

BOARD MEETING OF TRUSTEES AGENDA

~~5-18~~ 2021 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)
In person meeting- room 8 at 700 Loleta Dr.

Loleta Union School District

1.0 OPEN SESSION:

1.1 Roll Call

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 4-08-2021

3.0 PUBLIC COMMENT:

3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation.

4.0 INFORMATIONAL ITEMS:

4.1 Superintendent report with LCRC report

4.2 Eighth grade report/Graduation planning (Oral)

4.3 Advisory Meeting Report (Stakeholder meeting will be held Wednesday- notes will be available the day of the board meeting)

4.4 School Climate Report

4.5 PTO report and ASB

4.6 Update on roofing and flooring information- quotes

5.0 ACTION ITEMS:

5.1 Warrants

5.2 Approval of Sunshines for Loleta Union with CSEA

5.3 2021-2022 School Calendar Adoption

5.4 Expanded Learning Grant Plan adoption (Tiara B)

5.5 Reopening plan adoption

5.6 Annual HERC contract

5.7 Williams Report

5.8 Discussion and decision regarding a July Board meeting

6.0 CLOSED SESSION:

- 6.1 Personnel
 - 6.11 Superintendent Goals and evaluation final
 - 6.12 Acceptance of resignation letter classified
- 6.2 Negotiations update

7.0 OPEN SESSION: (Actions made in closed session must be announced)

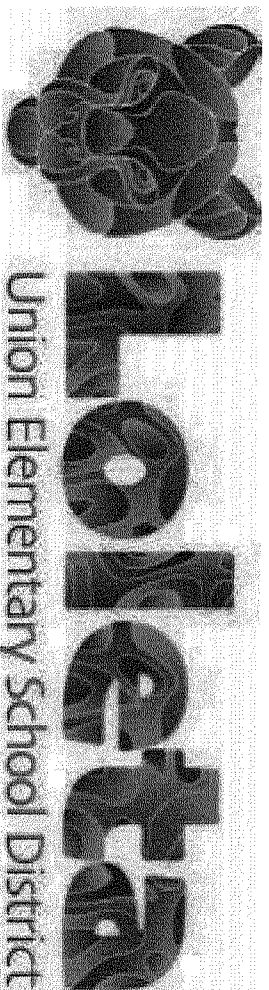
8.0 ANNOUNCEMENTS:

9.0 FUTURE AGENDA ITEMS:

- 9.1 June 10 Public Hearing of Budget (during next Board Meeting)
(Available for public viewing June 07 in school office or emailed upon request)

- 9.2 June 24 LCAP/ Budget Adoption

10.0 ADJOURNMENT:



BOARD MEETING OF TRUSTEES AGENDA

5-13-2021 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)

In person meeting- room 8 at 700 Loleta Dr.

Loleta Union School District

1.0 OPEN SESSION:

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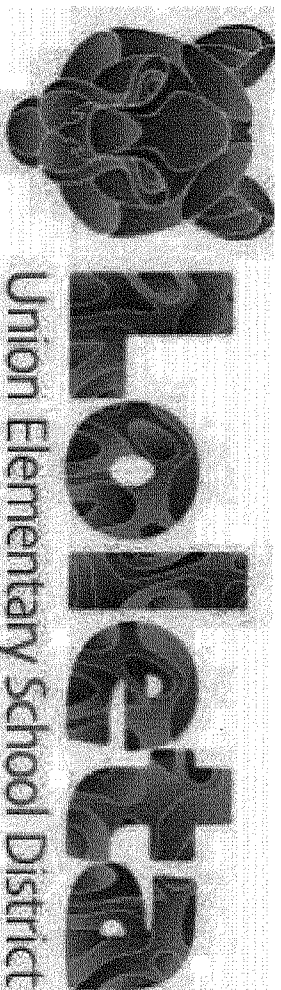
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10.0 ADJOURNMENT:



BOARD MEETING OF TRUSTEES AGENDA

Topic: 4-08-2021 Board Meeting

Time: 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us04web.zoom.us/j/73789552314?pwd=MmcyNEBvR3pRS3ZEenhJRzZlZmY0T09>

1.0 OPEN SESSION:

- 1.1 Roll Call JS, GS, CB, CP, BJ

2.0 CONSENT CALENDAR:

- 2.1 Approval of the Board Minutes from Special Board Meeting
- 3-11-2021 MOTION TO APPROVE CP, 2ND CB UNANIMOUS MOTION CARRIES

- 2.2 Approval of the Board Minutes from 3-11-2021 MOTION TO APPROVE BJ, 2ND CB - UNANIMOUS MOTION CARRIES

3.0 PUBLIC COMMENT:

- 3.1 Comments are limited to three minutes per speaker and total a conversation about any topic shall be limited to 20 minutes per board regulation. CTA requests that their documentation goes to the board this week.

4.0 INFORMATIONAL ITEMS:

- 4.1 Superintendent's Report
- 4.2 Stakeholders' Meeting Report (Stakeholder meeting will be held Wednesday- notes will be available the day of the board meeting)
- 4.3 School Climate Report
- 4.4 PTO report & ASB report
- 4.5 Loleta Community Resource Center Report- Marcelina Castillo Director
- 4.6 Update on roofing and flooring information- quotes
- 4.7 Public Hearing: Sunshines for Loleta Union with CSEA
- 4.8 LCAP review and discussion
- 4.9 Implementation of Summer School for learning loss mitigation
- 4.10 2019-2020 End of year SWIS report

5.0 ACTION ITEMS:

- 5.1 Warrants Motion to carry JS 2nd GS MOTION CARRY UNANIMOUS
- 5.2 Acceptance of Audit report and corrections of findings MOTION TO ACCEPT BJ 2ND CB MOTION CARRIES UNANIMOUS
- 5.3 Approval of \$750.00 for Powerschool Professional development MOTION TO APPROVE CP 2ND CB MOTION CARRIES 4 AYE 1 NAY
- 5.4 Approval of CTA Sunshine proposal Action completed last meeting. Confirmed

6.0 CLOSED SESSION: Moved into closed session at 7:23pm. Glen Shewry left due to technical glitch logging everyone out temporarily.

- 6.1 Personnel
 - 6.11 Superintendent Goals and evaluation process continued.
 - 6.12 Acceptance of resignation letter classified
- JS motioned to accept the resignation of classified employee .5FTE receptionist**
- CP seconded the motion.**
- All in favor. Motion carries**
- 6.13 Outcomes of State Labor Case
- 6.2 Negotiations update
 - 6.21 Conference with Labor Negotiators (GC section 54957.6)
Agency designated representative: Autumn Chapman, Superintendent, Business Services Clerk Tiara Brown – Employee Organization: Loleta Teachers Association CTA/NEA.

7.0 OPEN SESSION: Returned at 7:52 pm (Actions made in closed session must be announced) Acceptance of classified employee.

8.0 ANNOUNCEMENTS: None.

9.0 FUTURE AGENDA ITEMS: Next Meeting will be May 13, 2021 at 5:30

10.0 ADJOURNMENT: 7:55 pm

April 30, 2021

Dear Loleta Elementary School Board,

Below you will learn about the LCRC activities during the month of April.

1. **ELAC:** We had our 8th Spanish speaking parent committee meeting on April 13th, 6-7:30p.m. via Zoom. Julia Lerma, True North community organizer, brought a great presenter. Eddie Carmona, from the National Immigration Law Center joined us in our Zoom meeting. He talked to us about important topics such as: DACA (Deferred Action for Childhood Arrivals), public charge, among other topics.
2. **Garden:**
 - a. Loleta garden day. On April 17th and with collaboration with Cooperation Humboldt we installed 17 vegetable mini gardens throughout Loleta. We came to people's homes with garden beds, soil, and vegetable plants for families.
 - b. New collaboration with Centro del Pueblo. CDP has, resources, time and enthusiasm to support us in the growth and care of vegetable starts to provide to our Loleta families.
3. **Loleta First 5 Playgroup & Diaper Program:** Our Loleta playgroup continues to be active with 35 families who benefit from resources such as diapers, food, PPE and information relevant to families with children ages 0-5. The diaper program may come to and end in June, but organizations are having conversations as to how this program could continue to support families who have not enough diapers for their kids. Currently, playgroup families are meeting via Zoom, and are hoping to meet in person soon.
4. **Food Resources:** Besides assisting people to apply for CalFresh/CalWorks for access to food, we provide food through
 - a. **Our local Food for People-Food Pantry** the 3rd Thursday of every month at the Loleta Community church 3-5p.m.
 - b. **Our mini LCRC pantry** nonperishable emergency food available every day. Appointments are encouraged, but people can walk in to receive a food bag. Feel free to refer people to us.
 - c. **Weekend Food Backpack program (Food for People).** 23 households are currently getting at least one food box every week-end from Food for People
 - d. **Summer Lunch Program.** Food for People/LCRC will be providing weekly summer lunch food boxes to families who sign up. If you know of any kids who would benefit from this food please refer them to me to get signed up.

Please feel free to reach out for questions, ideas, comments.

Marcelina Mejia de Castillo
Sr. Community Program & Service Coordinator
Loleta Community Resource Center
(707) 733-5239

St. Joseph Hospital, Eureka: 2700 Dolbeer Street • Eureka, CA 95501 • T: (707) 445-8121
Redwood Memorial Hospital: 3300 Renner Drive • Fortuna, CA 95540 • T: (707) 725-3361

April 28, 2021
Loleta Elementary School
Advisory Committee Meeting
Notes

Participants: Darrell Sherman (Bear River Rancheria Member at Large), Rose Hernandez (Parent of LES graduates), Autumn Chapman (Superintendent/Principal), Brian Lambert (US Department of Education Attorney), Madison Flynn (Indigenous Education Advocate, NCIDC/ACLU of Northern California), Sandy Radic-Oshiro (LES School Psychologist/Behavior Interventionist and School Climate Director), Julia Lerma (True North Organizing Co-Director), Ana Diaz (LES Student Support Services), Josephina Cortez (Bear River Band of Rhonerville Rancheria Chairperson), Linnea Nelson (Equity Education Staff Attorney ACLU-Northern California), Sharrone Blank (HCOE Early Intervention, TK-12 Equity Partnership, NAACP of Northern California)

Agenda:

Update on fall re-opening plans

- Summer school options for students
- Hiring of new school counselor
- Adding “Kind” to PBIS Matrix
- Growth Mindset

May is Mental Health Awareness Month. Name a support that you received in school to support your mental health and/or what you would have benefited from in school to support your mental health.

- A counselor to check in on your mental health and how you are doing.
- Information on how parents can help their children.
- Having a “person” or trusted adult at school.
- More conversations about suicide
- Sports
- Relationships with teachers
- Teachers that believed in me
- Advocates
- More counselors

Current Enrollment. Autumn shared that current student enrollment includes 31 distance learners, 53 hybrid, and 22 full time students.

Fall re-opening plan. The state has not weighed in on whether Distance Learning will be an option. The current plan is for students to be on campus all day next school year. Masks will still need to be worn. Response to Intervention will be offered where students are placed in leveled groups and targeted interventions in reading will be implemented for 30 minutes per day. Instead of having all combination classes, first and second grade will be split and seventh and eighth grade will be separated. Life skills enrichment will be offered for 7/8 grade. After lunch, mindfulness and read aloud will be scheduled. Electives will be offered in the afternoon starting at 2pm with rotations of 3 weeks in dance, art, wellness, yoga, gardening. Spanish, poetry, PE,

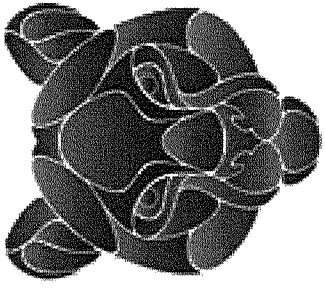
sport of the season, mycology, and music. The 4th week will be focused on self-reflection in the classroom.

Summer school option will be available to all students from August 2-13 from 8:30 am to 12:30pm. Two teachers, one teaching math, one teaching English Language Arts will be available. Students will be able to do activities in ASES. A special education teacher will be available for learning mitigation. Masks will still need to be worn. Most teachers and staff have been vaccinated. 5 new teachers have been hired.

Discussion of **Growth Mindset** and considerations in implementing this school wide intervention.

Next meeting will focus on MTSS. SWIS definitions and defiance and disrespect as behavior will be discussed.

Next meeting scheduled for Wednesday May 12, 2021 at 4:30 pm.



