trained according to section 5144(c)(2) requirements:
 - How to properly wear them.
 - How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair can interfere with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
 - The conditions where face coverings must be worn at the workplace.
 - Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

Appendix D: COVID-19 Training Roster may be used to document training along with training records on our TCSIG Publicworks portal and other digital documentation platforms.

Excluding COVID-19 Cases and Close Contact Cases from the Workplace

Where we have a COVID-19 case or a close contact in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met. (requirements are listed below)
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met, with the following exceptions:
 - Employees who were fully vaccinated before the close contact and who do not develop COVID-19 symptoms, provided they wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.
 - COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms, for 90 days after the initial onset of COVID-19 symptoms, or for COVID-19 cases who never developed COVID-19 symptoms, for 90 days after the positive test.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits.
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

Our process for reporting is to:

- Report information about COVID-19 cases and outbreaks at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases.

Return-to-Work Criteria

- **COVID-19 positive cases with or without symptoms (regardless of vaccination status)** will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 °F. or higher has resolved without the use of fever-reducing medications, and symptoms are improving.
 - Isolation can end after day 5 if symptoms are not present or resolving and a diagnostic specimen collected on day 5 or later tests negative.
 - If unable to test or choosing not to test, and symptoms are not present or are resolving, isolation can end after day 10.
 - If symptoms, other than fever, are not resolving continue to isolate until symptoms are resolving or until after day 10.
 - Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.
- **Unvaccinated Persons who had a close contact** may return to work as follows:
 - Quarantine for at least 5 days, after last close contact.
 - Test on day 5.
 - Quarantine can end after day 5 if symptoms are not present and a diagnostic specimen collected on day 5 or later tests negative.
 - If unable to test or choosing not to test, and symptoms are not present, isolation can end after day 10.
 - Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.
- **Vaccinated Persons who had a close contact** may return to work as follows:
 - Wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.
- If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.

Multiple COVID-19 Infections and COVID-19 Outbreaks

If three or more employee COVID-19 cases within an exposed group visited the workplace during their high-risk exposure period at any time during a 14-day period. Reference section [3205.1](#) for details.

This section of CPP will stay in effect until there are no new COVID-19 cases detected in our workplace for a 14-day period.

COVID-19 testing

- We provide COVID-19 testing at no cost to all employees (regardless of vaccination status), during paid time, in our exposed group except for:
 - Employees who were not present during the relevant 14-day period.
 - COVID-19 cases who did not develop symptoms after returning to work pursuant to our return-to-work criteria, no testing is required for 90 days after the initial onset of symptoms or, for COVID-19 cases who never developed symptoms, 90 days after the first positive test.
- COVID-19 testing consists of the following:
 - All employees in our exposed workplace will be immediately tested and then tested again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine period required by, or orders issued by, the local health department.
 - After the first two COVID-19 tests, we will continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.

- We will provide additional testing when deemed necessary by Cal/OSHA.

We continue to comply with the applicable elements of our CPP, as well as the following:

1. Employees in the exposed group wear face coverings when indoors, or when outdoors and less than six feet apart (unless one of the face-covering exceptions indicated in our CPP apply).
2. We evaluate whether to implement physical distancing of at least six feet between persons, or where six feet of physical distancing is not feasible, the need for use of cleanable solid partitions of sufficient size to reduce COVID-19 transmission.

COVID-19 investigation, review, and hazard correction

We immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review is documented and includes:

- Investigation of new or unabated COVID-19 hazards including:
 - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
 - Our COVID-19 testing policies.
 - Insufficient outdoor air.
 - Insufficient air filtration.
 - Lack of physical distancing.
- Updating the review:
 - Every thirty days that the outbreak continues.
 - In response to new information or to new or previously unrecognized COVID-19 hazards.
 - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We consider:
 - Moving indoor tasks outdoors or having them performed remotely.
 - Increasing outdoor air supply when work is done indoors.
 - Improving air filtration.
 - Increasing physical distancing as much as feasible.

Buildings or structures with mechanical ventilation: We will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible, we will use filters with the highest compatible filtering efficiency.

Major COVID-19 Outbreaks

20 or more COVID-19 cases within a 30-day period.

This addendum will stay in effect until there are no new COVID-19 cases detected in the exposed group for a 14-day period.

We continue to comply with the **Multiple COVID-19 Infections and COVID-19 Outbreaks** addendum, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.

In addition to complying with our CPP and Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, we also:

- Provide employees in the exposed group with respirators for voluntary use in compliance with

section 5144(c)(2) and determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.

- Separate by six feet (except where we can demonstrate that six feet of separation is not feasible and there is momentary exposure while persons are in movement) any employees in the exposed group who are not wearing respirators required by us and used in compliance with section 5144. When it is not feasible to maintain a distance of at least six feet, individuals are as far apart as feasible.
- Install cleanable solid partitions that effectively reduce transmission between the employee and other persons at workstations where an employee in the exposed group is assigned to work for an extended period, such as cash registers, desks, and production line stations, and where the physical distancing requirement (described above) is not always maintained.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA

Notifications to the local health department

We will comply with the requirements of our **Multiple COVID-19 Infections and COVID-19 Outbreaks** and **Major COVID-19 Outbreaks-Notifications to the Local Health Department**.

Safety and Continuity of Services

We will ensure continuity of services with student academic needs and the social, emotional, and mental health needs of its students and staff. This could include having the ability to immediately transition to providing all services virtually in case of school closures.

Carol Geyer
Superintendent
Pierce Joint Unified School District

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, trainings, entrances, bathrooms, hallways, walkways, break or eating areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including students, coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work.

Person conducting the evaluation: _____ **Date:** _____

Name(s) of employee and authorized employee representative that participated, if any: _____

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls

Appendix B: COVID-19 Inspections

Date: _____

Name of person(s) conducting the inspection: _____

Work location evaluated: _____

Exposure Controls	Status (OK or Needs Correction)	Person Assigned to Correct	Date Corrected
Engineering			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

All employees who were in close contact and their authorized representatives.	Date Notified:		
	Names of employees and their authorized representatives that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date Notified:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date Notified:	

Additional Notes:

Appendix D: COVID-19 Training Roster

Date: _____ COVID-19 Training Topic: _____

Person that conducted the training: _____

Employee Name	Signature

Appendix E: Notice of Potential Exposure to COVID-19

DATE _____

RE: **Notice of Potential Exposure to COVID-19 (AB 685 and Section 3205 of Cal/OSHA Temporary COVID-19 Standards)**

Dear _____,

The Pierce Joint Unified School District ("District") received information today that there was an individual confirmed to have COVID-19 or ordered to isolate at _____ School. This notice is being provided to all employees who were at that worksite within the potentially infectious period and who may have been exposed to COVID-19. This is not intended to notice you of actual exposure or a close contact with the individual, but rather to inform you that someone at the worksite listed above has or had COVID-19. Given recent changes in the law, you will receive this type of notice each time a similar event occurs.

We are not able to identify the person due to the confidential nature of this information and ask that you be courteous and respectful and not speculate as to the identification of the individual referenced in this notification. Although you are receiving this notice as required by law, you may or may not have had any contact with the individual related to this notice. In addition, our regular cleaning protocol, use of masks and social distancing, and other safety protocols and prevention procedures taken by the District help to reduce the risk of contracting the virus at your worksite. Persons that have been identified as having had close contact (within 6 feet for at least 15 minutes within 24 hours of the high risk exposure period) with any infected individual will likely be contacted by the County Public Health Department or the District, as appropriate. Per Cal/OSHA's COVID-19 Emergency Standard (Title 8, Section 3205), a COVID-19 exposure (also referred to as "close contact") is defined as being within six feet of a COVID-19 case for a cumulative total of 15 minutes or greater in any 24-hour period within or overlapping with the "high-risk exposure period". **If you believe you have had COVID-19 exposure please contact your supervisor immediately.**

Please remember, COVID-19 is a viral infection that can spread from person-to-person when people cough or have close contact with an infected person. Symptoms include fever, cough, and shortness of breath, loss of taste or smell, headache, muscle aches, and can sometimes cause very mild illness in children. If you experience these or any other symptoms, please contact your healthcare provider and let them know that you may have been exposed to COVID-19. Employees should not report to work if they are sick or have received a quarantine or isolation order. Should you test positive for COVID-19, be sure to contact your supervisor immediately.

Testing

Employees who have had potential COVID-19 exposure in the workplace and develop symptoms may be tested for COVID-19 at no cost to the employee during work hours, if they are not fully vaccinated. Information on where employees can be tested for COVID-19 at no cost to employees is below. In order to obtain COVID-19 testing at no cost to the employee, the employee must use the options provided by the District or receive prior written approval from Tammy Minten in HR for a different COVID-19 testing location.

COVID Testing Locations:

- Ampla Health at 89 Putman Way in Arbuckle
- Arbuckle Health Clinic at 900 King Street in Arbuckle

If you intend to get tested as part of this notice, please coordinate your testing date/time with your immediate supervisor to ensure shift coverage.

COVID-19 Related Benefits and Leaves

Employees that need to take leave for COVID-19-related reasons due to their own illness, quarantine or isolation order, or to care for family members, may be eligible to take leaves pursuant to federal and state law and the District's collective bargaining agreement.

These leaves may include the following depending on the particular circumstances:

- Family Medical Leave Act (FMLA)

- California Family Rights Act (CFRA)
- Unpaid Leave of Absence
- Industrial Accident and Illness Leave and Workers' Compensation Benefits

Leaves are also available pursuant to the Education Code and collective bargaining agreement and include, among others, sick leave, extended sick leave, and personal necessity leave. Information about these leaves is available in your collective bargaining agreement and/or District policy.

District Board Policies: You can access District Board Policies on the district website.

An employee who the District excludes from the workplace due to a work related positive COVID-19 test, order to isolate from a state or local health official, or COVID-19 exposure, and is otherwise able and available to work, shall continue and maintain his/her earnings, seniority, and all other employee rights and benefits, including the employee's right to their former job status, as if they had not been removed from their job. If the employee is not approved for remote work, the employee will be required to use applicable leaves during this time. If you have any questions regarding any of these COVID-19 related benefits to which you may be entitled, please contact myself or Tammy Minten at (530)476-2892 ext. 13004.

Disinfection and Safety Plan

The District disinfects each classroom and all common areas, including office spaces, throughout the day. Restrooms are cleaned throughout the day and high contact surfaces such as door handles and light switches are disinfected throughout the day. The work areas of the individual with COVID-19 have been cleaned and sanitized. If you have any questions about the District's safety protocols, please review our reopening plan which is available on the district website.

Prohibition Against Discrimination and Retaliation

Please note that federal and state laws, as well as District policy, prohibit discrimination or retaliation against any employee who contracts COVID-19 or exercises his/her rights under the applicable laws and policies. The District takes these prohibitions very seriously.

If you have any questions or concerns, please contact me directly at (530)476-2892 ext 13005.

Sincerely,
Daena Meras
Chief Business Official

Appendix F: COVID-19 Worksite Plan

Person Responsible for implementing this plan:

The Principal at each school site is responsible for implementing this site specific plan. This plan is implemented at each school site.

Control Measures to Prevent the Spread of the virus:

(Click on the underlined items below to go to CDC/CDPH/ and other sources)

1. Individual Control Measures & Screening

- a. Employees will be provided face masks, face shields, disposable gloves, and hand sanitizer/soap, as needed. Signage to help guide employees as per safety measures will be placed on sites, as required.
- b. Employees will self-screen daily for COVID-19 symptoms, prior to coming on site. Symptom screenings and/or temperature checks.
- c. Workers who are sick or exhibiting symptoms of COVID-19 to stay home.
- d. Encourage frequent handwashing and use of hand sanitizer.
- e. Provide disposable gloves to workers using cleaners and disinfectants if required. Consider gloves a supplement to frequent hand washing for other cleaning, tasks such as handling commonly touched items.
- f. Require face coverings according to the CDPH guidelines.
- g. Visitors & members of the public will use face coverings according to CDPH guidelines.

2. Cleaning & Disinfecting Protocols

- a. Perform cleaning and disinfecting of frequently touched surfaces. Safe & Effective Disinfectant Use.
- b. Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- c. Ensure that restroom facilities stay operational and stocked at all times.
- d. Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- e. Provide schedule for employees to implement cleaning and disinfecting practices.