Lolleta

Union Elementary School District

Positive Behavior Intervention and Supports (PBIS) Multi-Tier System of Supports (MTSS)

Staff Manual and Guidelines 2021-2022

Be Safe Be Respectful Be Responsible

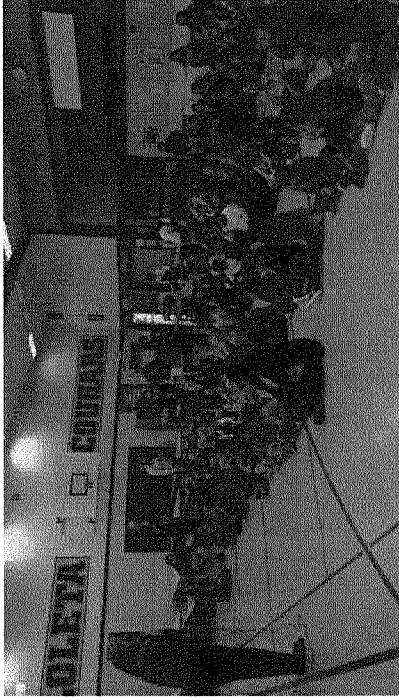


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Compiled by:

Sandy Radic-Oshiro, Loleta Elementary School Climate Director

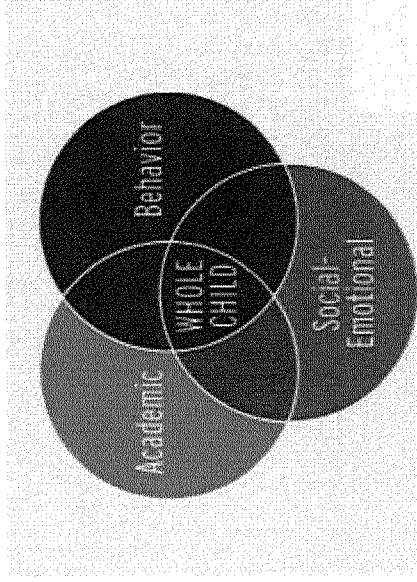
Reviewed and Edited by:

Autumn Chapman, Superintendent/Principal

Mission Statement

Loleta Elementary School strives to provide all students with educational opportunities that are equitable and will prepare students to become contributing members of our community. We strive to support the academic and socio-emotional development of students in a positive and fair manner that supports accountability and learning.

At Loleta Elementary School we build trusting relationships that are strengthened by high expectations and collaboration alongside laughter and joy. We set ambitious goals and hold each other accountable for students achieving their greatest potential. We work together with each other and in partnership with families and communities in the active pursuit of a more equitable world. We do the right thing, even when it's not always comfortable standing up and speaking out against racism, oppression, and injustice. We persevere through obstacles and treat failure as an opportunity to learn and grow.



Fair vs. Equal
Equal means the same
We will not treat you *exactly* the same.
Fair means that we will do our best to give each student what he or she needs to be successful.
What you need and what someone else needs may be very different.
We will always try to be **FAIR** but this means things will not always feel **EQUAL**.

Fair Isn't
everyone getting the same thing.
Fair Is
everyone getting what they need in order to be **Successful!**

What is PBIS?

Positive Behavior Interventions and Supports is a process for creating safer and more effective schools. It is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide, and classroom behavior support systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Rather than a prescribed program, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. PBIS includes school-wide procedures and processes intended for all students and all staff in all settings. PBIS is not a program or a curriculum. It is a team-based process for systemic problem solving, planning, and evaluation. It is an approach to creating a safe and productive learning environment where teachers can teach and all students can learn.

What is PBIS at our school?

We have adopted a unified set of classroom rules that define our expectations for behavior in our school. You will see these rules posted throughout the school and your child will be learning them during his or her first days at school. Our unified classroom rules, found in every classroom and non-classroom setting in the school, are as follows:

Rule #1: Be Safe

Rule #2: Be Responsible

Rule #3: Be Respectful

Rule #4: Be Kind

Behavioral Expectations: The Lolita Elementary School District has four behavioral expectations for all schools: Be Safe, Be Respectful, Be Responsible, and Be Kind.

Behavior Matrix: A matrix with settings, events, or classroom routines along the top with the behavioral expectations in the left column. Each matrix junction (box) contains the behavior indicators, or what the behavior expectation looks like in that particular setting or event.

Behavior Indicators: What the behavioral expectations look like across various school settings, events, or classroom routines.

Procedures: Specific ways for students to complete tasks. An example of this is how to behave responsibly during transitions: 1. Clean up your area, 2. Stand and push in your chair, 3. Eyes are on me.

As part of our PBIS process, teachers and other staff members use evidence-based practices to increase student learning and decrease classroom disruptions. To keep students on the rules in a positive manner, we do the following when teaching academics and behavior:

- Constantly teach and refer to our school-wide expectations.
- Model appropriate behaviors to students
- Provide students with more praise than correction.
- Talk to students with respect using positive voice tone.

- Actively engage everyone in the class during instruction.
- Use pre-correcting, prompting, and redirecting as we teach.
- Look for the positive first and provide positive, immediate, frequent, and explicit feedback.

Specific Practices and Supports include:

Clearly defined behavior expectations.

Teaching of behavior expectations

Behavior indicators/matrix visually posted across all environments

Classroom procedures

System of Acknowledging Appropriate Behavior

Cougar Cash

Student Store

Good News Postcard

Monthly Awards Acknowledging Positive Behaviors

Acts of Kindness

Student of the Week

System for Correcting Inappropriate Behavior

Strategies for Correcting: Positive prompting and reminders

Behavior Tracking Forms/Referrals

Addressing Continuing Behavior Concerns (beyond Tier 1)

Parent or Guardian Contact

Tier 2 interventions:

- Check-In/Check-Out (CICO)
- Behavior Contracts
- School Counseling
- Student Success Team (SST) meeting

Tier 3 interventions:

- Functional Behavior Assessment
- Referral for Special Education Services

Data Analysis

Analysis of School Wide Information System (SWIS) data by administration and staff to determine environmental factors (e.g. locations, time, etc.) that behaviors primarily occur and changing staffing patterns

Analysis of student behaviors and teaching needed

Analysis of individual student behaviors

Supports for Educators:

Coaching as part of the Humboldt MTSS Initiative

Differentiated Instruction training by HCOE

Universal Design for Learning training by HCOE

Equity training

Qualitative Teacher Evaluations and Feedback

Crisis Prevention Institute training for all staff

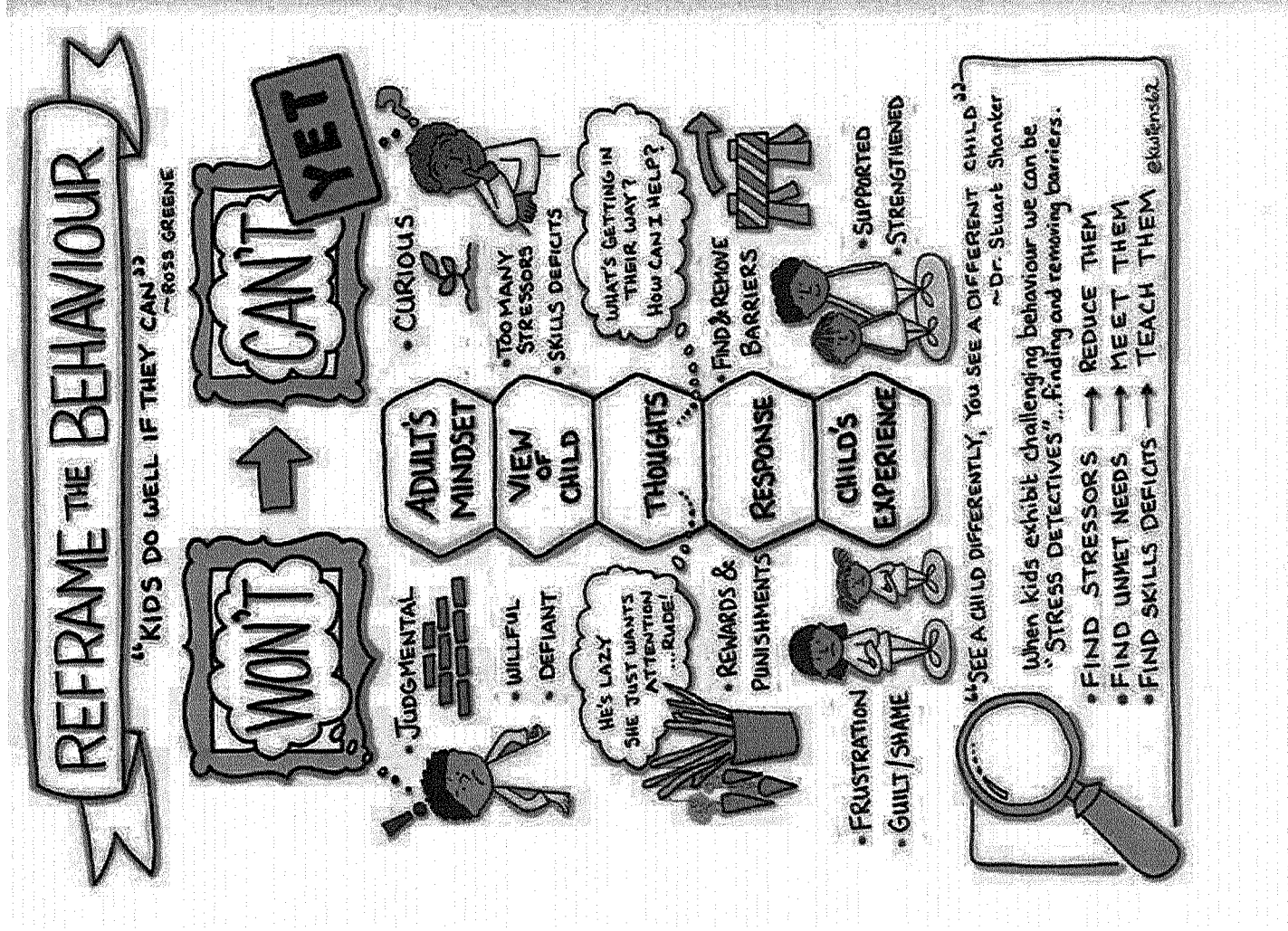
For more information:

- A short video about SW-PBIS: http://www.pbis.org/swpbs_videos/pbs_videos/pbs_videocreating_the_culture.aspx

- A more in-depth introduction into SW-PBIS: <http://www.pbis.org/school/default.aspx>
- Information about the evidence-base of SW-PBIS: <http://www.pbis.org/research/default.aspx>

Trauma Informed Practices

Schools play a significant role in supporting the health and well-being of children and youth, including those affected by traumatic experiences. We understand that Loleta Elementary School has a high number of students impacted by trauma, including historical trauma, and have experienced significant Adverse Childhood Experiences (ACES). In a trauma-sensitive school, all aspects of the educational environment from engagement with students and families to procedures and policies are grounded in an understanding of trauma and its impact and are designed to promote resilience for all. Loleta Elementary School strives to understand the complexity of student behavior (e.g. what is going on for a student) to better support their socio-emotional development, access to education, and overall school success.



Modules on Trauma Informed Care can be viewed at:

<https://safesupportivelearning.ed.gov/draft-trauma-informed-care-modules-1-2-ed-review>

Articles on Trauma's Impact to Learning can be viewed at:

<https://www.edutopia.org/article/teaching-trauma>

<https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>

<https://www.edutopia.org/article/supporting-students-chronic-trauma>

https://www.wareteachers.com/teachers-help-childhood-trauma/?utm_source=DNB-WAT&utm_medium=FB&utm_campaign=StarrTLC_2010_Art%20Refresh&utm_content=1616195461

At Loleta Elementary School, we are trauma-informed:

We connect before we correct.

We understand behavior is communication.

We teach self-regulation.

We allow “do-overs”.

We think “can’t” not “won’t”.

We empathize when someone is “flipping their lid”.

We make repair.

We breathe deeply and we love and respect even more deeply.

And we know...

HEALING happens in RELATIONSHIP

Trauma Impact to Educators:

We at Loleta Elementary School also understand the important work of teachers and adults at school and understand that trauma can also affect our own well-being. It is important that we all take care of ourselves, remind ourselves to practice self-care, and ask for help when needed.

Articles on Vicarious Trauma can be accessed at:

<https://www.edutopia.org/article/when-students-are-traumatized-teachers-are-too>

<https://www.edutopia.org/article/teachers-experience-vicarious-trauma>

<https://www.edutopia.org/article/student-trauma-its-ok-set-boundaries>

Trauma and Impacts to Behavior: At Loleta Elementary School, we understand that trauma impacts a student's socio-emotional and behavioral development. According to a study by the Center for Disease Control and Prevention and Kaiser, nearly 6 out of 10 children have experienced trauma. Students who experience Adverse Childhood Experiences like violence, exposure to drug use, and chronic housing instability can be either hyperactive—unable to

contain the anxious energy—or hypoactive—unable to muster the energy to engage. Trauma impacts a child’s brain and cognitive processes, making critical thinking and problem solving more difficult and emotional outbursts more likely. We understand it is vital to create a positive school climate and that relationships with students is vital to their development and sense of safety and trust. We also understand that when children experience behavioral challenges that there is likely an underlying challenge or skill deficit that they are dealing with and that we, as educators, should also teach socio-emotional and behavioral strategies in addition to academics.

THE TRUTH ABOUT ACES

WHAT ARE THEY?

ACES
ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include:

- ABUSE: Neglect, Physical Abuse, Sexual Abuse
- NEGLECT: Emotional Abuse, Physical Abuse, Sexual Abuse
- HOUSEHOLD DISFUNCTION: Family Conflict, Family Structure Changes, Family Health Problems, Family Financial Problems, Family Substance Use

HOW PREVALENT ARE ACES?

The ACE study* revealed the following statistics:

ABUSE:

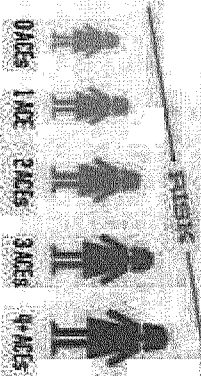
Prevalent	21.0%
Severe	6.0%
Childhood Only	23.5%

NEGLECT:

Prevalent	18.0%
Severe	1.5%

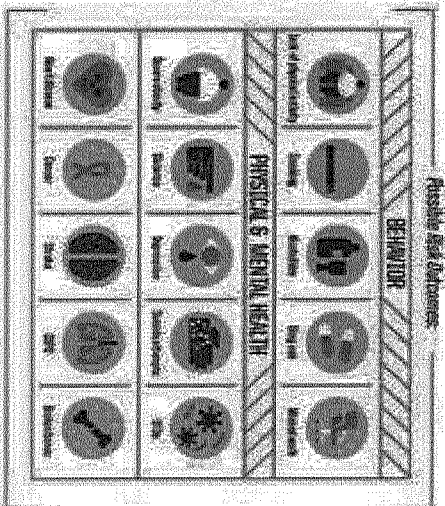
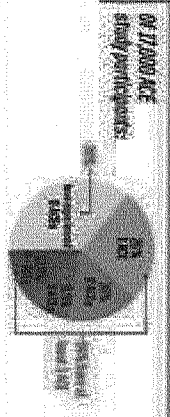
WHAT IMPACT DO ACES HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes.



HOUSEHOLD DISFUNCTION

Alcohol substance use	24.0%
Mental illness	23.5%
Parental divorce	23.0%
Family structure changes	19.0%
Family health problems	17.0%
Family financial problems	16.0%



www.aces.org

Stressed brains do not learn in the same way that non stressed brains do.

STRESS & EARLY BRAIN GROWTH Understanding Adverse Childhood Experiences (ACEs)

What are ACEs?

ACEs are serious childhood traumas -- a list is shown below -- that result in toxic stress that can harm a child's brain. This toxic stress may prevent child from learning, from playing in a healthy way with other children, and can result in long-term health problems.

Adverse Childhood Experiences

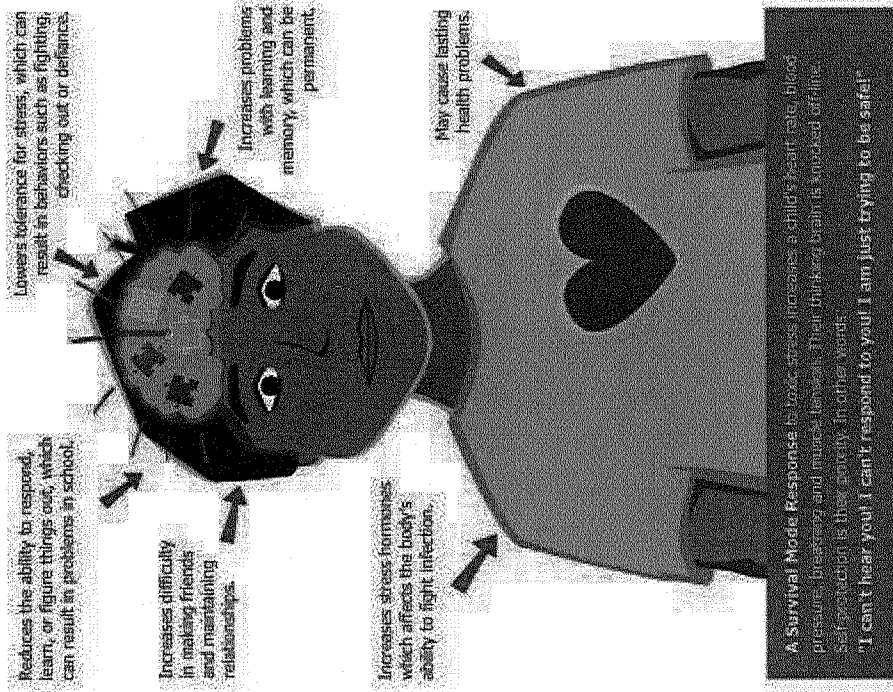
- can include:
1. Emotional abuse
 2. Physical abuse
 3. Sexual abuse
 4. Emotional neglect
 5. Physical neglect
 6. Mother treated violently
 7. Household substance abuse
 8. Household mental illness
 9. Parental separation or divorce
 10. Incarcerated household member
 11. Bullying (by another child or adult)
 12. Witnessing violence outside the home
 13. Witness a brother or sister being abused
 14. Racism, sexism, or any other form of discrimination
 15. Being homeless
 16. Natural disasters and war

Exposure to childhood ACEs can

- increase the risk of:
- Adolescent pregnancy
 - Alcoholism and alcohol abuse
 - Depression
 - Illicit drug use
 - Heart disease
 - Liver disease
 - Multiple sexual partners
 - Intimate partner violence
 - Sexually transmitted diseases (STDs)
 - Smoking
 - Suicide attempts
 - Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.



A trauma informed approach IS

- *Maintaining high expectations
- *Teaching students how to regulate
- *Wondering what's happened to students instead of whats wrong with them
- *Teaching students about how their brain works with their amygdala, pre-frontal cortex, and hippocampus
- *An understanding that behaviors are responses to trauma
- *Establishing a safe environment
- *Developing and maintaining relationships
- *Culturally responsive
- *Empowering students
- *Giving students control when appropriate
- *Taking care of yourself

@traumainformedteachers

A trauma informed approach is NOT

- *Lowering expectations
- *Enabling
- *Embarrassing students
- *Shaming or judging parents, guardians, or caregivers
- *Using isolation, out-of-school suspensions, restraints as a strategy to change behavior
- *Giving the ACE quiz to students
- *Excusing behavior

Childhood Resilience Starts With:

- A shift in thinking from**
- “What’s wrong with you?”**
- to**
- “What’s going on for you?”**

Resilient students need resilient teachers.

How to respond to student behavior during an escalation:

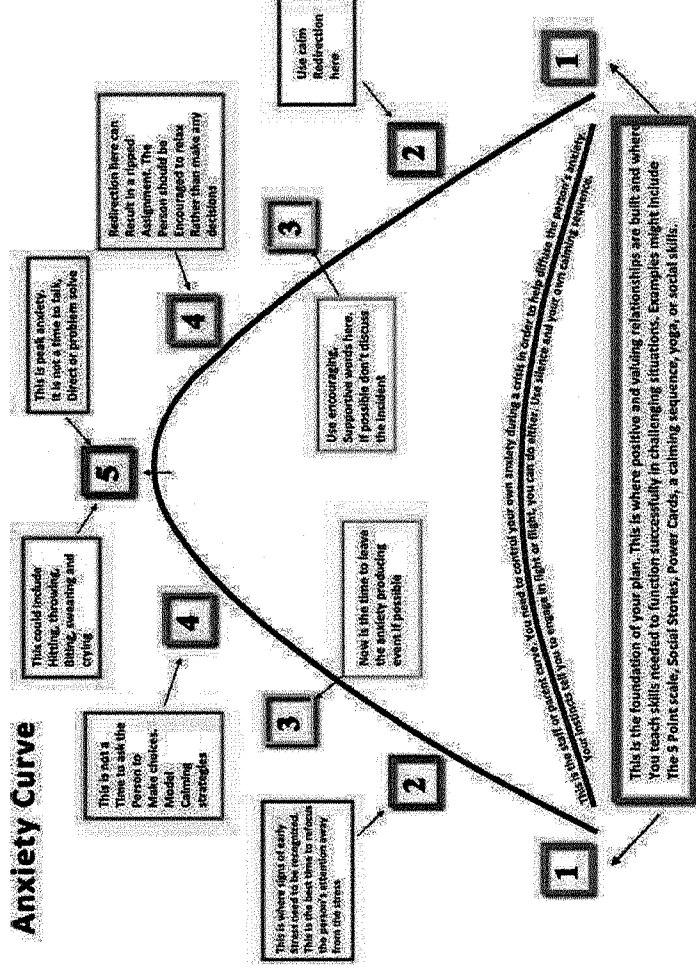
We at Loleta Elementary School understand that our response to student behaviors impact their skills in regulating and re-joining the academic curriculum. Loleta Elementary School staff have been instructed in utilizing strategies referenced in Crisis Prevention Institute (CPI) and the Anxiety Curve as a way to guide student interactions and deescalation.

CPI de-escalation include:

- Be Empathic and Nonjudgmental
- Respect Personal Space
- Use Non-threatening Nonverbals
- Avoid Overreacting
- Focus on Feelings
- Ignore Challenging Questions
- Choose Wisely What You Insist Upon
- Allow Silence for Reflection
- Allow Time for Decisions

See CPI Manual for additional resources.