For most recent county information contact: Colusa County Public Health – #(530)458-0380
website: <https://ca-colusacounty2.civicplus.com/771/COVID19>

Employee Training:

Training Information as required by the California Department of Public Health Guidance is sourced from the CDC (Centers for Disease Control):

1. Employees shall watch safety video “COVID-19: How to Protect Yourself and Others” on TCSIG safety training videos which covers the information below. **Click on** the underlined items below to go to CDC/CDPH/ and other source.
 - a. Information on COVID-19
 - b. Preventing the Spread
 - c. Vulnerable/High Risk Individuals
 - d. Self-Screening Instructions/Symptom Checks based on the CDC Guidelines
 - e. Sick Employees: The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
 - f. When to seek medical attention: Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately, trouble

breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face. **This list is not all possible symptoms.* Please call your medical provider for any other symptoms that are severe or concerning to you.

- g. [The importance of hand washing](#)
 - h. [The importance of physical distancing](#), both at work and off work time.
2. Face Coverings:
- a. [Face coverings, masks, and respirators](#) – Information & Overview
 - b. [Face coverings, masks & respirators](#) – Handout
 - c. [Use Masks to Slow the Spread of COVID-19](#) – CDC Recommendations
3. Employees are assigned the following safety video on Healthy Schools Act – Integrated Pest Management Training. This video is assigned to [all teachers, staff, and volunteers who use sanitizing wipes or sprays](#).

Additional training materials below contain COVID-19 awareness as well as optional supplemental information on Coping with Stress and Anxiety techniques and other COVID-19 information

- Optional Training: [“Managing Stress and Anxiety during the Coronavirus Pandemic”](#)
- Optional Training: [“COVID-19: How to Clean and Disinfect Your School”](#)
- Optional Training: [“COVID-19: How to Protect Yourself and Others”](#)
- Optional Training: [“COVID-19: Help Stop the Spread”](#)



Pierce Joint Unified School District

Portal - Staff Training

Menu

- Your Course List
- Your Transcript
- Your Login Info
- Available Courses

Current School Year

Start

Child Abu

55 minut

These additional training links will take you to the TCSIG safety video log on. You will find these videos under “Available Courses” in alphabetical order.

Governance Consulting Workshop

Governance Principles

Draft 1/21/22

Stay focused on student achievement and student wellness using the motto "Students First" and the vision, mission and goals approved by the Board.

Govern together as a team to develop a common focus and purpose.

Govern in a transparent, open, and accessible manner.

Govern in collaboration with the superintendent and staff.

Maintain a high standard of integrity based on local core values.

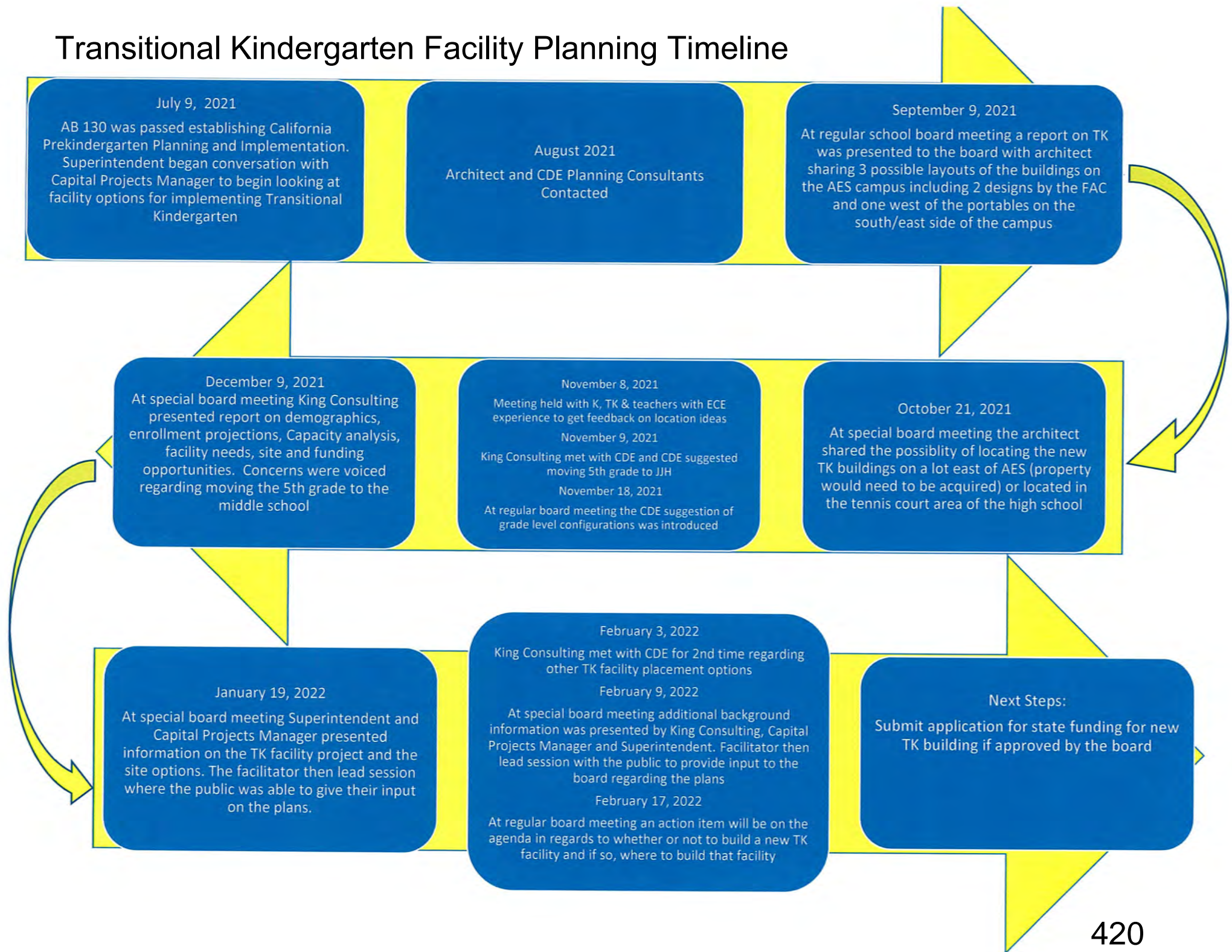
Make high-quality decisions based upon available information.



"Students First"



Transitional Kindergarten Facility Planning Timeline



RESOLUTION #21/22 - 10

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE PIERCE JOINT UNIFIED SCHOOL DISTRICT ADOPTING AND APPROVING THE ASSOCIATE MEMBERSHIP AGREEMENT JOINING THE EDUCATION TECHNOLOGY JOINT POWERS AUTHORITY

WHEREAS, Pierce Joint Unified School District has been considering methods to better address the procurement costs, data privacy protection, and pricing of its education software, and;

WHEREAS, other California public agencies, such as school districts, community college districts, and county offices of education who have also considered these issues have determined that there is a need to form a coalition of public districts to acquire education technology and services for use at their respective facilities, and;

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, (Section 6500 et seq.) of the Government Code authorizes joint exercise by two or more public agencies of any power common to them, and;

WHEREAS, California law enables school districts, county superintendent of schools, community college districts, and joint power agencies to actively control procurement and privacy terms and to acquire educational software and services for use at their respective facilities, and to establish a coalition to accomplish those ends; and

WHEREAS, the Irvine Unified School District, Capistrano Unified School District, Fullerton Unified School District, and the Clovis Unified School District and have formed the Education Technology Joint Powers Authority (Ed Tech JPA), a California joint powers authority, and have agreed to be the Founding Members of Ed Tech JPA, and appointed their respective District's Chief Technology Officer, Chief Business Official, or person with equivalent duties and background, to serve as a member of the Ed Tech JPA Board; and

WHEREAS, the governing Board of Pierce Joint Unified School District ("District") has considered the proposed Associate Member Agreement, a draft of which is attached hereto as ATTACHMENT 1, under which the District will become an associate member of Education Technology JPA; and

WHEREAS, the District has determined that entering into an Associate Membership Agreement to avail the District to the benefits of the Ed Tech JPA, including obtaining legally compliant and economically priced technology services and products, as well as the financial, technical and professional development services to support the successful implementation of products and services purchased through a JPA, is in the best interests of the District.

NOW THEREFORE BE IT RESOLVED THAT:

1. The Governing Board of Pierce Joint Unified School District hereby declares and formally approves its membership in Ed Tech JPA, a California Joint Powers Authority, and instructs its duly authorized agent to execute and deliver on its behalf any necessary or appropriate documents to carry out the intent of this resolution, including the Ed Tech JPA Associate Membership Agreement and any agreements necessary or appropriate to participate in Ed Tech JPA programs.

2. The Governing Board authorizes the Superintendent or designee to appoint District's technology or business services department, or person with equivalent duties and background in education technology procurement, who shall serve as the authorized representative to the JPA.

ADOPTED by the following called vote on this 17th day of February, 2022.

AYE:

NO:

ABSENT:

ABSTAIN:

By: _____
Abel Gomez
Board President

CERTIFICATION

I, Carol Geyer Secretary to the Governing Board of the Pierce Joint Unified School District, do hereby certify that the foregoing is a full, true, and correct copy of the resolution adopted by the said Board at a regular meeting thereof held at its regular place of meeting at the time and by the vote stated, which resolution is on file in the office of the said Board.

By: _____
Carol Geyer
Secretary to the Governing Board

**ED TECH JPA
ASSOCIATE MEMBER AGREEMENT**

This Associate Member Agreement is made as of **February 17, 2022** (the "Effective Date"), by and between the Education Technology Joint Powers Authority ("Ed Tech JPA" "JPA") and Pierce Joint Unified School District ("Associate Member").

RECITALS

WHEREAS, Articles 1 and 2, Chapter 5, Division 7, Title 1 of the California Government Code (Section 6500 et seq.) permits two or more public agencies by agreement to exercise jointly powers common to the contracting parties; and

WHEREAS, the Board of Trustees of Capistrano Unified School District, Irvine Unified School District, Clovis Unified School District, Fullerton School District, El Dorado County Office of Education, San Juan Unified School District, and San Ramon Valley Unified School District ("Founding Members") have executed a Joint Powers Agreement, formally establishing the Ed Tech JPA for the purpose of aggregating purchasing power and expertise to negotiate legally compliant and economically priced technology software agreements for procurement by its members; and

WHEREAS, Ed Tech JPA's Board issues requests for proposals ("RFPs"), evaluates proposals, and negotiates Master Agreements with vendors that meet minimum criteria established by the Ed Tech JPA's Founding Members; and

WHEREAS, Ed Tech JPA negotiates with Vendors to establish the general terms for the purchase of the Product ("Master Agreement") by current Ed Tech JPA members and by other "Eligible Entities" who elect to join the Ed Tech JPA: and

WHEREAS, Associate Members electing to use a Master Agreement will enter into a separate contract ("Purchase Agreement") with the Vendor; and

WHEREAS, Pierce Joint Unified School District is an Eligible Entity with the power to contract and desires to become an Associate Member of Ed Tech JPA so that it may avail itself to the pricing, terms, and conditions leveraged by Ed Tech JPA; and

WHEREAS, a condition of joining the Ed Tech JPA is execution of this Associate Member Agreement; and

WHEREAS, if required, the Governing Board of Pierce Joint Unified School District has reviewed the services available from the Ed Tech JPA and determined that the coordinated programs and services provided by Ed Tech JPA will result in benefits that are in the best interest of Associate Member.

NOW, therefore, for good and valuable consideration, the parties agree as follows.

ARTICLE 1: DEFINITIONS

"Associate Member" shall mean any Eligible Entity that has duly executed and delivered to the Ed Tech JPA an Associate Membership Agreement.

"Designated Representative" shall mean a member of the Associate Member's technology or business services department, or person with equivalent duties and background in education technology

procurement, who shall serve as the authorized representative to the JPA. The Designated Representative will be identified on the Associate Membership Application.

"Ed Tech JPA" shall mean the Education Technology Joint Powers Authority created pursuant to the Ed Tech JPA Agreement executed by its Founding Members.

"Eligible Entity" shall mean (a) all California public school districts, county offices of education, and community college districts, and (b) any other public agency in the United States whose procurement rules, whether internal rules or rules enacted pursuant to statute, allow them to purchase goods or services through a procurement vehicle such as Ed Tech JPA.

"Founding Members" shall mean those public school districts, cities, counties, and other governmental units that are signatories to the Joint Powers Agreement and have a voting member serving on the JPA's Board of Directors.