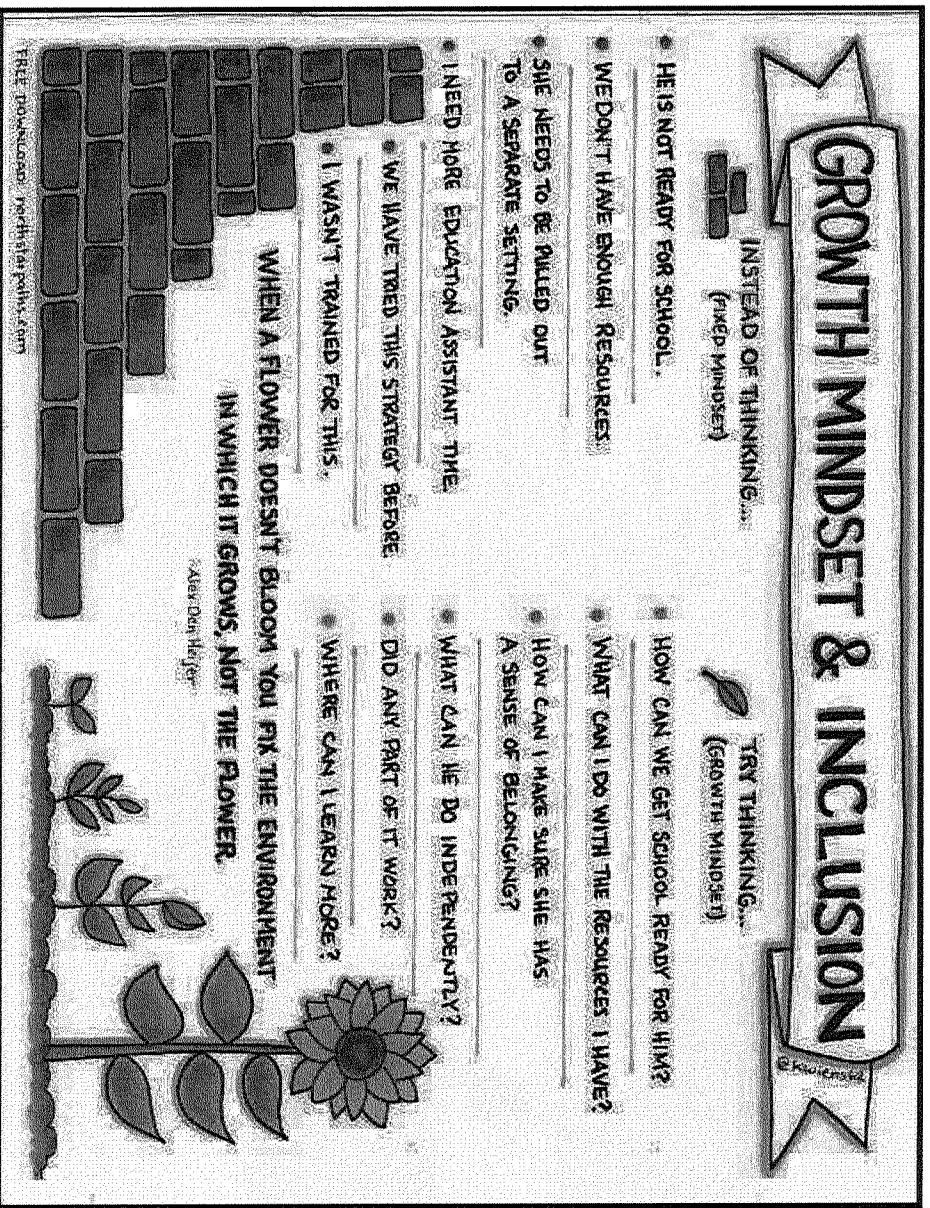
Anxiety Curve



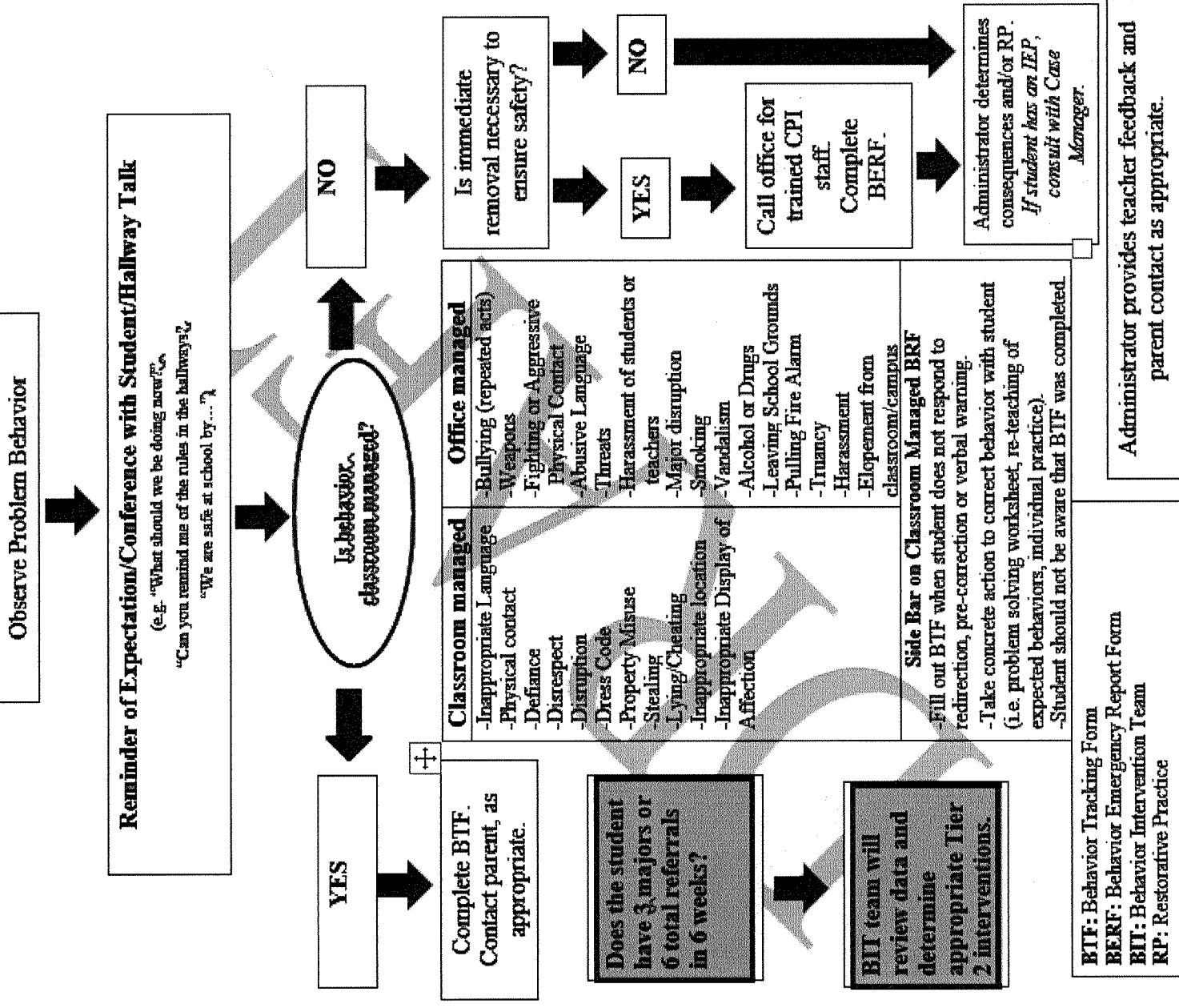
Guidelines for Keeping Students in the Learning Environment

Step 1	Opportunity	Teacher will redirect student toward more appropriate conduct
Step 2	Hallway Talk (2 minute max)	Teacher will engage in hallway restorative conversation.
Step 3	Behavior Tracking Form/Referral	Teacher completes a BTF and sends student to Principal or other individual responsible for restorative discipline for Major Referrals. <i>Referral Process:</i> <ul style="list-style-type: none"> • Reflection Sheet • Restorative conversation • Accountability steps determined • Steps will be documented in SWIS

The key to the referral process is investigation of the SWIS referral by hearing all sides before imposing an accountability plan.



Discipline Matrix



School Wide Interventions and Supports (SWIS) Definitions

Loleta Elementary School utilizes School Wide Interventions and Supports (SWIS) as a method to track behavior and determine appropriate environmental interventions (e.g. additional staffing in appropriate areas) and student or classroom interventions. All staff should complete Behavior Tracking Forms (BTFs) and submit the form to the Principal.

PBIS Behavior Tracking Forms (BTF's)/Data Collection Procedures:

In order to have accurate data to make data-based decisions, **all staff** should fill out behavior tracking forms **consistently and accurately**. Please read over these simple guidelines to help improve data collection.

- Fill out a form everytime you see a problem behavior; when a student is not safe, respectful, or responsible.
- Be sure to include: **Student Name** (first and last, or last initial), **Grade** (If you are unsure what grade the student is in, this can be left blank), **Referring Staff** (Your name), **Date** and **Time**.
- **Problem Behavior:** Determine whether the behavior was **minor or major**; please check one and only one! (If you feel the need to check more than one behavior, please fill out a different form for each behavior. For example if a minor behavior was done and when redirected it escalated to a major behavior, 2 forms are required.)
- **Location, Others Involved, Possible Motivation:** Please check one and only one for each category must be selected. (Often times these boxes are left blank, in order to submit the data into SWIS one category must be selected. Even if you are unsure, your guess is better than the person entering the data.)
- **Teacher Intervention:** Please check one and only one. (When checking a box in this category, its assumed the intervention has been done by the referring staff. For example, if parent contact is selected, you have contacted the parent. If you are suggesting an intervention please write it in the comment/recommendations section. For example, if you would like administration to contact the parent.)
 - **Referral for Administrative Intervention:** (Principal only) Please check one and only one. (If applicable attach documentation. For example, student reflection and/or suspension.)
 - **Student Interaction:** Students should not be aware that you are completing a BTF or making a referral. BTFs are for data collection and intervention purposes only and should not be utilized in a manner to persuade or threaten a student.

Definitions of Behaviors:

Minor Problem Behaviors:

Minor Problem Behavior	Definition
Defiance (M-Defiance)	Student engages in brief or low-intensity failure to follow directions or talks back.
Disrespect (M-Disrespcct)	Student delivers low-intensity, socially rude or dismissive messages to adults or students.

Disruption (M-Disruption)	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation (M-Dress)	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language (M-Inapp Lan)	Student engages in low-intensity instance of inappropriate language.
Other (M-Other)	Student engages in any other minor problem behaviors that do not fall within the above categories.
Physical Contact/ Physical Aggression (M-Contact)	Student engages in non-serious, but inappropriate physical contact.
Property Misuse (M-Prpty Misuse)	Student engages in low-intensity misuse of property.
Tardy (M-Tardy)	Student arrives at class after the bell (or signal that class has started).
Technology Violation (M-Tech)	Student engages in non-serious, but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

Major Problem Behaviors:

Major Problem Behavior	Definition
Abusive Language/ Inappropriate Language/ Profanity (Inapp Lan)	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Arson (Arson)	Student plans and/or participates in malicious burning of property.
Bomb Threat/ False Alarm (Bomb)	Student delivers a message of possible explosive materials being on-campus, near campus, and/or pending explosion.
Bullying (Bullying)	The delivery of direct or technology-based messages that involve intimidation, teasing, taunting, threats, or name calling.
Defiance/ Insubordination/ Non-Compliance (Defiance)	Student engages in refusal to follow directions or talks back.
Disrespect (Disrespect)	Student delivers socially rude or dismissive messages to adults or students.
Disruption (Disruption)	Student engages in behavior causing an interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.
Dress Code Violation (Dress)	Student wears clothing that does not fit within the dress code guidelines practiced by the school/district.
Fighting (Fight)	Student is involved in mutual participation in an incident involving physical violence.
Forgery/ Theft/Plagiarism (Theft)	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property; or the student has signed a person's name without that person's permission, or claims someone else's work as their own.
Gang Affiliation Display (Gang Display)	Student uses gesture, dress, and/or speech to display affiliation with a gang.

Harassment (Harass)	The delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected class.
Inappropriate Display of Affection (Inapp affection)	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact, of a sexual nature to another student/adult.
Inappropriate Location/ Out of Bounds Area (Out Bounds)	Student is in an area that is outside of school boundaries (as defined by school).
Lying/Cheating (Lying)	Student delivers message that is untrue and/or deliberately violates rules.
Other Behavior (Other)	Student engages in problem behavior not listed.
Physical Aggression (Pagg)	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.).
Property Damage/Vandalism (Prop dam)	Student participates in an activity that results in destruction or disfigurement of property.
Skip class (Skip)	Student leaves or misses class without permission.
Tardy (Tardy)	Student is late (as defined by the school) to class or the start of the school day (and Tardy is not considered a minor problem behavior in the school).
Technology Violation (Tech)	Student engages in inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.
Tuancy (Truan)	Student receives an 'unexcused absence' for ½ day or more.
Use/Possession of Alcohol (Alcohol)	Student is in possession of or is using alcohol.
Use/Possession of Combustibles (Combust)	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs (Drugs)	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco (Tobacco)	Student is in possession of or is using tobacco.
Use/Possession of Weapons (Weapons)	Student is in possession of knives (> 6 in., < 6 in.) and guns (real or look alike), or other objects readily capable of causing bodily harm.

Perceived Motivation (Function of Behavior):

Perceived Motivation	Definition
Avoid Adult (Avoid a)	Student engages in problem behavior(s) to get away from adult(s).
Avoid Peer(s) (Avoid p)	Student engages in problem behavior(s) to get away from/escape peer(s).
Avoid Tasks/Activities (Avoid task)	Student engages in problem behavior(s) to get away/escape from tasks and/or activities.

Obtain Adult Attention (Ob a attn)	Student engages in problem behavior(s) to gain attention of adult(s).
Obtain items/Activities (Ob itm)	Student engages in problem behavior(s) to gain items and/or activities.
Obtain Peer Attention (Ob p attn)	Student engages in problem behavior(s) to gain attention of peer(s).
Other (Other)	Possible motivation for referral is not listed above. Staff using this area will specify the possible motivation for this student's problem behavior.
Unknown Motivation (Unknown)	Student engages in problem behavior(s) for unclear reasons.

Restraint/Seclusion:

Restraint/Seclusion	Definition
None	(Default) No restraint or seclusion was used.
Restraint	Any measure or condition used to immobilize or reduce the ability of a student to move his or her torso, arms, legs, or head freely.
Restraint & Seclusion	The use of both restraint and seclusion.
Seclusion	The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving.

Definitions based on documentation from the U.S. Department of Education on Restraint and Seclusion.

Action Taken:

Action Taken	Definition
Action Pending (Act Pen)	Consequence for referral is pending. Referral will be modified when "action taken" is determined.
Alternative Placement (Alt Placement)	Consequence for referral results in student being placed in a different educational setting
Bus Suspension (Bus susp)	Consequence for referral results in 1-3 day period when student not allowed on the bus.
Community Service (Comm svc)	Consequence for referral results in involvement in community service activities or projects.
Conference with Student (Conf)	Consequence for referral results in student meeting with administrator, teacher, and/or parent (in any combination).
Expulsion (Expul)	Consequence for referral results in student being dismissed from school for one or more days.
In-School Suspension (In-sch susp)	Consequence for referral results in a period of time spent away from scheduled activities/classes during the school day.
Individualized Instruction (Instruct)	Consequence for referral results in student receiving individualized instruction specifically related to the student's problem behaviors.
Loss of Privilege (Loss priv)	Consequence for referral results in student being unable to participate in some type of privilege.
Other Action Taken (Other)	Consequence for referral results in administrative decision that is not listed. Staff using this area will specify the administrative action taken.
Out-of-School Suspension (Out-sch susp)	Consequence for referral results in a 1-3 day period when student is not allowed on campus.

Parent Contact (Parent)	Consequence for referral results in parent communication by phone, email, or person-to-person about the problem.
Restitution/Community Service (Restitution)	Consequence for referral results in apologizing or compensating for loss, damage, or injury; community services.
Time in Office (Office)	Consequence for referral results in student spending time in the office away from scheduled activities/classes.
Time Out/Detention (Detent)	Consequence for referral results in student spending time in a specified area away from scheduled activities/classes.

Continuum of Corrective Responses

- Calm
- Consistent
- Brief
- Immediate
- Respectful

Classroom Responses:

- Pause in teaching
- The teacher “look”
- Physical proximity
- Praise appropriate behavior observed
- Touch or gesture
- Use humor (but never sarcasm, kids don’t understand and feel shamed)
- Reminder, “If you _____ we will have time for _____.”
- Ask class for response that ends inappropriate behavior (“Take out scratch paper and list... raise your hand if... close your eyes and imagine...”
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Reteach, positive practice
- Alternative Academic Task
- Reflection Desk in which student completes reflection sheet
- Voluntary Time Out
- Owed Time (lunch, recess, etc.) in which the student Restore and Repair the Environment (Community Service)
- Loss of points or privileges
- Discussions, conference with student
- Contract with student
- Classroom Level (informal) individual Behavior Intervention Plan, self-monitoring, reinforcement system
- Parent contact
- Restore and Repair the Environment (community service)


School Level Response:

- Send student to a Buddy Room
- Complete Behavior Tracking Form
- Contact Office if Major and immediate assistance needed.
- Parent Contact
- Detention, Suspension.
- Restorative Conference
- Restore and Repair the Environment (Community Service)

Hallway Talk/Student Conference Procedures:

1. Positive, private, using quiet voice
2. Describe the problem
3. Describe the alternative (what the student should do instead)
4. Tell why alternative is better
5. Practice (student should tell and/or show)
6. Provide feedback

General Response to Behavior

1. Provide verbal redirection/reminder (2x).
 2. Have a private conversation with student. (Hallway talk).
 3. Provide space and wait time (unless a safety issue).
 4. Provide reinforcement to other students (Cougar Cash).
 5. Check-in to see if student made a choice and follow through.
 6. **Compliment the right choice or replacement behavior.**
- 
7. If behavior continues, consider buddy classroom.
 8. Contact office for Majors needing immediate assistance. Office will text Autumn, Sandy, Kelly, or Heather.
 9. Complete BTF.

Talking to Parents about Student's Behavior

1. Start the conversation with a **friendly greeting**.
2. Stay focused on the **issue at hand**.
3. Be gentle and **speak with a calm voice**.
4. Step into the parent's shoes and **consider what they are hearing**.
5. Avoid judgement.
5. **Present a positive along with the negative**.
6. **Plan a time to follow up**, if needed.
7. Attempt to make conduct contact with parents at a ratio of **4 positives to 1 corrective**.

Buddy Classroom Procedures

We all know the basics of classroom management when dealing with general misbehavior in our students:

- Eye Contact, Pause in teaching, The teacher “look”
- Physical proximity, Touch or gesture
- Praise appropriate behavior observed in others
- Use humor (but never sarcasm, kids don’t understand and feel shamed)
- Reminder, “If you _____ we will have time for _____.”
- Ask class for response that ends inappropriate behavior (“Take out scratch paper and list… raise your hand if… close your eyes and imagine..”)
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Stop-Retatch-Choices-Acknowledge-Cooperation (STCAC)
- Alternative Academic Task
- Owed Time (lunch, recess, etc.) in which the student Restores and Repairs the Environment (Community Service)
- Loss of points or privileges
- Discussions, conference with student
- Parent contact

But, what if your student can’t be redirected or comply with your requests? Sometimes we need a more structured approach to getting a student back on track and onto success in our classrooms. All of our interactions with students should be with instruction in mind, even when we are talking about behavior. The following process needs to be taught to students at the beginning of the year at a time in which all students are calm and focused. It will not work if you are trying to prompt an escalated child to do the following steps if he or she is not familiar with it.

A Protocol for Teaching Take A Break (TAB) in the Buddy Room

Positive, Proactive Correction:

There may be times students are unable to Take a Break (TAB) in the classroom and another step must be taken. For example, a student may not respond appropriately to your instruction to Take a Break. Inappropriate responses include:

- Refusal to move to the assigned area
- Becoming confrontational
- Balking and asking why
- Fidgeting, talking to others, etc. while in TAB
- Creating any kind of further disruption

In situations like this, the student is not going to regain composure in the classroom setting. When this occurs, a more stringent form of TAB is required in order to remove the student from the setting while also giving them a chance to get control. It is very important that you remain completely calm during this time.

Please be sure to use redirecting language in a neutral tone, stating what the specific behavior that you want. The goal is to have the student change the inappropriate behavior without escalation. The more calm you remain, the greater the chance of de-escalation.

The next step is to assign TAB in the Buddy Room. Before the students arrive for the first day of school, set up a

mutual agreement with another teacher whose classroom is in close proximity to yours to serve as one another's Buddy Room. If a student needs to TAB in the Buddy Room you want to be able to monitor the student's movement from one room to the other. Make a special seat available in each classroom for a student to use while "cooling off" and completing a Fix It Plan. Just like TAB in the classroom, TAB in the Buddy Room is not a punishment. It should be presented to students as a gift or opportunity for the student to regain control and cool off or recompose themselves before re-entering the classroom.

Since TAB in the Buddy Room is a stronger form of redirection, it is essential that it be taught and modeled in much the same fashion as the Take a Break. Demonstrations of when TAB in the Buddy Room might be used and how a student should respond to being sent to the Buddy Room is critical to it being viewed as an opportunity to preserve the student's dignity. Prior to teaching TAB in the Buddy Room, it is essential that the following be established and taught: Classroom behavior expectations

- Classroom procedures and routines
- The signal for silence
- The use of the Y-Chart to clarify expectations
- Take a Break

Buddy Room Procedures:

What is one thing that you do to calm down when you get upset or mad?

Share one thing they understand about the use of Take a Break in your classroom. After hearing all of the shares, ask students if they think there may be times when something more than Take a Break is needed. Limit this to only a few responses to allow time for teaching the strategy. Remind students that during the 3rd week of school a Social Contract will be created which will allow them to make agreements as a community that will guide their work together. Explain that classroom expectations are in place and are to be followed until the contract is developed to maintain order in the classroom and school so that students may learn. Explain that TAB in the Buddy Room that you are going to introduce today is another strategy you will use to help students maintain control of their own behavior.

Activity: Teaching TAB in the Buddy Room

Remind students of your job to help them follow the rules and to help them regain control when necessary so that the community will be a respectful and a pleasant place to learn. Part of regaining self-control and being part of the community includes figuring out what to do to correct inappropriate behavior. Explain that Take a Break in the Buddy Room is a step that will be necessary if the opportunity to Take a Break in the classroom is rejected by the student.

Ask students to review the expectations from the Y-Chart on what it looks like, sounds like, and feels like when a student goes to the TAB seat. Ask students to describe behavior that is not acceptable in the TAB seat. (Listen to students' responses, but you may need to guide somewhat by including: talking out, talking to others, refusing to go to the seat.) Explain that if a student responds to the instruction to Take a Break in an inappropriate manner you will know that the student needs to sit in a different space to regain composure. Share with the students the arrangements you made to have a place in another teacher's room for those times when a student needs to move to another location to calm down.

Distribute copies of a Fix-It plan. Go over the details of the Fix it plan so students will know what they need to do when they are in the Buddy Room. You might want to put this on the overhead to model how this should be completed, or walk the students through the information on the form. Be very specific about how they should enter the collaborating teacher's classroom and behave in the other teacher's classroom emphasizing that this is NOT a punishment, so they should:

- Enter the designated Buddy Room and stand inside the door to discreetly alert the Buddy Room teacher of their presence.
- When the teacher acknowledges their presence, go to the assigned “buddy seat” in the room
- Sit quietly and focus on calming down
- Use the Fix It plan to guide them in the problem-solving process.
- Raise your hand and wait for the Buddy Room teacher to review their plan.
- When the Buddy Room teacher has reviewed the plan and it is acceptable, the student will be allowed to return to the classroom. The Buddy Room teacher will monitor the student’s return to class.

You should model appropriate student response when sent to the Buddy Room and lead students in reflection about what they observed. Next, have a student demonstrate the practice. Remember: Always model the correct procedure.

Though it may be entertaining to show the wrong way, we want students to remember how to do things the right way. Complete a Y-Chart for TAB in the Buddy Room using feedback from students’ observations. If time permits, have a few more students demonstrate TAB in

Buddy Room following the Y-Chart expectations. Remind students that you will use TAB in the Buddy Room only for those times when TAB is not effective, and it will be used in all classes, so they should follow the expectations established on the Y-Chart.

- Keep the Buddy Room Y-Chart visible in the classroom as a visual reminder and a reference point for students and the class as needed.
- Read and Process the Daily News and Announcements:
- Have a student volunteer read the Daily News and any class/team announcements. Ask students to reflect on how TAB and TAB in the Buddy Room will help them be a better community.
- Acknowledgement

Expectations for Students While in the Buddy Room

- Enter the designated Buddy Room and stand inside the door to discreetly alert the Buddy Room teacher of your presence.
- When the teacher acknowledges you, go to the assigned “buddy seat” in the room.
- Sit quietly and focus on calming down.
- Use the Fix-It plan to help you think about the problem-solving process.
- Raise your hand and wait for the Buddy Room teacher to review your plan.
- When the Buddy Room teacher gives you permission, return to your regular classroom.
- Enter your classroom respectfully and take your seat.

Reflection Desk also known as a Safe Seat, a Reflection Desk/Break Place is placed strategically in the room to allow for limited distractions. **A student in the Reflection Desk has no interaction with the class.** They fill out the above **Reflection Sheet or Behavior Log**, and when they are able to process with the teacher (when they have filled out the sheet properly and are not displaying the behavior that got them there), then they may return to their normal seat.

Most students will stop all misbehavior at this junction—most are not willing to go further in the process, but if they are, the next step is the **Buddy Room**.

Buddy Room: A Buddy Room is a safe place for a student to go when they persist in the negative behavior in the **Reflection Desk**. A Buddy Room is a prearranged place in another teacher’s room (it is that teacher’s **Reflection**

Desk) generally a grade higher in order to maximize positive role models and minimize shaming. This second step allows the student to have a time out from their classroom environment, to calm down, and have more time to think about his or her behavior. The student must have the **Fix It/Reflection Sheet** filled out correctly and be ready to talk

about his or her behavior before returning to class.

Processing and Returning to Class - The most important step is when the teacher processes (talks about the behavior) with the student before they return to normal classroom activities. This is important because children need to feel a sense of forgiveness, that all is forgotten, and that they can start fresh. If they feel shamed or disliked, it is likely that you will see continued and escalating behavior because the feelings of rejection begin to shape their identity, “I am a bad boy.” Because children have difficulty generalizing learned behaviors, it is recommended that you have them reenact or role play the situation that went wrong and this time do it the ‘right way.’

Here is an example:

Joey was sent to the Reflection Desk and then to the Buddy Room after repeated prompts to stay in his seat, not make loud comments, and to keep his hands to himself. When he returns the teachers first response is, “Joey, I am so glad you are back, we missed you. Are you ready to show me your Reflection Sheet?” He shows it and verbally states what he has written or drawn, “I need to stay in my seat and raise my hand.” Then the teacher might say, “Joey, can you show me what that looks like?” Have him demonstrate. Then the teacher must give positive reinforcement, “Great job Joey, we are so glad to have you back in our class.” Reinforcement increases the chances that the student will try the positive behavior next time.

If a student can’t stop the misbehavior in the **Buddy Room**, the next step is the **Office**.

Office- This is the last stop for a student who has shown that they cannot change their behavior in class or in a Buddy Room. In the office, the student must still complete the **Reflection Sheet** and demonstrate that they are calm and ready to return to class. The student may need to wait here until a reasonable time for the teacher to **process** with the student. When the student is able to **process**, the principal may walk them back to class or the teacher may come to get them. Together they will work through the **Processing** steps and may add some restorative practices that aim to restore the environment or relationships harmed during the misbehavior. For example, the child could work in the classroom (wiping tables, cleaning, stapling) or help during recess (play with younger students to model good behavior or help the custodian) to ‘give back’ to the community. Any community service done should be a positive experience for the child – they have already corrected their behavior, now is the time to give back and feel proud of their accomplishments. The child may also need to make some apologies to classmates or the teacher. These should never be shaming in nature, but heartfelt and accepted with sincerity.

Many teachers have found that by using this process, most of the students that would normally go to the office for misbehavior straighten out at the Reflection Desk. This limits the amount of instructional minutes lost as well as maximizes the student’s connection to the classroom. Remember, as long as a child feels he or she is part of the ‘village’, the cost of misbehaving remains high. Once sent out of the village, that connection disintegrates relationships, causing the cost of misbehaving to be low and increases the likelihood that they will continue to misbehave.

Fix-it plan

Name: _____

Date: _____

1. What did you do that broke the rule? *Put a check by the rule that you were not able to follow*

Safe
Responsible
Respectful

2. What will you do to get your needs met in a more appropriate way?

3. Do you need help from anyone else? Yes No
If yes, what support do you need and from whom?

4. What action(s) will you take to repair the damaged person(s) or things? What Apology of Action will you make?

_____ Check here if you have had this problem before during the last two days.

You may need to conference with an adult to break a habit or change your behavior.

Student Signature _____ Date _____

Buddy Room Teacher Signature _____

Playground Active Supervision Procedures

Active Supervision is a monitoring procedure that uses three components: moving, scanning and interacting frequently.

Moving Effectively:

- Constant
- Make presence known and obvious
- Proximity to all students
- More frequent proximity to students requiring extra support
- Targets problem areas

Scanning Effectively:

- All students observed on a regular basis
- Make eye contact with students in more distant locations of the room
- Look and listen for signs of a problem

Interacting Frequently:

- Positive contacts
- Friendly, helpful, open demeanor
- Proactive, noncontingent
- High rate of delivery
- Positive reinforcement
- Immediate and contingent on behavior
- Delivered at high rates and consistently

Additional Instructions:

- Two staff to rotate around the play structure.
- One staff at the front of the basketball near the Cougar sign.
- One staff on the field.
- Cell phones away unless an emergency.
- Continue to walk around and engage students.
- Provide positive prompting with the guidelines of being safe, responsible, and respectful. (e.g. “Please be safe and walk.”)
- Provide a visual of the rules if appropriate that is on your clipboard.
- Acknowledge students if they feel mistreated or bullied by another student. Ask them if they told the person to stop and if they walked away. If they did provide positive reinforcement and “Cougar Cash”. Provide conflict resolution coaching.
- Pass out “Cougar Cash” at a high rate for students who make positive choices in being safe, responsible, respectful, and kind.
- Students need a pass to use the restroom. Two students per restroom.