"Implementation Plan" shall mean the mutually agreed upon contract fulfillment requirements established between Associate Member and Vendor for delivery of a product purchased pursuant to the JPA agreements, including timeline, infrastructure and data integration, testing, content creation, training and post-implementation support, and project evaluation.

"Master Agreement" shall mean an agreement entered into between Ed Tech JPA and Vendor following RFP selection process administered by Ed Tech JPA, setting forth the general terms for purchase of a Product.

"Purchase Agreement" shall mean an agreement, duly executed and approved by the Associate Member's authorized representative and, if required, approved by its governing board, entered into between Associate Member and Vendor, based on the same general terms and conditions as the Master Agreement.

"Vendor" shall mean an entity or firm selected for a Master Agreement after submitting a responsive proposal in compliance with the specifications following a RFP selection process, including meeting the essential requirements set forth by the Ed Tech JPA's Board.

ARTICLE 2: ASSOCIATE MEMBER POWERS, DUTIES, & RESTRICTIONS

2.1 Associate Member Status. The Pierce Joint Unified School District is hereby made an Associate Member of the Ed Tech JPA for all purposes of the Joint Powers Authority Agreement and the Bylaws of the Ed Tech JPA, the provisions of which are hereby incorporated herein by reference. From and after the date of execution and delivery of this Associate Membership Agreement by the Associate Member and the Ed Tech JPA, the Associate Member shall be and remain an Associate Member of the Ed Tech JPA.

2.2 Term. Associate membership shall be for one (1) year, and shall automatically renew from year to year, on the same terms and conditions as the prior term, unless terminated sooner by either party.

2.3 Fees. Ed Tech JPA may make reasonable charges for its services rendered to Associate Members as set forth below.

2.3.1 Administrative Fee. The Ed Tech JPA receives an administrative fee (the "Administrative Fee") for each transaction, calculated as a small percentage of the gross invoiced amount (for some procurements a fixed fee applies) of any Purchase Agreement with Vendor. The administrative fee is used to cover overhead and administrative costs associated with conducting each product procurement and maintaining the JPA. Associate Member's payment to Vendors shall include the

Administrative Fee for each executed Purchase Agreement, and Vendor shall deliver the Administrative Fee to Ed Tech JPA. Once a Purchase Agreement has been fully executed by the Associate Member and the Vendor, the Administrative Fee is non-refundable under any circumstances.

2.3.2 Membership Fee. Currently, there is no cost to Associate Member to join the Ed Tech JPA. The JPA reserves the right, and Associate Member acknowledges such reservation, to assess a fee, (“Membership Fee”) to its Associate Members at an undetermined future date. In such event, Associate Members shall be provided advance written notice and be provided the opportunity to withdraw membership prior to assessment of the Membership Fee. Purchase Agreements executed prior to Associates Member’s withdrawal (if applicable), shall remain in effect through their natural termination and any extensions thereto, and the Administrative Fees associated with such Purchase Agreement(s) shall continue to be paid to Ed Tech JPA.

2.3.3 Audits. Ed Tech JPA will periodically audit Vendors, and Associate Members will cooperate in transaction reporting including, if requested, providing a copy of all executed Purchase Agreements to Ed Tech JPA within thirty (30) days of such request.

2.3.4 Product Research. Associate Member may browse products available for purchase and, if a suitable product is identified, Associate Member may enter into a Purchase Agreement directly with Vendor for that product. If a suitable product is not identified, Associate Members are free to solicit proposals and negotiate directly with a vendor not subject to a Master Agreement with the Ed Tech JPA.

2.3.5 Minimum Price. Associate Member acknowledges and agrees that the collective bargaining power of the Ed Tech JPA would be undermined if Associate Member used the terms and conditions obtained by the Ed Tech JPA to negotiate separately with Vendor for its own advantage. Associate Member agrees that it will not attempt to negotiate lower prices with a Vendor with a Master Agreement with the JPA. Notwithstanding the foregoing, Associate Member is free to solicit proposals and negotiate directly with a vendor not subject to a Master Agreement with the Ed Tech JPA. Consistent with this goal, and in order to provide Associate Members with assurances regarding advantageous pricing by purchasing through the JPA, Vendors are requested to provide a Minimum Price Guarantee (MPG), whereby the Vendor will not sell directly, or through a reseller, to Ed Tech JPA’s Eligible Entities (regardless of whether the Eligible Entity is an Associate Member of the Ed Tech JPA) for a lower price. The requirements of this Section do not apply to contracts in existence prior to the establishment of a Master Agreement between Vendor and Ed Tech JPA.

2.4 Designated Representative. Associate Member shall appoint a Designated Representative to serve as the primary contact with Ed Tech JPA. The Designated Representative should be a member of the Associate Member's technology or business services department, or person with equivalent duties and background in education technology procurement. Associate Member will be provided a single sign-on to access to Ed Tech JPA product information. The Designated Representative will be the custodian of Associate Member's credentials and is responsible for account security. The Designated Representative shall be authorized by the Associate Member's governing board, if required, to conduct due diligence in product selection, and develop an Implementation Plan with Vendors. The Designated Representative shall obtain authority from the Associate Member's governing board, if required, to negotiate and execute Purchase Agreements with Vendors. Purchase Agreements shall only be made for the direct use of Associate Member and not on behalf of any third party.

2.5 Proprietary/Confidential Materials. Associate Member acknowledges that proposals and other documents may contain proprietary and confidential information. Associate Member agrees to maintain documents in a responsible manner with security measures reflecting best practices. Associate Member

shall not share proposals submitted by vendors and documentation that may contain proprietary and confidential information with third-parties without prior written consent from the Vendor and Ed Tech JPA as applicable unless required to do so by law. In the event that a third-party requests confidential or proprietary information from Associate Member, Associate Member shall notify Vendor and Ed Tech JPA in writing so that Vendor/Ed Tech JPA may assist Associate Member to redact proprietary information prior to disclosing the requested information.

2.6 Restrictions. An Associate Member shall not be entitled to representation on the Board of Directors or to vote on any matter coming before the Board of Directors or the Ed Tech JPA. However, an Associate Member shall be entitled to participate in all programs and other undertakings of the Ed Tech JPA.

2.7 Withdrawal. An Associate Member may withdraw from membership in the Ed Tech JPA upon thirty (30) days advance written notice to the Ed Tech JPA. No such withdrawal, however, shall relieve such Associate Member from its obligations under any outstanding Purchase Agreements relating to the Ed Tech JPA. Effective immediately upon withdrawal, Associate Members shall not have access to Ed Tech JPA Master Agreements and other documentation, or be entitled to participate in the other programs of Ed Tech JPA.

2.8 Independent Vendor Selection. Ed Tech JPA does not warrant that the products available will be suitable for the specific needs of individual Associate Members. Associate Member agrees to conduct its own due diligence in compliance with all applicable state and federal laws, as well as the requirements of Associate Member's local procurement rules and regulations. Associate Member is solely responsible for determining suitability of product and compliance with local, state and federal procurement rules prior to entering into any Purchase Agreement with a Vendor.

2.9 Compliance with Laws. Ed Tech JPA's Master Agreements follow bidding and procurement procedures established by the California Public Contract Code and the local body overseeing each respective Founding Member. Associate Member has access to all the contract documentation prepared by Ed Tech JPA and is responsible for compliance with any additional or varying laws and regulations governing its purchases. Associate Member acknowledges that purchases made with federal funds may be subject to additional requirements. Associate Member is encouraged to seek approval from its own local agency(s) before entering into a Purchase Agreement with a Vendor.

Master Agreements are available to Associate Members "as is". Ed Tech JPA is under no obligation to revise the terms, conditions, scope, price, and/or any other conditions of the contract for the benefit of an Associate Member. Associate Members are permitted to negotiate directly with the Vendor and agree to additional terms and conditions that are separate from the base price.

Associate Member acknowledges and agrees that it is solely responsible for (a) completing due diligence regarding the suitability of Vendor, including using price as a significant factor, and (b) prior to executing a Purchase Agreement, working directly with the Vendor to establish a suitable Implementation Plan for contract fulfillment. An Associate Member is not bound to a purchase until it has obtained approval from its governing board, if required, and executed the Purchase Agreement with the Vendor for the Product. Associate Member acknowledges that Vendor is not bound to provide products and/or services prior to execution of the Purchase Agreement.

2.10 Liabilities. The debts, liabilities and obligations of the Associate Member shall be the debts, liabilities or obligations of the Associate Member alone and not of the Ed Tech JPA or its membership. There shall be no joint and several liabilities between Ed Tech JPA and Associate Member. Notwithstanding any other provision of this Agreement, in no event, shall Ed Tech JPA be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not

limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

2.11 Release. Associate Member acknowledges that Ed Tech JPA is not a party to any Purchase Agreement between the Associate Member and the Vendor. Associate Member is solely responsible for all aspects of its purchase, including ordering its goods and/or services, inspecting and accepting the goods and/or services, and providing payment. Any dispute which may arise from Associate Member's participation in Purchase Agreement shall be resolved between the Associate Member and the Vendor. Associate Member will not seek remedy from Ed Tech JPA for issues arising from a Purchase Agreement and hereby waives and releases Ed Tech JPA from all possible claims.

2.12 Reservation of Rights. Ed Tech JPA reserves the right to cancel the whole or any part of this Agreement due to failure by the Associate Member to carry out any obligation, term or condition of the Agreement, including, failure to follow the established procedure for purchase orders, invoices and receipt of funds, and failure to pay.

2.13 Indemnification. Associate Member agrees to defend, indemnify and hold the Ed Tech JPA, its Board of Directors and its Founding Members, as well as all of their respective officers, employees and agents, free and harmless from any claims, liabilities, costs, penalties, or interest arising out of Associate Member's procurement or purchase of goods and services through Ed Tech JPA..

2.14 Amendments. This Agreement shall not be altered, changed or amended except by written amendment executed by both parties.

2.15 Governing Law. This Agreement shall be governed by and the rights, duties and obligations of the parties shall be determined and enforced in accordance with the laws of the State of California.


2.16 Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

2.17 Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both parties.

[SIGNATURES ON FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Prince Joint Unified School District

By: 
Name: Daena Meras
Title: CBO
Date: 2/8/22

Education Technology JPA

By: _____
Name: Brianne Ford
Title: President
Date: _____

20-41/4425452.2

PIERCE JOINT UNIFIED SCHOOL DISTRICT

2021/22 BUDGET REVISION

February 17, 2022

RESOLUTION #21/22-11

General Fund 01

2021/22 Beginning Balance	\$10,966,636
Estimated Income	<u>22,923,339</u>
Total Income + Beg. Balance	33,889,975

REVENUES:

Resource # and Description

3210 ESSER I
 6266 Educator Effectiveness Block Grant
 7422 In-Person Instruction Grant-carryover

<i>Current Budget</i>	<i>Revenue Revision</i>	<i>Revised Budget</i>
0	21	21
0	330,360	330,360
451,769	82,612	534,381

Revenue Revision	412,993
Revised Revenue	<u>23,336,332</u>
Revised Revenue + Beg. Balance	<u>34,302,968</u>

EXPENDITURES

Resource # and Description

3210 ESSER I
 6266 Educator Effectiveness Block Grant
 7422 In-Person Instruction Grant-carryover

<i>Current</i>	<i>Expenditure Revision</i>	<i>Revised Expenditures</i>
0	21	21
0	330,360	330,360
451,769	82,612	534,381

Expenditure Revision	412,993
Total Current Expenditures	<u>24,572,368</u>
Revised Expenditure Budget	<u>24,985,361</u>

2021/22 Beginning Balance	\$10,966,636
+Total Revised Revenue	23,336,332
Less Revised Expenditure Budget	<u>(24,985,361)</u>
Estimated Ending Fund Balance	<u>\$9,317,607</u>

PASSED AND ADOPTED this 17th day of February 2022 at a meeting of the Board of Trustees of Pierce Joint Unified School District.