Restorative Practices

At Loleta Elementary School, we understand that young people make mistakes, and it is the school's role to support their socio-emotional growth as well as their academic growth. When our young people make mistakes, our goal is to create opportunities for them to learn from their mistake, take accountability for their actions, and to make it right.. We are committed to engaging in the kind of discipline that is rooted in learning and teaches appropriate conduct consistent with school values.

As a staff, it is our goal and we make every effort to keep students in the classroom and in school. When disruptive behaviors occur, we will attempt to address them in a restorative manner focused on needs, accountability, and addressing root causes. When someone in our school community is harmed, we are committed to creating space to bring together all those affected to collaboratively address needs and responsibilities, and come up with a plan to repair harm.

We understand that our young people often experience conditions in their homes and communities that are traumatizing and that may impact their behavior at school. Our staff will work to connect every student to services and caring adults in order to ensure that such students are supported in every way possible.

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students.

Restorative Questions:

Restorative Questions I

To respond to challenging behavior

What happened?

What were you thinking of at the time?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

International Institute for Restorative Practices. www.iirp.org

Restorative Questions II

To help those harmed by others actions.

What did you think when you realized what had happened?

What impact had this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Restorative Conference/Reflection

Student Name(s): _____ Date: _____

Completed by: _____

The point of “restorative justice” is not to punish, but to learn from our mistakes and take responsibility for our actions. Therefore, please answer the following questions thoroughly and honestly, because the effort you put in will determine the results you get out.

1. What happened (has been happening)?
2. What were you thinking at the time of the incident?
3. What have you thought about since?
4. What impact had this incident had on you and others?
5. What do you think needs to be done to make things as right as possible?
6. How could you have done this differently?
7. What is your next step and how will you handle it appropriately?

Framework for addressing specific situations and ensuring accountability

Actions Inconsistent with Core Value of Respect	Progressive Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> • Oppressive language <i>Oppressive language includes vulgar, profane, homophobic, racist, sexist, ablist, classist, or threatening language</i> • Oppressive behavior <i>Includes harassment based on race, ethnicity, gender, sexual orientation, disability, or religion.</i> • Lying to school personnel 	<p>In Class Room</p> <ol style="list-style-type: none"> 1. Teacher will redirect student toward more appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline <p>Outside of Class</p> <ol style="list-style-type: none"> 1. Adult will redirect student toward more appropriate conduct 2. Student will get a second opportunity to self-correct 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified
<ul style="list-style-type: none"> • Electronic Usage 	<p>In Class Room</p> <ol style="list-style-type: none"> 1. Teacher will redirect student toward more appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Student will be connected to services if need is identified
<ul style="list-style-type: none"> • Inappropriate Clothing <i>Includes clothing that is overtly revealing, gang affiliated, includes drug paraphernalia, or has oppressive or disrespectful images or language.</i> 	<ol style="list-style-type: none"> 1. Teacher contact with to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 2. Restorative conversation 3. Call home 4. Student will be provided alternate clothing if possible or have parent either bring alternate clothes or take them home to either change or to try again the following day

Actions that more severely transgress the value of Respect:

<ul style="list-style-type: none"> Ongoing actions that go against this value 	<p>Teacher uses discretion to decide whether student should be provided opportunity or if they should be sent directly to Principal or other individual responsible for restorative discipline.</p>	<ol style="list-style-type: none"> Restorative conversation Call home Accountability steps determined Student will be connected to services if need is identified
<ul style="list-style-type: none"> Sexual Harassment <i>Unwelcome sexual advances, requests for sexual favors, and other inappropriate verbal, written, or physical conduct of sexual nature</i> Sexual Assault <i>(Mandatory Suspension)</i> 	<ol style="list-style-type: none"> Student will be sent directly to Principal or other individual responsible for restorative discipline. 	<ol style="list-style-type: none"> Restorative conversation Call Home Student will be suspended Before re-entering, student will be encouraged to engage in Circle with those who were harmed (with the latter's consent) and Circle will need to include parents Accountability steps determined in Circle (likely not until after student comes back) Student will be connected to services if need is identified

<p>Actions Inconsistent with Value of Responsibility</p>	<p>Progressive Steps to Refocus</p>	<p>Steps to support and follow up</p>
<ul style="list-style-type: none"> Classroom Disruption Picking on, bothering or distracting other students 	<ol style="list-style-type: none"> Teacher will refocus student toward more appropriate conduct Refocusing: Hallway restorative conversation or in-class reflection Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> Restorative conversation Accountability steps determined Student will be connected to services if need is identified
<ul style="list-style-type: none"> Tardiness 	<ol style="list-style-type: none"> Teacher will attempt to check in directly with student If student is late consistently teacher will call home 	<ol style="list-style-type: none"> Restorative conversation Call home Additional accountability determined Student will be connected to services if need is identified
<ul style="list-style-type: none"> Hallway misbehavior 	<ol style="list-style-type: none"> Adult will refocus student toward more appropriate conduct Student will get a second opportunity to self-correct Behavior Tracking Form completed to Principal or 	<ol style="list-style-type: none"> Restorative conversation Accountability steps determined Student will be connected to services if need is identified

	other person responsible for restorative discipline	
Actions More Severely Transgressing Against the Value of Responsibility		
<ul style="list-style-type: none"> ● Ongoing actions that go against this value 	Teacher uses discretion to decide whether student should be provided opportunity or if they should be sent directly to school official.	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call Home 3. Accountability steps determined 4. Student will be connected to services if need is identified
<ul style="list-style-type: none"> ● Fighting 	<ol style="list-style-type: none"> 1. Student will be separated and safety will be ensured. Investigation of incident will occur by principal or designated school personnel. 	<ol style="list-style-type: none"> 1. Separate restorative conversations will be had with each party involved to determine next steps 2. Based on severity of situation, willingness of both parties and safety assessment, students will either engage in a Harm Circle. If the former is not feasible, the student(s) will receive off campus suspension. 3. Additional accountability steps will be determined.
<ul style="list-style-type: none"> ● Theft ● Property Damage <i>Intentional damage or defacement of another person's or school</i> <ul style="list-style-type: none"> ● Threat or false report related to explosives 	<ol style="list-style-type: none"> 1. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline. 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Call home 3. Accountability steps determined 4. If others were harmed in the process, student will be asked to engage in a harm circle 5. Student will be connected to services if need is identified
<i>Mandatory Suspension and Recommendation for Expulsion</i> <ul style="list-style-type: none"> ● Bringing or possessing, weapons, firearms, or explosives ● Using firearms or weapons 	<ol style="list-style-type: none"> 1. Adult should contact School Safety Officer and/ir Law Enforcement Officer to have student escorted to main office 	<ol style="list-style-type: none"> 1. Parent will be immediately contacted 2. Restorative conversation will take place with student parent, principal, and dean 3. Student will receive off school suspension and principal will recommend expulsion 4. Additional safety actions may be taken 5. Student and parents will be asked to engage in harm circle 6. Additional accountability steps will be determined.
Actions Inconsistent with Value of Responsibility	Steps to Refocus	Steps to support and follow up
<ul style="list-style-type: none"> ● Academic Dishonesty ● Classroom Disruption 	<ol style="list-style-type: none"> 1. Teacher will refocus student toward appropriate conduct 2. Refocusing: Hallway restorative conversation or in class reflection 3. Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> 1. Restorative conversation 2. Accountability steps determined 3. Connecting students to services if needed 4. Additional accountability steps determined

<ul style="list-style-type: none"> Leaving or attempting to leave campus without a pass. 	<ol style="list-style-type: none"> Teacher will attempt to check in directly with student to identify root of behavior (if need is identified teacher should refer student directly to services or Principal for additional support) Teacher will call home Behavior Tracking Form completed to Principal or other person responsible for restorative discipline 	<ol style="list-style-type: none"> Restorative conversation Call home Additional accountability steps determined in in-house suspension Student will be connected to services if need is identified
Actions that more severely act against the value of Responsibility		
<ul style="list-style-type: none"> Ongoing actions that go against this value 	<p>Adult uses discretion to decide whether student should be provided opportunity or if they should be sent directly to Principal.</p>	<ol style="list-style-type: none"> Restorative conversation Call Home Accountability steps determined Student will be connected to services if need is identified

Actions Inconsistent with Value of Self-Care		
<ul style="list-style-type: none"> Tobacco possession or use 	<p>Steps to Refocus</p> <ol style="list-style-type: none"> Behavior Tracking Form completed to Principal or other person responsible for restorative discipline. 	<p>Steps to support and follow up</p> <ol style="list-style-type: none"> Restorative conversation Call Home Accountability steps will be determined Student will be connected to a tobacco use prevention program
Actions that more severely transgress against value of Self-Care		
<ul style="list-style-type: none"> Ongoing actions that go against this value 	<ol style="list-style-type: none"> Behavior Tracking Form completed to Principal 	<ol style="list-style-type: none"> Restorative conversation Call Home Additional Accountability steps will be determined Student will be connected to a tobacco use prevention program
<ul style="list-style-type: none"> Illegal drugs or controlled substances (under the influence of, using, or possessing) 	<ol style="list-style-type: none"> Adult will send student directly to Principal or other person responsible for restorative discipline (School Psychologist). 	<ol style="list-style-type: none"> School official will have a restorative conversation with student Call Home Additional Accountability steps will be determined possibly in Circle (Or in restorative conversation among school official, parents, student) Student will be connected to a drug and alcohol prevention and intervention program
<ul style="list-style-type: none"> Alcohol (possessing, under the influence or using) 	<ol style="list-style-type: none"> Adult will send student directly to Principal or other person responsible for 	<ol style="list-style-type: none"> Restorative conversation Call Home

	restorative discipline (School Psychologist).	<ol style="list-style-type: none"> 3. Additional Accountability steps will be determined possibly in Circle (Or in restorative conversation among school official, parents, student) 4. Student will be connected to a drug and alcohol prevention and intervention program
<ul style="list-style-type: none"> • Selling Illegal drugs or controlled substances 	<ol style="list-style-type: none"> 1. Adult will send student directly to Principal or other person responsible for restorative discipline (School Psychologist). 	<ol style="list-style-type: none"> 1. Parent will be immediately contacted 2. Restorative conversation will take place with Student, Parent, Principal, and/or School Psychologist 3. Student will receive off school suspension. 4. Additional safety actions may be taken 5. Student and parents may be asked to engage in harm circle. 6. Additional accountability steps will be determined if student returns to school

EXPULSIONS

<p>Although it is our goal to keep every student in school, it is our responsibility to keep our school campus safe for our entire school community. If a student engages in any of the following behaviors, by law they must be recommended for expulsion:</p> <ol style="list-style-type: none"> 1. Possessing, selling, or furnishing a firearm. 2. Brandishing a knife at another person. 3. Unlawfully selling a controlled substance. 4. Committing or attempting to commit a sexual assault or committing a sexual battery. 5. Possession of an explosive.
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Progressive Accountability Steps:

Step	How it will support student and or school community	Applicable when ...
Restorative Action (Making Amends, Making it Right)	<p>Gives student the opportunity to make amends for the harm</p> <p>Creates space for student to show that they are able to engage positively if they choose to take advantage of the opportunity.</p>	A student has disrupted the classroom or school environment.
Detention	<p>Way for a student to give back time that they have taken away from the school day or the classroom.</p> <p>Creates time for a student to step back and reflect on ways to re-engage in a more productive and positive way and also for them to reflect on what support they need.</p>	When a student has taken away time from the classroom or school.
Academic or behavioral contract	<p>Helps a student be accountable to themselves, their parents and the school, by having someone</p>	When a student is showing difficulty being accountable on

	monitor their progress on academic or behavioral improvement.	their attendance or their academic progress
Harm Circle	When a person harms another, we want the person(s) harmed to have the opportunity to begin to heal and the person responsible opportunity to take accountability for their actions and collectively engage in a process to address the needs and repair harm. Similar to Circle but includes parents. Parents are raising, teaching and supporting our students and we want to involve them as much as possible to help build a strong and healthy school community.	When individuals in the school have engaged in an action that has caused harm (fights, verbal altercations, harassment, property damage, theft, threats or false threats) When a student has engaged in a conflict that is best addressed in presence of family, or when a student is repeatedly engaging in behaviors that do not reflect the values, families will be brought in to participate in making things right
Family group conferencing		
Out of school suspension	We are committed to making sure that our school campus is safe and conducive to learning. If a student is engaging in behavior that is unsafe to them self or others or distracting to the learning and is unable to be re-engaged at that moment, we want to allow the student time and space away from the school before taking further actions. Although we believe strongly in keeping students in the learning community during the school day, we want to ensure the safety of everyone in our school. If an individual poses a severe threat to themselves or others that cannot be dealt with using restorative interventions we will assign out of school suspension as a way for the student to have sufficient time and space away to reflect and refocus and to lower or eliminate safety risks	When a student poses an immediate threat to themselves or other's safety or ability to learn (alcohol possession or influence, or when a student is not able to correct behavior for the day) When a student possess a severe threat to the school safety (Sexual harassment, assault or battery, sexual assault, weapon possession or use, and selling illegal drugs or controlled substance)

Restorative Actions – Suggested ways to make it right and give back to the school community

- Classroom apology
- Mentoring a younger student who is engaging in similar self-destructive behavior
- Supporting the creation of a support group for students engaging in similar self-destructive behavior
- Creating a video, spoken word performance, or other art project around lessons you have learned from your mistakes so that other students can learn from it.
- Helping organize an assembly or school activity to promote a specific kind of transformative behavior that you are now engaging in or are trying to engage in as a result of the lessons you have learned from your mistakes
- Leading a fundraiser for the school
- Cleaning classrooms after school or during lunch
- Cleaning with custodian after school

- Cleaning graffiti in the morning or after school
- Doing a school property restoration or beautification project
- Tutoring a student after school

Hallway talk: These refer to the brief conversations that teachers have with students after they have been given opportunities to correct misbehavior. Hallway talks last 1-2 minutes and are considered the final opportunity for students to refocus before receiving a Behavior Tracking Form and/or office contact.

Opportunity: These refer to the chances for students to change their behavior when they make mistakes and/or act against our core values during class and in the hallways.

Behavior Tracking Form: If students consistently act out against our values and/or exhaust all of their opportunities to correct their behavior in class, a Behavior Tracking Form should be completed.

Refocus: This refers to the actions that teachers take when students act against the values in order to assist the student in correcting their behavior, so that he/she may re-engage in school and classroom activities and learning.

Restorative Action: An action intended to repair the harm that was caused and to hold student accountable for harm.

Restorative Justice: Is a process to bring together everyone who has been affected by wrongdoing to address needs, harms, and responsibilities in order to heal and make things as right as possible

Bullying Concerns

Teaching, Constructive Responses, Accountability, and Consequences

At Loleta Elementary School, we strive to ensure that the school environment is safe for all students. All adults will help to hear and respond to concerns from students and families related to bullying concerns.

Students are taught throughout the school year what is bullying and how to respond if they feel bullied utilizing the *Stop, Walk, Talk* program.

Bullying is defined as a desire or intention to hurt an individual or a group, including but not limited to:

- A hurtful action
- An imbalance of power
- Typically repeated acts
- An unjust use of power
- Satisfaction for the aggressor
- A sense of being hurt on the part of the target student

Definitions of bullying:

PHYSICAL (direct): Hitting, kicking, choking, pushing, tripping, poking, fighting, unwanted touching threatening gestures or postures, destruction of property

SOCIAL OR PSYCHOLOGICAL (indirect): Social ostracism, rumors, shunning, intimidation, extortion, manipulation, and character assassination (saying mean things about someone that is not true)

VERBAL (direct): Insults, taunting, degrading teasing, name calling, threats, slander, defaming, blackmail

CYBER (direct or indirect): Using social media, emails, web sites, chat rooms, profiles, etc. (Texts, snapchat, Twitter, Facebook, etc. to spread rumors, make insults, character assassination

Conflicts vs. Bullying:

Conflict occurs when two or more people on equal footing have a disagreement.

Bullying occurs when a more powerful person or group uses that power (usually repeatedly) to hurt or control another person.

Harassment refers to a specific type of ongoing bullying and is used as the legal term for sexual behavior.

Teasing vs. Bullying:

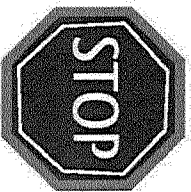
- Teasing is when there is a “give and take” or a two way street where both people are having fun.
- It may be unintentional.
- It will stop when there is the realization of the harm of the actions
- Bullying is when one person does all the giving and the other person does all the taking-a one way street where one person is not having fun or is getting hurt.

Student Response to Bullying:

Students are taught throughout the school year and posters are displayed on campus on ways to manage bullying utilizing the *Stop, Walk, Talk* program, an evidenced based PBIS program.

If you feel hurt by words or actions, or if you see someone being hurt by words or actions...

Ask them to:



Stop

Tell them to stop doing what they're doing and use your school's stop signal.

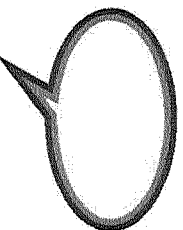
Then:



Walk

Walk away from problem behavior.

If the behavior doesn't stop:



Talk

Talk to an adult.

Upstander Interventions:

Research shows that encouraging students to be an Upstander helps to reduce bullying and create a more positive school climate. Students are encouraged to be an Upstander if they feel someone has been bullied. Being an Upstander includes:

BE A FRIEND:

- Don't laugh
- Don't encourage the bully in any way
- Don't participate
- Stay at a safe distance and help the person get away
- Don't become an "audience" for the bully
- Reach out in friendship

INTERRUPT:

- Distract the bully

SPEAK OUT:

- Say something... "Hey that's not nice."

TELL SOMEONE:

- Tell an adult
- There is strength in numbers. Every school and every community has more caring kids than bullies

Adult Response to Report of Bullying:

Should a student report to an adult repeated bullying concerns, a *Report of Bullying, Harassment, Discrimination Report Form* should be completed and followed up on by administration.

**Loleta Elementary School
Report of Bullying, Harassment, or Discrimination
Investigation Form**

Student Reporting:

Date:

Adult taking report:

Date of incident:

Time:

Type of bullying: *Please circle*

Student(s)/Adult(s) Involved:

- Verbal
- Physical
- Relational
- Cyber
- Harassment
- Discrimination

Description of incident:

Witness(es):

Has this happened before?

What would you like to happen?

Restorative circle?

Yes

No

Follow up?

Date recorded in SWIS?

Adult Response to the Victim and Helpful Bystander or Upstander

- Ask student if he/she feels okay (i.e. safe).
- Thank student(s) for coming to talk with you.
- Ask what happened-who, what, where, when.
- Did the student use the stop signal?
- Did the student walk away?
- Positive reinforcement for coming to you (“Thank you for telling me and being safe and responsible.”)

Accountability for Bullying:

When dealing with bullying, it is important to assess and protect the safety of all students and to establish consequences that teach appropriate behavior and promote empathy for victims. An investigation of the bullying is vital to ensure that all parties are heard and the the student/victim can help to determine further steps. Consequences should be linked to level of severity. Often, a series of consequences is imposed. For example, students may have a coaching conference with a teacher, be put on a behavior contract, and also have to do a book report, checking back with the teacher when it is done. For consequences to work, adults must monitor and teach new behaviors on an ongoing basis. This involvement can take various forms.

Types of Involvement:

Family involvement can include:

- Student phone call to family with school staff present
- Notification to the family of student's bullying
- Conference with the family during which consequences are identified
- Agreement with the family on the task to be done at home, such as creating a bullying-prevention poster or writing a book report (see below for other suggestions)

Teacher / Counselor involvement can include:

- Coaching conference with a student during which consequences are identified
- Providing positive leadership opportunities for a student who bullied.
- Assisting in developing a behavior contract
- One or more counseling sessions to look at the student's needs and how they are related to the bullying, the impact of the bullying on others, and steps to change the behavior
- Periodic check-in to encourage and reinforce prosocial behavior
- Referral to the school's family support team
- Assessment of the need for more intensive services than the school can provide, consultation with service providers outside the school, and referral to outside services
- Facilitating homeroom or advisory meetings to address general bullying problems (such as exclusion and harassment)

Principal involvement can include:

- Communication with the family about bullying and identification of consequences by phone, in writing, or in person
- Conference with a student during which consequences are identified.
- Coaching conference with a student
- Referral to school counselor for counseling and/or assessment for outside services
- Regular check-ins with the student and/or the student's teachers regarding progress
- Periodic positive acknowledgment of individual progress

Types of Consequences

All of the following types of consequences require the involvement one of the above adults to assign the consequence, check that it gets done, and talk with the student about the consequence to see if he or she can learn from the experience.

Loss of privileges:

- Loss of outside privileges or restricted access to school grounds areas
- Loss of bus privileges
- Loss of seating choice at lunch

A consequence or accountability plan can be categorized as restitution if it:

- Embodies a school value, such as respect, responsibility, kindness, or safety
- Allows the person who is bullied to see him- or herself differently and form a more positive sense of identity
- Requires effort from the student who bullies, including taking time to reflect on an appropriate restitution
- Is relevant to the specific bullying situation, where possible
- Meets needs of others (for example, the need for safety or respect)
- Deters repetition of bullying because of the effort expended to make restitution and because of the learning involved
- Makes amends to the victim and/or creates a more caring, safer, more respectful school environment (see examples below)

Due to the power differential between a student who bullies and the student who is bullied, direct restitution may not be possible. However the restitution can be to help make the school environment safer, more caring, or more respectful for all students. It is critical that these types of consequences be supervised. Students can be encouraged to come up with the ideas on their own, but an adult must be involved in the performance of the activity.

Here are some examples of appropriate restitution. **Involve the kid who bullied in making amends or repairing the situation.** The goal is to help them see how their actions affect others. For example, the child can:

Kindness:

- Sending a note apologizing to the student who was bullied
- making a handmade gift
- tutoring younger students
- Lead a class discussion about how to be a good friend
- Assigning the student to write a letter (with an adult's help) about what he or she learned about why the bullying was "not kind, not safe, not respectful and/or made others feel bad" and to describe how he or she will change the behavior

Safety:

- Picking up trash
- working with grounds crew on repair tasks
- Do a project about civil rights and bullying
- Clean up, repair, or pay for any property they damaged

Respect:

- Modeling and encouraging respectful and inclusive games at lunch
- Removing graffiti
- Role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate
- Student to speak to the class about one or more aspects of bullying prevention (topics could be drawn from the SECOND STEP curriculum)

Responsible

- Write a story about the effects of bullying or benefits of teamwork.
- Read a book about bullying.
- Make posters for the school about cyberbullying and being smart online
- Requiring the student to read the school rules and re-teaching him or her the behaviors that fall under each rule
- Requiring the student to read a book about bullying and then write a book report
- Requiring the student to attend individual or group social-skills instruction, such as a SECOND STEP lesson on communication skills taught by a teacher, counselor, or principal
- Requiring the student to make a poster about one aspect of bullying and how it could be change

Positive Reinforcement of Behaviors

We at Loleta Elementary School, understand that students should experience predominantly positive interactions (ratio of 4 positives for every negative) in all locations of school.

Positive Interactions may include:

- Behaviorally specific feedback as to what the student did right (contingent)
- Smile, nod, greeting, attention, hand shake, high five (non-contingent)

WHAT IS THE 4:1 RULE?



The 4:1 rule says that teachers should have at least four positive interactions with students or give students at least four positive comments for every negative or corrective interaction or comment.

(Smith & Sprague, 2006)

Adult behavior when providing acknowledgement is:

- Positive
- Specific, clear
- Applied immediately
- Teacher initiated
- Focused on improvement

The continuum of strategies to acknowledge behavior:

Free & Frequent	Intermittent	Strong & Long Term
Verbal Praise	Token Economy	Group Contingency
Smile	Phone calls	Field Trip
Stickers	Special Privileges	Special Project
Rubber Stamps	Computer Time	Recognition
Thumbs Up	Social/Free Time	Ceremonies
Home Notes	Special Seat	Honor Roll

Individual level reinforcement:

Adults at school acknowledge appropriate student behavior with “Cougar Cash”. Cougar Cash can be used in the Student Store on Wednesdays and Fridays for prizes or special outings with staff.

Classroom level reinforcement:

At the monthly school-wide assembly, the grade with the greatest number of Cougar Cash receives the Pride Award and earns an ice cream or pizza party.

School level reinforcement:

At the monthly assembly, 5 names will be drawn from the Cougar Cash box and student’s will be able to choose a prize from the principal’s menu of rewards.

Multi-Tier System of Supports

A **multi-tiered system of support** or **MTSS** is a framework with a tiered infrastructure that uses data to help match academic, social-emotional, and behavioral assessment and instructional resources to each and every student's needs. In this tiered, data-informed framework, educators work to ensure that the majority of students respond to core instruction. Students who need additional supports for enrichment or remediation are identified by data and provided that support with the right focus and intensity. MTSS helps educators to be thoughtful about using resources appropriately and impactfully, and use data to continually monitor and improve the effectiveness of their actions. MTSS makes the district-wide system more effective and ensures we're supporting the needs of every student. MTSS streamlines and brings cohesion to the good work and best practices that are already happening in a district, so that those efforts are no longer happening in isolation. MTSS also helps districts to fill gaps in their standard practices that might exist due to common challenges, like limited resources, difficulty collaborating, and a lack of visibility in program effectiveness.

Universal Design for Learning (UDL)

3 main principles of UDL

UDL is a framework for how to develop lesson plans and assessments that is based on three main principles:

Representation: UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their learning strengths.

Action and expression: UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.