AYES:
 NOES:
 ABSENT:

 Carol Geyer, Superintendent

 Date

GOVERNING BOARD OF THE
PIERCE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION #21/22 – 12
DECLARATION OF RURAL STATUS FOR PURPOSES OF
EXEMPTION FROM SENATE BILL 328 (PORTANTINO)

WHEREAS, Governor Gavin Newsom signed Senate Bill 328, authored by California State Senator Anthony Portantino, on October 13, 2019; and

WHEREAS, Senate Bill 328 went into effect on January 1, 2020 as Chapter 868, Statutes of 2019; and

WHEREAS, Senate Bill 328 Prohibits the school day for high schools, including high schools operated as charter schools, from beginning earlier than 8:30 a.m.; and

WHEREAS, Senate Bill 328 prohibits the school day for middle schools, including middle schools operated as charter schools, from beginning earlier than 8:00 a.m.; and

WHEREAS, Senate Bill 328 defines “school day” as having the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance in order to compute any apportionments of state funding; and

WHEREAS, Senate Bill 328 requires that the specified start times would need to be implemented by Pierce Joint Unified School District (PJUSD) in middle school and high school no later than July 1, 2022; and

WHEREAS, Senate Bill 328 exempts rural school districts from the required start times; and

WHEREAS, PJUSD serves a 750 square-mile area comprised of rural farmland in Colusa and Yolo counties; and

WHEREAS, PJUSD schools serve the small communities of Arbuckle, College City, Dunnigan, and Grimes; and

WHEREAS, the United States Census Bureau defines Rural Area as one that is not included in an Urbanized Area, which is defined as an area with an urban nucleus of 50,000 or more people and a population density of 1,000 people/square mile; and

WHEREAS, the Universal Service Administrative Co, an independent not-for-profit organization, administers the Universal Service Fund, which includes the E-Rate, Rural Health Care, and other programs designed to serve people living in rural, underserved, and difficult-to-reach areas; and

WHEREAS, the California School Facilities Program defines “rural area” as a school with the local classification of 41, 42 or 43 as classified by the National Center for Education Statistics;

THEREFORE, BE IT RESOLVED, by the Governing Board of the Pierce Joint Unified School District:

The Board declares that the Pierce Joint Unified School District is a rural school district for the purposes of Senate Bill 328, and as such the district is therefore exempt from the bill’s requirements on school start times.

PASSED AND ADOPTED at the regular meeting of the Governing Board held on February 17, 2022.

AYES: _____

Abel Gomez, President of the PJUSD Governing Board

NOES: _____

ABSENT: _____

John Friel, Clerk of the PJUSD Governing Board

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Wednesday, January 19, 2022 5:00 pm
Pierce High School Multi-Purpose Room
960 Wildwood Road, Arbuckle CA 95912
Special Board Meeting Minutes

Governing Board:

Abel Gomez, President

Barbara Bair, Vice President

John R. Friel, Clerk

George Green, Member

Amy Charter, Member

1. CALL TO ORDER

President Abel Gomez called the meeting to order at 5:00 p.m.

Members Present: George Green, Abel Gomez, Barbara Bair, Amy Charter, and John R. Friel.

Absent: None

Others Present: Carol Geyer, Dave Vujovich, Laura Hansen, Jessica Geierman, Allison Jansen, George Parker, Amy Christianson, and Melanie Brackett. The following attendees signed in: Erica Miles, Chelsea Charter, Amelia Oliveros, Samantha Vann, Alena Anberg, Arminda Corona, Brittane Garcia, Shelly Langlois, Renee Manhart, Rakae Harris, Devin Harris, Angelica Perez. Several people attended virtually.

George Green led the *Pledge of Allegiance*

A. *Pledge of Allegiance*

A motion was made by Mrs. Charter and seconded by Mr. Green to approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mr. Friel, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None

2. APPROVAL OF AGENDA

Carol Geyer stated that she and George Parker would give background information on the Transitional Kindergarten facilities project. She introduced Amy Christianson who facilitated the meeting. Mrs. Geyer gave a brief outline of the State's new legislation for universal transitional kindergarten and outlined the program stating that the district does not have enough space to house another full grade of students. She outlined the State funding that is available and the conversations that have been held with stakeholders so far. She then outlined the conversations that were held between the district's consulting firm and CDE regarding Arbuckle Elementary being overcrowded and that a grade shift, moving the 5th grade to Johnson Junior High, may be what is needed. She outlined the age range for TK and how different age ranges will be added in each year. Enrollment projections were shared as well as site capacity figures. George Parker outlined the options for TK facilities and the funding parameters. Mrs. Geyer outlined the timeline and stated that the goal would be to turn in an application for funding in April. This means that the Board needs to reach a decision at the March Board Meeting to get in line for funding. Amy Christianson outlined the current options: 1. Submit the funding application for a

3. Transitional Kindergarten Board Listening Session

new building at AES and potentially have severe overcrowding in the future; 2. Build a new building at the high school; 3. Find a site that fits the needs of the new TK building; and 4. Move the 5th grade to the middle school. She asked the group what has to happen to provide optimal learning opportunities for the 5th graders in the community.

The following topics were raised and discussed regarding new transitional kindergarten facilities within the district and the option of moving the 5th grade to Johnson Junior High School. How would the after-school program be affected? How would there be room for additional programs and support staff at the junior high? How would access to appropriate library books be handled? The junior high would need a vice-principal. Motivational programs for students would need to continue. How would schedules work at the junior high? Would grades 5-8 be all together with the same schedule? Or will schedules be staggered? Would there be 5th/6th grade “pods”? How would 5th graders access special education, ELD, and reading services? Could the current parking lot at AES be utilized for a TK building? Could the road along the parking lot be permanently blocked? Age appropriate play ground equipment would be needed. Could the Family Action Center be relocated to gain space at the elementary school? Could Grand Island be used as a TK school? Engage the students in “vision” for a new junior high with 5th graders there. Create new schools: TK-2, 3-5, 6-8, and 9-12. Survey parents to get input on TK and 5th grade options. Acquire property to build the new TK building. Create an option that does not move the 5th graders. Comments were made regarding the maturity level of 5th graders vs. 8th graders and how it is not appropriate to have them on the same campus. There was further discussion regarding the property across the street from Arbuckle Elementary and about asking the county for joint use agreements for the county library. An additional listening session will be held on February 9, 2022 at 5:30 p.m.

The Board adjourned at 7:00 p.m.

4. ADJOURN

Carol Geyer, Secretary to the Board
of Trustees

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday, January 20, 2022 1:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Special Board Meeting Minutes

Governing Board:

Abel Gomez, President

Barbara Bair, Vice President

John R. Friel, Clerk

George Green, Member

Amy Charter, Member

1. CALL TO ORDER

President Abel Gomez called the meeting to order at 1:00 p.m.

Members Present: George Green, Abel Gomez, Barbara Bair, Amy Charter, and John R. Friel.

Absent: None

Others Present: Carol Geyer and Bob Caine. The administrative team joined the meeting at 3:00 p.m.: Dave Vujovich, Laura Hansen, Jessica Geierman, Allison Jansen, and Don Friel

A. Pledge of Allegiance

Barbara Bair led the *Pledge of Allegiance*

A motion was made by Mrs. Bair and seconded by Mrs. Charter to approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mr. Friel, Mrs. Charter, and Mrs. Bair. Voting No: None. Absent: None

2. APPROVAL OF AGENDA

3. HEARING OF THE PUBLIC

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

No one spoke at this time.

4. Board of Trustees Training

The Board held Governance Training with Bob Caine. Topics included: Effective Governance System, Prioritizing short and long term issues to discuss, and Findings of Educational Research. A discussion with the administrative team was also held.

5. ADJOURN

The Board adjourned at 4:05 p.m.

Carol Geyer, Secretary to the Board
of Trustees

Pierce Joint Unified School District
540-A 6th Street Arbuckle, CA 95912
(530) 476-2892 * FAX (530) 476-2289
Thursday January 20, 2022 5:00 pm
Pierce Joint Unified School District
Technology Building
940A Wildwood Road, Arbuckle CA 95912
Regular Board Meeting Minutes

Governing Board:

Abel Gomez, President

Barbara Bair, Vice President

John R. Friel, Clerk

George Green, Member

Amy Charter, Member

1. CALL TO ORDER

President Abel Gomez called the meeting to order at 5:00 p.m.

Members Present: George Green, Abel Gomez, Amy Charter, John Friel, and Barbara Bair

Absent: None

Others Present: Francisco Mendoza, Dave Vujovich, Laura Hansen, Jessica Geierman, Allison Jansen, Daena Meras, Carol Geyer, Melanie Brackett, parents/guardians and community members and several virtual participants

A. *Pledge of Allegiance*

John Friel led the *Pledge of Allegiance*

2. APPROVAL OF AGENDA

A motion was made by Mr. Friel and seconded by Mrs. Charter to change Item #13: COVID – 19 Safety/Prevention Plan from an action item to a report and approve the agenda. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

3. HEARING OF THE PUBLIC – 6:00 p.m.

(Speakers will be given three (3) minutes to speak with a twenty (20) minute limit per topic)

Alena Anberg gave a statement on her experience with Edmentum, Math 3 and her student. She gave examples of what worked with her student which included Math 52, a program through Woodland community college which will be a dual enrollment. She hopes her information is helpful for parents in knowing there is a math pathway for their students. Rebecca McPeck read a statement regarding the dirt that has been dumped at the school farm due to the construction of the shade structures. She outlined the programs that are run at the farm, the crops that are grown, and the animals that are cared for. She stated that what was supposed to be two piles of clean, useable dirt was actually more than two piles and consisted of chunks of concrete, tree trunks and other materials. She outlined an area that has been deemed useless to plant and can now only be used to park equipment. She further outlined the condition of the farm after the materials have been dumped there which are potentially contaminated with oil and other hazardous materials. She stated that this area is used to grow food meant for consumption and this is extremely concerning to see. She further

stated that the piles caused flooding on the road that is used to feed animals at the farm. She would like to know if the district has a plan to clean up the farm so the opportunity for students to plant and grow crops can continue. Mrs. Geyer thanked her for her statement and assured Rebecca that she would look into the situation. Mrs. Geyer let her know that she does not need to wait for a board meeting to bring a situation like this to her attention. Maryann Diaz, Johnson Junior High Secretary gave a statement regarding the junior high and stated that she loves her job at the junior high and gave examples of the wonderful staff at that site. She stated that it is a treat to be a part of all of the teaching going on at JJH. The very best part of her job is being part of each of the students' lives at JJH. She stated that the kids at JJH are good kids and just like at any other school there are behavior issues to deal with. She invited Board members to come and check out the great things happening at JJH and gave some examples of some of the events and evidences of Cougar Pride. She does not think that 5th graders should be moved to the junior high, but not because the older students are "predators" but because a 5th grader and a 7th grader are on completely different developmental levels. She said that if the 5th grade does come to JJH she can say, without a doubt, that the students would be loved and taught in a high-quality environment and be welcome by all staff. Alexandra Rudorff stated that as part of the library committee she was glad to see the policy on controversial issues and wanted to highlight #7: Instruction in a classroom shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity, or expression, disability, religion, or any other basis prohibited by law. She stated that by not having a group of people represented is reflecting on them adversely. She feels that teachers feel uncomfortable bringing certain topics to the classroom because of complaints by parents and the community. She gave an example of why it is important to include all groups in literature and teaching. She stated that she feels that the policies that are in place are a good start but that more can be done and there are ways that a community can come together on these issues. She stated that at the high school level there is no access to books because there is no library and there is no access to new releases in the classroom libraries. She stated that the diverse literature that many students are looking for is not available. She thinks that it will need to be addressed eventually because literature is powerful and opens so many doors. Comments from the public were read regarding moving 5th graders to the junior high and that 5th graders are very different than 7th and 8th graders. Nick Green added that he shows his support for Mrs. Rudorff's comments and gave further examples of how access to literature can help students learn more about themselves. He stated that he received letters from

students who have stated that literature creates understanding of their issues for others. More comments from the chat were read regarding parents views on inappropriate content in books for 6th graders. Alexandra Rudorff stated that the comments from the inappropriate content were taken out of context and encouraged reading the book. Emily Taylor stated that 6th graders choose their book club books and parents were notified of the titles available and students could choose another book anytime. Victoria Guzman stated that she agrees with what Mr. Green said, and it feels more comfortable when teachers recognize that you are part of a group and offer their support. A member of the public stated that it is a good idea to keep the books in the classrooms to create safe spaces for students. She thinks it would be better to have students exposed so there is not so much hate towards them. Another parent spoke and said her students are respectful and treat others kindly, but she does not believe it is the school's job to give her students materials that are opposite of her value system, or her rights as a parent to decide what is appropriate for her students. She stated you can teach inclusiveness and values without exposing them to sexual issues.

4. Student Body Representative/Club Reports

FFA Vice President, Morgan Erickson, reported that tree sales in December was very successful. Tuesday, January 25th kicks off the speech contest. Participants will give eight-minute speeches on any Ag related issue. Arbuckle Field Day is February 5th. Thirty students are signed up for the State conference in March that will be held in Sacramento. She reported on the number of animal projects. ASB Representative Cindy Corona reported that the basketball teams have been struggling with COVID cancellations and soccer is going strong. The winter dance has turned into a spring dance and will be held March 19th outside under the new JJH awning. There will be a DJ and an ice cream truck at the dance. The winter homecoming is the week of January 31st. She outlined the themes and dress up days.

5. PRINCIPAL'S REPORTS:

- A. Arbuckle Elementary School/Grand Island Elementary School
- B. Lloyd G. Johnson Junior High School
- C. Pierce High School/Arbuckle Alternative High School

Laure Hansen reported that is has been a crazy, busy two weeks at Arbuckle Elementary and Grand Island Elementary. She gave a big shout out to her staff at both sites and gave some examples of staff members helping out where needed. From specialists going into the classroom as substitute teachers to cafeteria workers helping out to clean classrooms after lunch. The office staff at both sites have been working extra hard supporting questions from

parents. She also gave a shout out to Janet, School Nurse, and Nubia, Health Clerk for their diligence in taking care of students who do not feel well. She reported on the absences at both sites due to positive COVID cases or quarantines. The Elevate Math program has begun for 3rd through 5th grade this week. Intervention is going on for 1st and 2nd graders. She outlined how the 2nd grade will soon receive one more day of intervention and stated that 4th grade math intervention will begin in February. Teachers met with grade level teams to analyze the fall NWEA data to determine students who are in need of enrichment and intervention. Two para educators have been hired for the expanded after school program at AES. She gave a brief outline of the need to expand the program. Mister Brown will visit Arbuckle Elementary School next Wednesday. He will be presenting to all students in three different presentations. Grand Island students will be coming to Arbuckle to watch the assembly. She is so thankful for the staff at both Arbuckle Elementary and Grand Island Elementary. They are all working hard to ensure that campuses are safe, clean and students are learning.

Jessica Geierman reported that the awards ceremony today at Lloyd G. Johnson Junior High was held outside. The shade structure is amazing and allows everyone to participate safely. Teachers did a wonderful job with the awards and it was nice to see the staff and student body all together. A Shady Creek meeting was held on Tuesday with a great turn out with over 150 people in attendance. She outlined the information that was handed out at the meeting. She is happy to say there is a high amount of high school students interested in being counselors for Shady Creek. She thanked Patty Gonzalez for organizing the counselors at the high school. Today was the first boys' basketball game in Williams. A conflict facilitator lunch was held today with the students who were trained in December to touch base and do some team building with them. She reported that the Mister Brown presentation had to be postponed. She reported on student absences that has been averaging at about 55 students a day. She gave a special shout out to Maryann who has helped so much during the COVID times. She is excellent at fielding parent questions and makes them feel heard. She outlined the extra duties that Maryann has taken on and stated that she does an outstanding job usually, but she has had to do more this year and she does it really well. Mrs. Geierman also gave a shout out to Ellen Voorhees for putting together the Mister Brown presentation, and thanked Daena and Carol for finding the funding for Mister Brown's visit. She also thanked Jeff for the technology upgrades that he has been working on at Johnson Junior High. She gave a brief description of some of the upgrades. She reported that it's been a crazy, but

good first two weeks back after break. Mrs. Bair asked Mrs. Geierman to look into the criteria for the Presidential award for 8th graders to make sure that the 6th grade students that come over from Grand Island Elementary as 7th graders have been given the same opportunities to reach the needed criteria for the award as the students who have attended 6th grade at Johnson Junior High.

Dave Vujovich reported that the enrollment has dropped by 8 at Pierce High School since the return from winter break. He gave a breakdown by grade. The FFA students are focused on Field Day which is Saturday, February 5th. The sports teams have been playing and navigating COVID postponements. He gave a brief outline of schedule changes. He reported on the incredible program put on by the music department in December. Gear Up is sending 40 students to the North Valley Trades Day in Chico on January 27th, including two students from the alternative school. Patty and Perla have sent out invitations for Career Day at PHS. There has been a big interest from local vendors to participate. He reported that WASC data was the focus at professional development this week. He outlined the roles that staff have taken on during the process and gave brief examples of the work being done for WASC. He is encouraged by the hard work that the staff is doing during this process. Mister Brown is at PHS next Friday with two assemblies so there are fewer students on one side of the gym at once. He thanked Mary and Maria for the tireless, and sometimes thankless, work during COVID tracking. Mrs. Bair asked Mr. Vujovich if Edmentum is a pass/fail program or if grades are given. Mr. Vujovich responded that Edmentum has two parts and explained the parts which a grade is given. He explained the difference between the parts that are graded and the parts that are pass/fail. He further explained how the Edmentum program will look going forward for all students. Mrs. Bair asked if a student opted out of English, could that student take Edmentum for those credits? Mr. Vujovich responded no. A conversation was held on why three students are taking Math 3 online with Edmentum. Mrs. Bair asked about using UC Scout and Mr. Vujovich responded that UC Scout was not successful and had a fee attached to it. The module was already purchased for Edmentum. Mrs. Charter asked if the three students were taking Math 3 for credit recovery or as their regular class. Mr. Vujovich responded that 3 students are taking Math 3 on the computer. Mrs. Charter asked if this option would be available for all students and Mr. Vujovich responded that this was a one-time option for these 3 students with different circumstances. There was further discussion regarding the Math 3 Edmentum option and how it will not be fair to all others because it is not the same class that everyone else took. Mr. Vujovich also stated that PHS is applying for an A-G grant and outlined the credit

recovery piece of the grant. There was brief discussion regarding students taking Edmentum to raise their grade and if students are fully aware that this is an option for them.

Francisco Mendoza reported that everyone is back since this Tuesday. He reported that work orders have been the focus of the maintenance department. He outlined the work orders at each site. He reported that some back ordered drinking fountains have been received and have been scheduled for installation at AES and some electrical projects for sound bars at PHS. In transportation the drivers had Sonar Solutions training, which is an electronic check out system for the buses. He gave a brief outline of how the system works to provide check in and out procedures electronically.

Daena Meras outlined the 2021/22 P1 Attendance report. There was brief discussion regarding attendance reporting and whether or not previous year's attendance data will be used for funding purposes. Mrs. Geyer added that there have been talks at the State level regarding using enrollment for funding instead of attendance.

The 2021/22 2nd Quarter Williams Complaint Procedure Quarterly Report was submitted to the Board. There were no complaints.

The 2021/22 2nd Quarter Discipline Report was submitted to the Board. There were no questions.

The EL Report with ELPAC Results was submitted to the Board. Mrs. Geyer stated that this report shows summative scores for students in the 2020/21 school year. She stated that the data is used to place students in programs based on their language levels. She stated that the TK and Kinder students take an initial assessment and gave a brief outline of the ELPAC testing schedule.

Allison Jansen outlined the Classroom Library Committee Meeting that was held on January 18, 2022. She reported that the committee reviewed Board Policy and Administrative Regulation 6161.1 – Selection and Evaluation of Instructional Materials, Board Policy 6161.11 – Supplementary Instructional Materials, and Board Policy and Administrative Regulation 6144 – Controversial Issues to see if they were being followed and are working. She reported that after reviewing and discussing the policies, the committee agreed and found that all policies and administrative regulations were being followed as written. She thanked the members of the committee for their insight, ideas, and

6. REPORTS:

A. Transportation/Facilities Report

B. 2021/22 P1 Attendance Report

C. Williams Complaint Procedure Quarterly Report – 2nd Quarter 2021/22

D. Discipline Report – 2nd Quarter 2021/22

E. EL Report (ELPAC Results)

F. Classroom Library Committee Meeting Report

willingness to work together. The committee will meet again on Tuesday, February 22nd.

Mrs. Geyer outlined that changes to the COVID – 19 Safety/Prevention Plan that will come before the Board for approval at the February Regular Board meeting. She stated that the changes follow CDPH and OSHA requirements. Mrs. Bair asked if the contact tracing would be ending any time soon. Mrs. Geyer responded that the notification requirements are easing a bit. She stated that the district has not changed their practice regarding notification of positive cases and outlined the process for notification. There was discussion regarding the time it takes for each notification. Mrs. Geyer outlined the process for getting a home test from the district to test a student or employee back to school or work after a positive test or an exposure. There was brief discussion regarding the expiration date of the home tests. It was asked if the home tests were available as throat swabs vs. the nasal swab. Mrs. Geyer responded that the tests that the district provides are nasal swabs that are self-administered. There was further discussion regarding the number of guidance updates from CDPH and OSHA and how things are changing daily.

No report was given.

No report was given

Mrs. Geyer reported that the SARC is required by State law to be posted on the school websites by February 1 each year. She explained that the missing data in the submitted SARCS is data that comes from the State and has not been released yet. These SARCS will be posted on the websites and reposted once the data is populated. The A motion was made by Mrs. Bair and seconded by Mr. Green to approve the School Accountability Report Card A-E. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

Mrs. Geyer reported that the calendar was reviewed by staff in December 2021. A motion was made by Mrs. Charter and

G. COVID-19 Safety/Prevention Plan Report

7. PJUEA (Pierce Joint Unified Educators Association Report
8. CSEA (California School Employees Association) Report
9. Consider and approve **School Accountability Report Card** for:
 - A. Arbuckle Elementary School
 - B. Grand Island Elementary School
 - C. Lloyd G. Johnson Junior High School
 - D. Pierce High School
 - E. Arbuckle Alternative High School
10. Consider and approve **2022/23 Pierce JUSD Attendance Calendar**

seconded by Mr. Green to approve the 2022/23 Pierce JUSD Attendance Calendar. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

A motion was made by Mrs. Bair and seconded by Mr. Friel to approve the 2022/23 Pierce JUSD Student Calendar. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

Mrs. Geyer gave a brief background of this grant that is renewed every three years. A motion was made by Mrs. Charter and seconded by Mrs. Bair to approve the After-School Education and Safety Program Plan Grant Renewal. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

11. Consider and approve **2022/23 Pierce JUSD Student Calendar**

12. Consider and approve **After-School Education and Safety Program Plan Grant Renewal**

13. Consider and approve **Consent Agenda:**
- A. Minutes of December 9, 2021 Special Board Meeting
 - B. Minutes of December 9, 2021 Regular Board Meeting
 - C. Minutes of December 10, 2021 Regular Board Meeting
 - D. Warrant List for December 2021
 - E. Interdistrict Transfers:
 - 1. Transferring OUT for the 2021/22 School Year:
 - a. One (1) Student to Woodland CA – New
 - b. One (1) Student to CCOE – New
 - 2. Transferring OUT for the 2022/23 School Year:
 - a. One (1) Student to Woodland CA - Continuing
 - F. Donations:
 - 1. Shady Creek:
 - a. Colusa Casino Resort
 - b. D&J Tires Inc.
 - c. Woodland Lodge #1299
 - d. Strain Farming Co.
 - e. Lyle and Lauren Charter
 - f. Spring Valley Lodge #316
 - g. Will and Allison Jansen

A motion was made by Mrs. Bair and seconded by Mrs. Charter to approve the Consent Agenda. Voting Aye: Mr. Gomez, Mr.

Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None.
 Absent: None

14. BOARD POLICIES:

A. FIRST READING:

1. BOARD POLICY REVIEW:

a.	BP/AR 5020 – Parent Rights and Responsibilities
b.	BP/AR 6161.1 – Selection and Evaluation of Instructional Materials
c.	BP 6161.11 – Supplementary Instructional Materials
d.	BP/AR 6144 – Controversial Issues

2. BOARD POLICY UPDATES:

a.	BP/AR 1312.3 – Uniform Complaint Procedures
b.	AR 3515.6 – Criminal Background Checks for Contractors
c.	AR 5125 – Student Records
d.	AR 5145.3 – Nondiscrimination/Harassment
e.	BP/AR 5148 – Child Care and Development
f.	BP/AR 5148.2 – Before/After School Programs
g.	BP/AR 6112 – School Day
h.	BP/AR 6143 – Courses of Study
i.	BP/AR 6158 – Independent Study
j.	BP 6170.1 – Transitional Kindergarten
k.	BB 9150 – Student Board Members
l.	BB 9320 – Meetings and Notices

Mrs. Bair stated that the way the courses of study policy reads it appears that driver’s education should be offered and she thought it was an option. Mrs. Geyer confirmed that it is an option. Mrs. Bair asked about student board members. She thinks that student board members should be encouraged. Mrs. Geyer will look into it. Sarah Charter submitted a statement regarding sexual content in books. Mrs. Bair stated that the library committee did not find

anything off with the policy, but there is still a lot to be discussed regarding age appropriateness, intensions, and meanings. She stated that she did not see anything in the policy that was not appropriate, but the committee did not make any decisions on the policy. Mr. Green asked the question when does the Board usurp parent's rights? And when, if ever, should we? Mr. Gomez responded that parents have the right to let their child read the materials they think are appropriate. Mrs. Geierman stated that at JJH they emphasis choice and they don't make any child read a book that they are uncomfortable with and a parent can always say they don't want their child to read any book. There was discussion regarding parent choice and whether it is coming before or after the books are chosen. Mrs. Geierman outlined the process that was followed to ensure that parents know what books are being offered to students. She also outlined how the book club is run and that all books are optional. There was further discussion regarding different resources to check the level of a book. She stated that they are trying their best to work with parents and always giving the child the choice to read what they are comfortable with and interested in. Sarah Charter asked if the book club does presentations to the other students on the books they have read. Mrs. Geierman responded that it depends on what is being covered, and she outlined different activities that included presentations, journals, and online info graphics. There was further discussion regarding the presentations that are summarizing the books to students whose parents may have requested that they not read. Amy Charter asked if the book lists could be posted on the website so parents could see what books are being read at each grade level. Mrs. Geierman said that part of book club is choosing books that students want to read and that may change year to year, but it is something that they could work toward. Sarah Charter stated that they are not asking that the books be removed from the school, they just want to be notified of the books that are being used to be able to make sure they are appropriate for their student. The FIRST READING BOARD POLICIES will be held over for a second reading at the February 17, 2022 Regular Board Meeting.

15. Items to be agendized for next regular meeting

LCAP Supplement
Spring Sports Coaches Certification
DELAC Meeting Report
Winter CARS
Superintendent Evaluation
A-G Grant

16. Superintendent's Report

Carol Geyer reported that summer school is beginning to be planned. She reported that the Expanded Learning Opportunities

Program that will extend the ASES program to include more students TK-6th grade. Mrs. Hansen is planning for the increase of students. It also adds 30 9-hour days outside of the school year. She outlined the planned schedule for summer school. She sent out a Google form to staff to find out interest for teaching summer school. She stated that the day would be 8:00 am – 5:00 pm with instructional time in the morning and an ASES type program in the afternoon with enrichment activities. She reported that there has been good interest from staff and outlined the advertising process that took place trying to get college students interested in applying. She outlined new requirements to become a substitute teacher or a para educator. She is trying to be ahead of the game and appeal to college students to apply for a great summer job. Mrs. Bair asked if the para educator test is the same throughout the State. Mrs. Geyer responded that it is different by county. There was brief discussion on the requirements to become a para educator. She gave a brief outline of the current attendance rate which has been at about 82% each day.

No report was given.

17. Board President’s Report

18. CLOSED SESSION:

A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

	Certification	Position	Status
1.	Coach	Varsity Boys’ Basketball Assistant	Volunteer
2.	Coach	Varsity Girls’ Soccer	Volunteer
3.	Certificated	Substitute Teacher	Hiring
4.	Classified	Utility Technician/ Bus Driver	Resignation
5.	Classified	District Mechanic/ Maintenance	Hiring
6.	Certificated	Teacher	Leave

B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release

The Board went into CLOSED SESSION at 6:38 p.m.

19. OPEN SESSION - Report Action Taken in
CLOSED SESSION

The Board reconvened at 6:59 p.m. and reported action taken on the following:

- A. PUBLIC EMPLOYMENT: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss employee matters:

A motion was made by Mr. Green and seconded by Mr. Friel to approve the PUBLIC EMPLOYMENT Items 1 - 5. Voting Aye: Mr. Gomez, Mr. Green, Mrs. Charter, Mr. Friel, and Mrs. Bair. Voting No: None. Absent: None

A motion was made by Mrs. Bair and seconded by Mr. Green to approve the PUBLIC EMPLOYMENT Item 6. Voting Aye: Mr. Green and Mrs. Bair. Voting No: Mr. Friel, Mr. Gomez, and Mrs. Charter. Absent: None

Certification	Position	Status
1. Coach	Varsity Boys' Basketball Assistant	Volunteer
2. Coach	Varsity Girls' Soccer	Volunteer
3. Certificated	Substitute Teacher	Hiring
4. Classified	Utility Technician/Bus Driver	Resignation
5. Classified	District Mechanic/Maintenance	Hiring
6. Certificated	Teacher	Leave

- B. PUBLIC EMPLOYEE DISCIPLINE / DISMISSAL / RELEASE: Pursuant to Government Code sec. 54957, the Board will meet in CLOSED SESSION to discuss public employee discipline/dismissal/release.
No ACTION was taken

20. ADJOURN

The Board adjourned at 7:46 p.m.

Carol Geyer, Secretary to the Board
of Trustees

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00425896	01/07/2022	ADVANCED TECHNOLOGY GROUP	01-5800	E-RATE CONSULTING		4,900.00
00425897	01/07/2022	ALHAMBRA	01-4300	WATER SUPL		96.18
00425898	01/07/2022	ALSCO GEYER IRRIGATION INC	01-4300	MO SUPL	298.65	
			01-5900	UPS FEE	69.30	367.95
00425899	01/07/2022	Ambriz, Erica	01-5200	MILEAGE TO GIE		29.12
00425900	01/07/2022	BIMBO BAKERIES USA	13-4700	CAFE SUPL		575.25
00425901	01/07/2022	BLICK ART MATERIALS	01-4300	Art Class Supplies		112.60
00425902	01/07/2022	Cabrera Jauregui, Nancy	01-5200	CONFNC MILEAGE REIMB		231.84
00425903	01/07/2022	CAPITOL ADVISORS GROUP, LLC	01-5800	Consulting Services 21/22		3,000.00
00425904	01/07/2022	CHARLIE'S ELECTRIC INC CHARLES J. MEYERS	01-5800	BUS CHARGING STATION SVC		3,723.41
00425905	01/07/2022	COLLEGE BOARD	01-5800	SAT TESTS		386.00
00425906	01/07/2022	DANIELSEN CO.	13-4300	CAFE SUPL	765.28	
			13-4700	CAFE SUPL	819.11	1,584.39
00425907	01/07/2022	Dillard, Julie	01-4300	TCHR SUPL		88.33
00425908	01/07/2022	EASTBAY	01-4300	Gear UP Class Tshirts		3,006.66
00425909	01/07/2022	ERICKSON, CARA	13-8634	CAFE ACCT REFUND		47.95
00425910	01/07/2022	FLYERS ENERGY LLC DEPT #34516	01-4325	FUEL SUPL		2,283.76
00425911	01/07/2022	FORTUNA UNION SCHOOL DISTRICT SANDRA DALE, GROW AG ED	01-5200	L VANLANINGHAM REGISTRATION		290.00
00425912	01/07/2022	FRONTIER	01-5900	PHONE SVC		10,372.74
00425913	01/07/2022	GENERAL PRODUCE COMPANY, LTD	13-4700	CAFE SUPL		2,497.20
00425914	01/07/2022	GOLD STAR FOODS	13-4700	CAFE SUPL		1,659.24
00425915	01/07/2022	Griffin, George	01-5200	MILEAGE TO GIE		174.72
00425916	01/07/2022	HARPER'S AUTO REPAIR LLC	01-5600	SMOG CHECK CHEV 2005	45.00	
				SMOG CHECK FORD 2002	45.00	
				SMOG CHECK FORD 2009	45.00	135.00
00425917	01/07/2022	HD SUPPLY FACILITIES MAINT	01-4300	FLOR MATS	169.84	
				MO SUPL	465.56	
				WASTE RECEPTACLES	251.87	887.27
00425918	01/07/2022	HOUGHTON MIFFLIN HARCOURT PUB	01-4100	Math Curriculum-TE		140.81
00425919	01/07/2022	HYLEN DISTRIBUTING	13-4700	CAFE SUPL		3,146.09
00425920	01/07/2022	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT	244.53	
			01-5800	COPIER MAINT	677.61	922.14
00425921	01/07/2022	KING CONSULTING INC	25-5800	Prepare Trans T/K Application to SAB/CDE	2,913.75	
				Prof Svc SAB/OPSC Application	185.00	3,098.75
00425922	01/07/2022	KS TELECOM	01-6200	PO21-00284		1,685.00
00425923	01/07/2022	LOZANO SMITH LLP	01-5870	PROF SVC THU 11/30/21		5,012.73
00425924	01/07/2022	MCF CONSTRUCTION SERVICES	21-6200	DSA Inspections (PHS Ag CTE Facility)		24,000.00

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ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00425925	01/07/2022	MJB WELDING INC	01-4300	Cartridges & Spool Wire	2,010.00	
				NTE - Welding Class Supplies	153.69	
				NTE Welding Supplies	624.90	
			01-6400	Powermax 85 CPC	11,388.45	14,177.04
00425926	01/07/2022	MULTIPLE MEASURES LLC	01-5800	MMARS Ready Reports		1,428.57
00425927	01/07/2022	ORLAND AUTO PARTS	01-4300	MO SUPL		83.57
00425928	01/07/2022	PACIFIC GAS & ELECTRIC	01-5530	GAS ELECTRIC		24,554.63
00425929	01/07/2022	POWER DISTRIBUTORS	01-4300	NTE - Ag Mech Classroom Inst. Materials		365.49
00425930	01/07/2022	STAPLES ADVANTAGE	01-4300	Copy paper	214.39	
				OFC SUPL	62.36	
				Office Supply	108.82	385.57
00425931	01/07/2022	Stassi, Susan	01-5200	MILEAGE REIMB TO GIE		101.92
00425932	01/07/2022	STRICTLY TECHNOLOGY LLC	01-4300	replacement monitors AES, JJH, PHS, IT	6,199.05	
			01-4400	21 replacement PCs PHS KBD LAB COVID	6,354.05	12,553.10
00425933	01/07/2022	Stuivenberg, Jeffrey	01-5200	MILEAGE/MEMBERSHIP REIMB	21.28	
			01-5800	MILEAGE/MEMBERSHIP REIMB	106.67	127.95
00425934	01/07/2022	T-MOBILE	01-5900	200 T-Mobile Hotspots Monthly Billing		3,732.00
00425935	01/07/2022	VERIZON WIRELESS	01-5900	Hotspot Monthly cost data plan		2,246.16
00425936	01/07/2022	Vigil, Miguel	01-5200	CONFNC MILEAGE REIMB		213.92
00425937	01/07/2022	WALLACE SAFE & LOCK	01-4300	KEY SUPL	10.69	
				LOCK SUPL	736.24	746.93
00425938	01/07/2022	WAXIE SANITARY SUPPLY	01-4300	MO SUPL		975.94
00426070	01/14/2022	ALSCO GEYER ACE HARDWARE	01-4300	MO SUPL	495.33	
				NTE - Instructional Supplies	233.70	
				NTE - School Farm Supplies	12.85	741.88
00426071	01/14/2022	APPEAL-DEMOCRAT	01-5820	VACANCY AD		637.16
00426072	01/14/2022	CA DEPT OF TAX AND FEE ADMINISTRATION	01-9519	2021 SALES/USE TAX RPT		1,258.00
00426073	01/14/2022	CA DEPT OF TAX AND FEE ADMIN	01-4325	DSL FUEL EXEMPT QTR RPT		12.00
00426074	01/14/2022	CALIFORNIA'S VALUED TRUST	01-3401	JAN2022 HLTH	8,802.14	
			01-9514	JAN2022 HLTH	146,892.28	155,694.42
00426075	01/14/2022	CARVALHO'S HEATING & AIR	01-5800	REPAIRS		175.00
00426076	01/14/2022	CINTAS	01-5800	LINEN SUPL	418.01	
			13-5800	LINEN SUPL	382.90	800.91
00426077	01/14/2022	COLUSA CO ENVIRONMENTAL HEALTH	01-5800	ANNUAL PERMIT-PHS	448.00	
			13-5800	ANNUAL PERMIT-AES	392.00	
				ANNUAL PERMIT-GIE	392.00	
				ANNUAL PERMIT-JJH	392.00	

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00426077	01/14/2022	COLUSA CO ENVIRONMENTAL HEALTH	13-5800	ANNUAL PERMIT-PHS	392.00	2,016.00
00426078	01/14/2022	COLUSA CO WATER WORKS DIST #1	01-5510	WATER BASE FEE		120.00
00426079	01/14/2022	DINN BROS	01-4300	Gold Medals Reading Couns	61.45	
				Unpaid Sales Tax	4.15-	57.30
00426080	01/14/2022	Dorantes, Angela	01-5200	MILEAGE REIMB		22.23
00426081	01/14/2022	FOLLETT SCHOOL SOLUTIONS INC	01-5800	Renewal annual Follett Subscription district		5,676.56
00426082	01/14/2022	FULCHER PAINTING & SUPPLY LLC	01-4300	PAINT SUPL		123.87
00426083	01/14/2022	GERLINGER STEEL	01-4300	NTE - Instructional Welding Supplies		176.43
00426084	01/14/2022	GINNO CONSTRUCTION INC	21-6200	Constr. Agreement PHS Ag CTE Facility		93,283.01
00426085	01/14/2022	HD SUPPLY FACILITIES MAINT	01-4300	MASK SUPL	908.41	
				MO SUPL	636.69	1,545.10
00426086	01/14/2022	INLAND BUSINESS SYSTEMS	01-5650	COPIER MAINT		142.40
00426087	01/14/2022	MJB WELDING INC	01-4300	NTE Welding Supplies		554.39
00426088	01/14/2022	PACIFIC GAS & ELECTRIC	01-5530	BUS CHARGING STATION	1,144.58	
				GAS ELECTRIC	3,829.22	4,973.80
00426089	01/14/2022	POWER DISTRIBUTORS	01-4300	NTE - Ag Mech Classroom Inst. Materials	115.58	
				Unpaid Sales Tax	7.81-	107.77
00426090	01/14/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5520	DISPOSAL SVC		4,035.46
00426091	01/14/2022	STEVENSON PEST CONTROL	01-5800	21/22 Pest Control Fees		370.00
00426092	01/14/2022	SYNCB/AMAZON	01-4200	Rudorff reading clubs	71.26	
			01-4300	ball cart	232.65	
				classroom supplies/Povlsen	169.47	
				Microphone for IT video manuals	107.24	
				Office supplies	135.27	
				Office/Counslor Center	423.73	
				sound cables for sound bars/ IT supplies	130.85	
				STEAM Art Supplies Bauman	83.17	
				Targus 4vu privacy filter for AES secretaries	307.16	
			13-4300	CAFE SUPL	21.44	
				Unpaid Sales Tax	5.62-	1,676.62
00426093	01/14/2022	SYNTHESIS PARTNERS, LLC	21-6200	A&E Design Services - PHS CTE Ad Learning Ctr	4,780.00	
			41-6200	A&E Design Services - AES Transitional T/K	3,600.00	
				A&E Design Services - PHS Pool	2,962.50	11,342.50
00426094	01/14/2022	TIAA BANK	01-5650	COPIER LEASE		219.06
00426095	01/14/2022	TRI-COUNTY SCHOOLS INS GROUP	01-3402	JAN2022 HLTH	10,964.00	
			01-5822	TB ASSESSMENT	130.00	

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00426095	01/14/2022	TRI-COUNTY SCHOOLS INS GROUP	01-5822	TB ASSESSMENTS	15.00	
			01-9514	JAN2022 HLTH	17,564.00	28,673.00
00426096	01/14/2022	U.S. BANK CORP PAYMENT SYS	01-4300	Business Cards	77.19	
				ELLIS ART-COPY PRINTS	126.13	203.32
00426097	01/14/2022	UMPQUA BANK CORPORATE REAL ESTATE	01-5600	3901FAC1 OFC RENT		550.00
00426098	01/14/2022	WAXIE SANITARY SUPPLY	01-4300	FACE MASKS	385.76	
				MO SUPL	433.23	818.99
00426099	01/14/2022	YUBA SUTTER CHIROPRACTIC	01-5800	DOT EXAM		65.00
00426100	01/14/2022	ZONAR SYSTEMS INC	01-5800	JAN SVC		319.00
00426179	01/21/2022	AMPLIFIED IT	01-5800	OFC 365 TO G SUITE MIGRATION		492.00
00426180	01/21/2022	CALIFORNIA'S VALUED TRUST	01-3401	FEB HLTH	8,802.14	
			01-9514	FEB HLTH	146,892.28	155,694.42
00426181	01/21/2022	CALTRONICS J.J.R. ENTERPRISES INC	01-5650	COPIER MAINT		96.63
00426182	01/21/2022	Corona, Maria	01-4300	TCHR SUPL		28.15
00426183	01/21/2022	COUGHLAN COMPANIES LLC CAPSTONE	01-4200	Library Grant- books		1,092.34
00426184	01/21/2022	DEMCO INC	01-4300	Book Binding tape		385.66
00426185	01/21/2022	Dorantes, Angela	01-5200	MILEAGE REIMB		22.23
00426186	01/21/2022	EDMENTUM	01-5800	21/22 Edmentum		20,953.25
00426187	01/21/2022	ENTERPRISE-RECORD MERCURY RECORD RED BLUFF DAILY	01-5820	VACANCY AD		938.85
00426188	01/21/2022	FLYERS ENERGY LLC	01-4325	FUEL SUPL		870.46
00426189	01/21/2022	FRONTIER	01-5900	PHONE SVC		96.86
00426190	01/21/2022	GARY CAIN dba CAIN RANCH	01-5800	ALMOND TREE SVC		4,511.33
00426191	01/21/2022	Griffith-Garcia, Kelli	01-4300	RED CROSS CARD REIMB		105.00
00426192	01/21/2022	LOZANO SMITH LLP	01-5870	DEC SVC		90.00
00426193	01/21/2022	Mingarelli, Melissa	01-4300	TCHR SUPL		69.44
00426194	01/21/2022	OTC BRANDS INC	01-4300	Bulldog Store incentives/Reading/Math awards		404.01
00426195	01/21/2022	PACIFIC GAS & ELECTRIC	01-5530	GAS ELECTRIC		26,211.51
00426196	01/21/2022	PIONEER REVIEW	01-5820	VACANCY ADS		360.00
00426197	01/21/2022	SCHOLASTIC INC	01-4200	Library books- Grant		691.96
00426198	01/21/2022	SCHOOL SPECIALTY LLC	01-4300	Office supplies		130.38
00426199	01/21/2022	STRICTLY TECHNOLOGY LLC	01-4300	10 additional chromebooks for TK+K	3,958.74	
				120 chromebooks for home for TK + K	47,504.83	
				Erate		
				Privacy Screen for new screen Nurse AES	96.50	
				Webcams for new Interactive Whiteboards	643.39	

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ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00426199	01/21/2022	STRICTLY TECHNOLOGY LLC	01-4400	Replacement sound system PHS Corona Gym	1,442.51	53,645.97
00426200	01/21/2022	SYNCB/AMAZON	01-4200	Books	114.67	
			01-4300	Books	103.59	
				Misc Instructional Supplies	493.36	711.62
00426201	01/21/2022	TEACHERS COLLEGE READING & WRITING PROJECT	01-4200	Maldonado-Lopez Book club Institute		650.00
00426202	01/21/2022	TERRACON CONSULTANTS INC	21-6200	Special Testing and Insp. - PHS Ag CTE Fac		16,590.00
00426203	01/21/2022	TOP TIER DATACOM INC	01-5800	Installation services for Sound bars classroom PHS		7,606.00
00426204	01/21/2022	VERIZON WIRELESS	01-5900	PHONE SVC		675.09
00426205	01/21/2022	WASHBURN AG SERVICES	01-4300	Farm Supplies, Feed, etc		174.00
00426356	01/28/2022	ARBUCKLE PUBLIC UTILITY DIST	01-5510	AES-WATER SEWER QTR PMT	2,379.27	
				PHS-WATER SEWER QTR PMT	2,680.98	
				RENTAL WATER SEWER	52.00	5,112.25
00426357	01/28/2022	BLICK ART MATERIALS	01-4300	Art Supplies		1,070.83
00426358	01/28/2022	CARVALHO'S HEATING & AIR	01-5800	REPAIRS		876.96
00426359	01/28/2022	COMPASS ENERGY SOLUTIONS, LP	01-6200	254 kW AC PV Solar Carport System		469,027.35
00426360	01/28/2022	CUTTER, NANCY	01-5821	LIVESCAN FEE REIMB		10.00
00426361	01/28/2022	FLYERS ENERGY LLC	01-4325	FUEL SUPL		1,335.31
00426362	01/28/2022	HD SUPPLY FACILITIES MAINT	01-4300	PROMPT PAY DISC	25.44-	
			01-4400	Water Cooler/Bottle Station	6,188.93	6,163.49
00426363	01/28/2022	JOHN LAMBIRTH TRUCKING INC	01-4300	PLAYGROUND CHIPS-DELIVERY		1,568.53
00426364	01/28/2022	MCF CONSTRUCTION SERVICES	21-6200	DSA Inspections (PHS Ag CTE Facility)		12,000.00
00426365	01/28/2022	NWEA	01-5800	MAP FOR SCI TEST LIC OVERAGE		790.00
00426366	01/28/2022	PIONEER REVIEW	01-5820	VACANCY ADS		72.00
00426367	01/28/2022	POWER DISTRIBUTORS	01-4300	NTE - Ag Mech Classroom Inst. Materials		46.75
00426368	01/28/2022	RICHARD'S TREE SERVICE INC	01-5800	Tree trimming AES		5,500.00
00426369	01/28/2022	SCHOLASTIC INC	01-4200	Library books- Grant		1,456.45
00426370	01/28/2022	STRICTLY TECHNOLOGY LLC	01-4400	Replacement broiken laptop JJH cafeteria		807.23
00426371	01/28/2022	SYNCB/AMAZON	01-4300	ADMIN BOOK	37.57	
				Art Supplies	253.48	
				Award Pencils	92.96	
				Classroom/Office	1,169.53	
				IT supplies	25.72	1,579.26
00426372	01/28/2022	WALLACE SAFE & LOCK	01-4300	KEY SUPL		530.76
00426373	01/28/2022	WAXIE SANITARY SUPPLY	01-4300	MO SUPL		2,032.30

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

ESCAPE ONLINE

Checks Dated 01/01/2022 through 01/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					119	<u>1,255,815.73</u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fc	107	1,084,036.59
13	Cafeteria Fund	9	11,482.46
21	Building Fund	5	150,653.01
25	Capital Facilities Fund	1	3,098.75
41	Special Reserve-cptl.outlay #1	1	6,562.50
Total Number of Checks		119	1,255,833.31
Less Unpaid Sales Tax Liability			17.58
Net (Check Amount)			<u>1,255,815.73</u>

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.

CSBA Sample Administrative Regulation

Classified Personnel

AR 4217.3(a)

LAYOFF/REHIRE

Note: The following **optional** regulation is subject to collective bargaining, and may be deleted by those districts whose agreements fully cover the provisions specified below.

Education Code 45114, 45117, 45298 and 45308 establish the procedures by which the Governing Board may lay off and reemploy classified employees.

Because of the complexity of related Education Code provisions and the interaction with collective bargaining agreements, it is strongly recommended that the district consult with legal counsel before instituting layoff proceedings.

Classified employees shall be subject to layoff for lack of work or lack of funds. (Education Code 45114, 45308)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. (Education Code 45117)

(cf. 4121 - Temporary/Substitute Personnel)

Order of Layoff Within a Classification/Determination of Seniority

Within each class, the order of layoff shall be determined by length of service. (Education Code 45114, 45308)

Note: For any district whose average daily attendance (ADA) is under 400,000, Education Code 45308 defines "length of service" as employees' hours in paid status (Option 1 below). However, such a district may instead choose to enter into an agreement with the exclusive representative of classified employees to determine "length of service" based on an employee's date of hire (Option 2 below).

For any district with an ADA of 400,000 or higher, Education Code 45308 requires length of service to be based on the date of hire; such districts should select Option 2 below.

"Date of hire" is not defined in the law and could refer to the employee's first date of hire in the district or **his/her the employee's** date of hire in the classification or higher classification. Districts selecting Option 2 below may revise ~~that the applicable~~ paragraph to reflect the definition determined by the district or by agreement with the exclusive representative of classified employees, as applicable.

OPTION 1: (For districts with average daily attendance (ADA) under 400,000 that do not have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire)

"Length of service" means all hours in paid status, whether during the school year, a holiday, recess, or during any period that school is in session or closed. However, length of service

LAYOFF/REHIRE (continued)

shall not include hours compensated solely on an overtime basis, as provided in Education Code 45128, and shall not include hours for any service performed prior to entering into probationary or permanent status, except for service in a restricted position pursuant to Education Code 45105. **The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first.** (Education Code 45308)

The employee who has been employed the shortest time in the class, plus higher classes, shall be laid off first. (Education Code 45308)

For an employee who is a member of the Military Reserve or the National Guard, length of service credit shall be granted for military leave of absence, including voluntary or involuntary active duty during a period of national emergency or war. (Education Code 45297, 45308)

(cf. 4161.5/4261.5/4361.5 - Military Leave)

Length of service credit may be granted for time spent on unpaid illness or maternity leave, unpaid family care leave, or unpaid industrial accident leave. Length of service credit shall not be granted for other types of unpaid leaves. (Education Code 45308)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

OPTION 2: (For districts with ADA under 400,000 that have an agreement with the exclusive representative of classified employees to determine length of service as employee's date of hire, and for districts with ADA over 400,000)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first. (Education Code 45308)

<p>Note: The following paragraph applies to both Options 1 and 2. Pursuant to Education Code 45105 and 45259, persons employed in "restricted positions" are classified employees. However, they do not acquire permanent status or seniority credits unless they satisfy the conditions specified below.</p>

For an employee in a "restricted position" under Education Code 45105 or 45259, the original date of employment in the restricted position shall be used to determine **his/her the** length of service, provided **he/she the employee** has completed six months of satisfactory service and has successfully passed the qualifying examination required for service in the class. (Education Code 45105)

(cf. 4200 - Classified Personnel)

LAYOFF/REHIRE (continued)**Notice of Layoff and Hearing Rights**

Note: Education Code 45117 applies to both districts that have adopted the merit system and those that have not. Education Code 45117, as amended by AB 438 (Ch. 665, Statutes of 2021), specifies notice requirements and hearing rights the district must provide to permanent classified employees, as defined, who are subject to layoff due to lack of work or lack of funds, including that notice be given no later than March 15. If a permanent classified employee is not given the required notice and a right to a hearing in accordance with law, the employee is deemed reemployed for the next school year. Education Code 45117 requires that classified employees be given prior written notice when they are subject to layoff due to lack of work or lack of funds. AB 1908 (Ch. 860, Statutes of 2012) amended Education Code 45117 to extend the timeline for such notice to 60 days, as provided below.

Pursuant to Education Code 45117, as amended by AB 438, a "permanent employee" is defined as an employee who was permanent at the time the notice or right to a hearing was required and an employee who became permanent after the date of the required notice.

Whenever a permanent classified employee is to be laid off for lack of work or lack of funds, the Superintendent or designee shall, no later than March 15 and before the employee is given formal notice by the Governing Board, give to the employee written notice of the recommendation, shall be given to the employee informing him/her of the layoff, the reasons that the employee's services will not be required for the ensuing year, the date the layoff goes into effect, any displacement rights, and reemployment rights, and the employee's right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 45117, Government Code 11503 and 11505, and other applicable provisions of law. The notice shall be given: (Education Code 45117)

An employee who is so notified may request a hearing to determine if there is cause for not reemploying the employee for the ensuing year. The request shall be in writing and shall be delivered to the person who sent notice to the employee, on or before March 15 but not less than seven days after the date the notice is served on the employee. Failure of an employee to request a hearing on or before the date specified shall constitute a waiver of the employee's right to a hearing. (Education Code 45117)

The Superintendent or designee shall serve an employee who timely requests a hearing with the District Statement of Reduction in Force documents. The employee has five calendar days from service of the District Statement of Reduction in Force documents to timely file a notice of participation with the district. The parties are entitled to discovery, if requested within 15 days of service of the District Statement of Reduction in Force documents. (Education Code 45117)

Note: Education Code 45117, as amended by AB 438, allows permanent classified employees given notice of a layoff to request a hearing before an administrative law judge. On or before May 7, the administrative judge is required to submit the proposed decision, containing a determination as to the sufficiency of the cause and a recommendation as to disposition regarding the layoff, to the Board for consideration and to affected employee(s).

LAYOFF/REHIRE (continued)

If a hearing is requested by a permanent classified employee, the proceeding shall be conducted and a decision made by an administrative law judge in accordance with Government Code 11500-11529. The Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations in the proposed decision prepared by the administrative law judge shall be binding on the Board. (Education Code 45117)

Following the Board's decision, the Superintendent or designee shall give final notice of termination to the affected employee(s) before May 15 unless a continuance was granted after a request for hearing was made, in which case such date may be extended by the number of days of the continuance. (Education Code 45117)

Note: Pursuant to Education Code 45117, as amended by AB 438, the district may reduce classified staff due to lack of work or lack of funds when the Board determines, during the time between five days after the enactment of the Budget Act and August 15, that the district's total local control funding formula apportionment per unit of ADA for the fiscal year of the Budget Act has not increased by at least two percent.

If during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, and that it is therefore necessary to decrease the number of classified employees due to lack of work or lack of funds, the Board may issue a District Statement of Reduction in Force to those employees in accordance with a schedule of notice and hearing adopted by the Board, and layoff proceedings shall be carried out as required by law. (Education Code 45117)

1. ~~At least 60 days prior to the effective date of the layoff, if the layoff is for lack of work resulting from a bona fide reduction or elimination of service being performed.~~
2. ~~No later than April 29, if the layoff is for lack of funds due to the expiration of a specially funded program at the end of any school year. However, if the termination date of the specially funded program is other than June 30, the employee shall be given notice at least 60 days from the effective date of the layoff.~~

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

~~The district is not required to provide the 60-day notice in the event of an actual and existing financial inability to pay the salaries of classified employees or if the layoff is due to a lack of work resulting from conditions not foreseeable or preventable by the district. (Education Code 45117)~~

LAYOFF/REHIRE (continued)

When classified positions are eliminated as a result of the expiration of a specifically funded program, the district shall give written notice to the affected employee(s) not less than 60 days prior to the effective date of the layoff informing the employee(s) of the layoff date, any displacement rights, and employment rights. (Education Code 45117)

The district ~~also~~ is not required to provide **a layoff notice** ~~the 60-day notice~~ to any person hired as a short-term employee for a period not exceeding 60 days whose service may not be extended or renewed. (Education Code 45117)

Additionally, the district may release probationary classified employees without notice or hearing for reasons other than lack of work or lack of funds. (Education Code 45117)

Reemployment

Note: The following **optional** section specifies the rights of employees who are laid off or who take voluntary demotion or reduction in assigned time in lieu of layoff. Pursuant to Education Code 45308, laid-off classified employees have reemployment rights which are enforced in order of seniority rather than reverse order of layoff. In Tucker v. Grossmont Union High School District, a California appellate court ruled that a laid-off employee's reemployment right entitled **him the employee** to preference over any new applicant to available positions for which **he the employee** is qualified, **including positions in different classes from which the employee was laid off.**

Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment for a period of 39 months and shall be reemployed in preference to new applicants. Reemployment shall be in order of seniority. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298, 45308)

Note: Pursuant to San Mateo City School District v. Public Employment Relations Board, districts may adopt procedures which implement Education Code 45113 and 45114 as long as such procedures do not replace or set aside mandatory Education Code provisions. These procedures may be adopted pursuant to Board policy and/or collective bargaining agreement.

The following **optional** paragraph should be **deleted** by districts with a collective bargaining agreement that contains reemployment procedures, unless the district also has unrepresented classified employees.

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at **his/her the employee's** last known telephone number to notify **him/her the employee** of the vacancy and then sending written notice by certified and standard mail to **his/her the employee's** last known address. The employee shall advise the district of **his/her the** decision by any means

LAYOFF/REHIRE (continued)

no later than 10 calendar days from the date the notice was sent. If the employee accepts, **he/she the employee** shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

Note: The following paragraph is **optional** and may be modified to reflect district practice.

In order to be reemployed, the employee must be capable of performing the essential duties of the job with or without reasonable accommodations. When an otherwise eligible employee is unable to perform the essential duties of the job, **he/she the employee** shall be kept on the reemployment list until another opportunity becomes available or the period of reemployment eligibility expires, whichever occurs first.

(cf. 4032 - Reasonable Accommodation)

Note: An argument can be made that, absent a collective bargaining provision to the contrary, once a district has offered a laid-off classified employee a position pursuant to the employee's reemployment rights under Education Code 45298 and that employee has refused the position, the district has discharged its duty to that employee. Whether ~~or not~~ such action conflicts with an employee's statutory right to reemployment is unclear.

The following two **optional** paragraphs should be used only with the approval of the district's legal counsel; the number of refusals that will trigger the removal of the employee's name from the district's **reemployment** list should be modified accordingly.

Upon rejecting ^{one} two offers of reemployment, the employee's name shall be removed from the reemployment list and **he/she the employee** will forfeit all reemployment rights to which **he/she the employee** would otherwise be entitled.

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, **his/her the employee's** name shall be removed from the reemployment list and all reemployment rights to which **he/she the employee** would otherwise be entitled shall be forfeited.

Note: ~~AB 2307 (Ch. 586, Statutes of 2012) amended Education Code 45298 to provide that laid-off classified employees who are reemployed in a new position but fail to complete the probationary period for the new position shall be returned to the reemployment list for the remainder of the 39-month period, as provided below.~~

~~Although Education Code 45298 applies to districts using the merit system, pursuant to Education Code 45114, other districts are also required to lay off and reemploy classified employees in accordance with Education Code 45298.~~

If an employee is **reemployed** in a new position and fails to complete the probationary period in the new position, **he/she the employee** shall be returned to the reemployment list for the

LAYOFF/REHIRE (continued)

remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

Reinstatement of Benefits

Note: The following **optional** section should be **deleted** by districts that do not reinstate laid-off employee benefits upon reemployment and those whose collective bargaining agreements address the issue.

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off permanent employee shall be reemployed with all rights and benefits accorded ~~to~~ **him/her** at the time of layoff.

A laid-off probationary employee shall be reemployed as a probationary employee, and the previous time served toward the completion of the required probationary period shall be counted. **He/she The employee** shall also be reemployed with all rights and benefits accorded to a probationary employee at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who was bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which **he/she the employee** would have progressed had **he/she the employee** remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

Voluntary Demotion or Reduction of Hours

Classified employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as employees who are laid off. In addition, such employees shall retain eligibility to be considered for reemployment in their previously held class or position with increased assigned time, for an additional period of time up to 24 months as determined by the **Governing Board** on a class-by-class basis, provided that the same test of fitness under which they qualified for appointment to that class shall still apply. (Education Code 45114, 45298)

Employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available and without limitation of time. If there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

LAYOFF/REHIRE (continued)*Legal Reference:*EDUCATION CODE

45101 Definitions

45103 Classified service in districts not incorporating the merit system

45105 Positions under various acts not requiring certification qualifications; classification

45113 Rules and regulations for classified service in districts not incorporating the merit system

45114 Layoff and reemployment procedures; definitions

45115 Layoff; ~~Re~~ reinstatement from service retirement45117 Notice of layoff **and hearing rights**

45286 Limited term employees

45297 Right to take equivalent examination while employee in military service

45298 Reemployment of persons laid off; voluntary demotions or reductions in time; ~~districts adopting merit system~~

45308 Order of layoff and reemployment; length of service

45309 Reinstatement of permanent noncertified employees after resignation

GOVERNMENT CODE**11500-11529 Administrative adjudication; formal hearings**UNITED STATES CODE, TITLE 384301-4307 4335 ~~Veterans' Reemployment Rights~~ **Employment and reemployment rights of members of the uniformed services**COURT DECISIONSTucker v. Grossmont Union High School District (2008) 168 Cal.App.4th 640San Mateo City School District v. Public Employment Relations Board (1983) 33 Cal.3d 850, 866*Management Resources:*WEB SITESCalifornia School Employees Association: <http://www.csea.com>

(11/11 11/12) 12/21