Engagement: UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skillbuilding feel like a game and creating opportunities for students to get up and move around the classroom.

Other examples of UDL in the classroom include letting students complete an assignment by making a video or a comic strip. To get a deeper understanding of UDL, it also helps to see how it's different from a traditional approach to education. Explore this chart that compares UDL and traditional education side by side.

Learning and thinking differences and UDL

UDL helps all students. But here are some of the ways it may be especially helpful to kids with learning and thinking differences:

- Makes learning more accessible in general education classrooms, which is where most kids with learning and thinking differences spend most or all of the school day.
- Presents information in ways that adapt to the learner, instead of asking the learner to adapt to the information.
- Gives kids more than one way to interact with material. UDL builds in flexibility that can make it easier for kids to use their strengths to work on their weaknesses.
- Reduces stigma. By giving a variety of options to all students, UDL doesn't single out the few who receive formal accommodations as part of IEPs or 504 plans.

UDL is regarded so highly that it's mentioned by name in the nation's main education law. The Every Student Succeeds Act (ESSA) encourages states and districts to use federal funding to help teachers expand the use of UDL.

Source:

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works>

Multicultural Perspectives in the Classroom

Teaching Thanksgiving from the Perspective of Native Americans

<https://teacher-blog.education.com/teaching-thanksgiving-from-the-perspective-of-native-americans-d66c5cb92eb0c>

Resources for Thanksgiving lesson planning from the Smithsonian Institute

<https://americanindian.si.edu/nk360/>

September: California American Indian Day

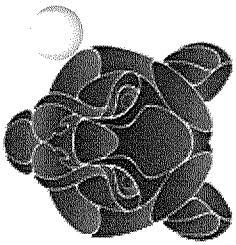
January: Honoring Martin Luther King, Jr.

February: Women's History Month

March:

April:

May: Mental Health Awareness Month



Lolietta

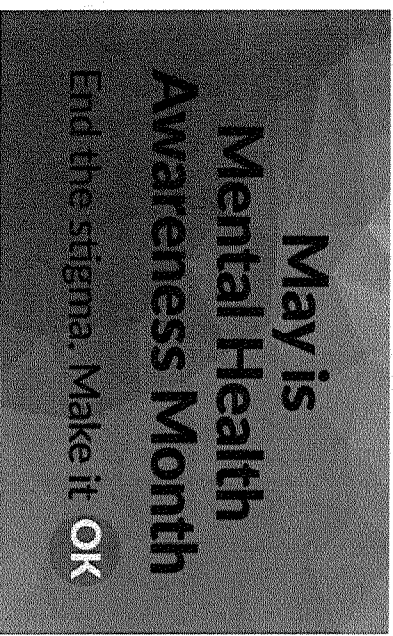
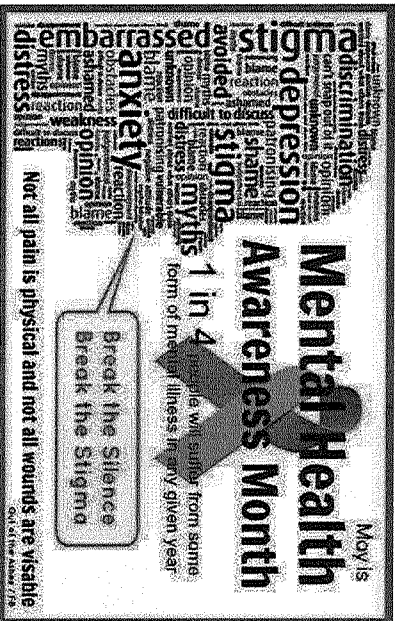
Union Elementary School District

700 Lolietta Drive
P.O. Box 547
Lolietta, CA 95551 Ph:707-733-5705
Fax:707-733-5367
Superintendent/Principal
Autumn Chapman
achapman@lolietta.org
arajo@lolietta.org
larnstrong@lolietta.org
Website: loliettaschool.org

School Climate Report

May 11, 2021

Socio-Emotional Curriculum and Supports: May is Mental Health Awareness Month! Mental health is as important as physical health and the two go together. The pandemic has really highlighted the need to take care of ourselves and our mind.



A newsletter was sent with the work packets on April 27, 2021 including a calendar of strategies to promote positive mental health. The newsletter can be accessed here:

https://drive.google.com/file/d/1jelmqBDpu_ZPqErOpKjIjCjpn0ZOZT3/view?usp=sharing

Trainings: Classified staff in the ASES After School Program have been participating in weekly training with Sandy Radic-Oshiro, School Psychologist, and Althea Jones, School Counselor, on topics such as:

- Positive Behavior Interventions and Supports
- Positive School Climate
- Special Education services and supports
- Trauma Informed Care
- Restorative Practices
- Compassion Resilience and Self Care

Positive Behavior Interventions and Supports (PBIS):

Teachers are nominating a student of the week who has demonstrated Safe, Responsible, Respectful, and/or Kind behaviors during the school week. The student who has been nominated is recognized on LES's Facebook page. Here are some of our April and May nominees:



Ayden Bettis-Flood



Irving Salinas-Angon



Alexianna Carpenter



Donivan Mead



Elvis Valverde Preciado

Respectfully submitted by,

Sandy Radic-Oshiro, MA, NCSP
School Climate Director
Loleta Elementary School
(707) 834-2861
sradic-oshiro@hcoe.org

1:30

Participants: Monica Robles, Kalihā Black (ASB president)

Monica asked Kalihā if LES could use ASB money to have sweatshirts made to sell as a fundraiser. Kalihā agreed.

End time: 1:32

PTO REPORT 5/13/2021 Monica Robles

PTO had a quick meeting 4/15/21 to talk about Teacher Appreciation Week. We decided to do both teachers and staff in one week. Tiffany said she will look through Pinterest for ideas.

We had a follow up meeting 4/19/21 to talk about ideas. We decided to give students cards and color pages to give to their teachers, get good coffee for the staff room, mini planters with succulents, and a staff lunch. Kayleen will provide dessert for the lunch.

Autumn said she would help out with Teacher (and staff) appreciation week. She provided money for the lunch, and bought tulips for everyone to take home. The tulips looked nice in the staff room so I think people decided to keep them in there instead. Tiffany had a great idea to create a space full of succulent plants, dedicated to our hard working teachers. Autumn provided some succulent plants to put in that space. Only 15 planters arrived so we decided to just give planters to teachers, Autumn, Sandy, Dan, and Cindy. It rained on the day we planned for lunch so instead of getting together to eat, staff were able to make a plate when they had time.



New Life Service Co.

PO Box 3579
Bureka CA 95502
Restorative Drying & Restoration Services
CA Lic #437846 Fed ID 94-2715596

Client: Loleta Elementry Home: (707) 498-3251

Property: 700 Loleta Dr
Loleta, CA 95536

Operator: JHUNTER

Estimator: Tom Sadler Business: (707) 444-8222
Position: General Manager E-mail: t.sadler@nlsco.com

Company: New Life Service Co
Business: 1607 5th St
Bureka, CA 95501

Type of Estimate: Asbestos Date Assigned:
Date Entered: 1/26/2021

Price List: NLS020121
Labor Efficiency: Restoration/Service/Remodel
Estimate: LOLETA_ELE_ASB-1
File Number: 21-84796-ASB

This is an estimate to remove asbestos containing building materials from a commercial building. .

Based on current regulations, we do anticipate that an air clearance will be required.

If an air clearance is requested, the building owner should contract with a third party consultant to provide testing.

The cost for any testing is not included in this project.

New Life Service Co. (NLS) will not pay for any additional testing, or to complete any additional work, if the testing does not pass.

All contents, appliances, and furniture to be moved out of the work and access areas prior to the start of the abatement. If the NLS crew is delayed by these items,

or can not access the work area, additional charges will apply.

No repairs are included in this project. A separate estimate can be made available, upon request, at the completion of the project.

Tape and staples are used to create a plastic containment barrier. Damage to painted and/or finished surfaces may occur. Repairs

to any damaged surfaces is not included in this estimate.

Unless specifically noted, this estimate only includes the removal of one layer of asbestos containing materials. If a second layer of asbestos is found, additional testing and/or abatement charges will apply.

NLS will not be held responsible for any pre-existing or hidden damage, rot, mold, mildew, or pest infestation.

It is possible that additional layers of building materials will be discovered during the abatement process.

All work to be completed during normal business hours: Monday-Friday, 0800-1700.

This estimate includes an OSHA notification and a NCUAQMD permit only. Any other permitting will be the responsibility of the building owner.

All NLS abatement workers are AHERA certified. All asbestos debris removed will be disposed of according to state and federal regulations.



New Life Service Co.

PO Box 3579
Eureka CA 95502
Restorative Drying & Restoration Services
CA Lic #437846 Fed ID 94-2715596

LOLETA_ELE_ASB-1

Main Level

Main Level	DESCRIPTION	QTY
	1. North Coast Unified Air Quality Management District Permit	1.00 EA
	2. Hazardous waste hauling & disposal - (Bid Item) Waste must be hauled to Willits for disposal	1.00 EA
	3. Asbestos test fee - self test (per sample) Per CalOSHA 8CCR 1529(f)(1-6)	4.00 EA
	4. Hazardous Waste/Mold Cleaning- Supervisory/Admin- per hour Per CalOSHA 8 CCR 1529(o)(1),(2), & (3(A)1-9) a supervisor must be on-site to set up the job, check containment, and assess at least twice per day.	2.00 HR
	5. Negative air fan/Air scrubber (24 hr period) - No monit.	2.00 DA
	6. Add for HEPA filter (for negative air exhaust fan) Filter to be replaced after each asbestos job	1.00 EA
	7. Add for personal protective equipment - Heavy duty 4 sets of PPE per day (must be changed at each break and lunch) per person.	10.00 EA
	8. Respirator cartridge - HEPA & vapor & gas (per pair)	2.00 EA
	9. Equipment decontamination charge - per piece of equipment	1.00 EA
	10. Dumpster load - Approx. 40 yards, 7-8 tons of debris Dumpsters for carpet non-asbestos debris	2.00 EA

Room 6	DESCRIPTION	Height: 8'	QTY
	11. Remove Glue down carpet		770.00 SF

Room 7	DESCRIPTION	Height: 8'	QTY
	12. Remove Glue down carpet		726.00 SF

Hallway	DESCRIPTION	Height: 8'	QTY
	13. Remove Glue down carpet		3,507.88 SF



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Staff Room

DESCRIPTION

14. Remove Glue down carpet

Height: 8'
QTY

215.00 SF

Sensory Room

DESCRIPTION

15. Remove Glue down carpet

Height: 8'
QTY

702.00 SF

Classroom1

DESCRIPTION

16. Remove Glue down carpet

Height: 8'
QTY

792.00 SF

Classroom2

DESCRIPTION

17. Remove Glue down carpet

Height: 8'
QTY

792.00 SF

Classroom3

DESCRIPTION

18. Remove Glue down carpet

Height: 8'
QTY

792.00 SF

Wellness Bathroom

DESCRIPTION

- 19. Tear out asbestos vinyl floor covering (no haul off)
- 20. Containment Barrier/Airlock/Decon. Chamber
- 21. HEPA Vacuuming - Light - (PER SF)
- 22. Apply asbestos fiber encapsulating compound
- 23. Hazardous Waste/Mold Cleaning Technician - per hour

Height: 8'
QTY

20.31 SF
80.00 SF
20.31 SF
20.31 SF
4.00 HR

Classroom 5

DESCRIPTION

LOLETA_ELE_ASB-1

Height: 8'
QTY



New Life Service Co.

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Eureka CA 95502
Restorative Drying & Restoration Services
CA Lic #437846 Fed ID 94-2715596

CONTINUED - Classroom 5

DESCRIPTION	QTY
24. Remove Glue down carpet	858.00 SF

Tiara Services Office DESCRIPTION	Height: 8' QTY
25. Remove Glue down carpet	110.00 SF

Wellnes Room DESCRIPTION	Height: 8' QTY
26. Remove Glue down carpet	336.25 SF

Staff Closet DESCRIPTION	Height: 8' QTY
27. Tear out asbestos vinyl floor covering (no haul off)	11.88 SF
28. Containment Barrier/Airlock/Decon. Chamber	55.33 SF
29. HEPA Vacuuming - Light - (PER SF)	11.88 SF
30. Apply asbestos fiber encapsulating compound	11.88 SF
31. Hazardous Waste/Mold Cleaning Technician - per hour	4.00 HR

\$30,568.48

Grand Total

Tom Sadler
General Manager

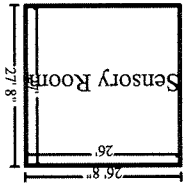
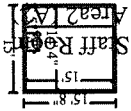
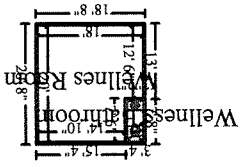
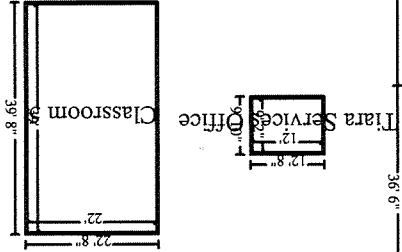
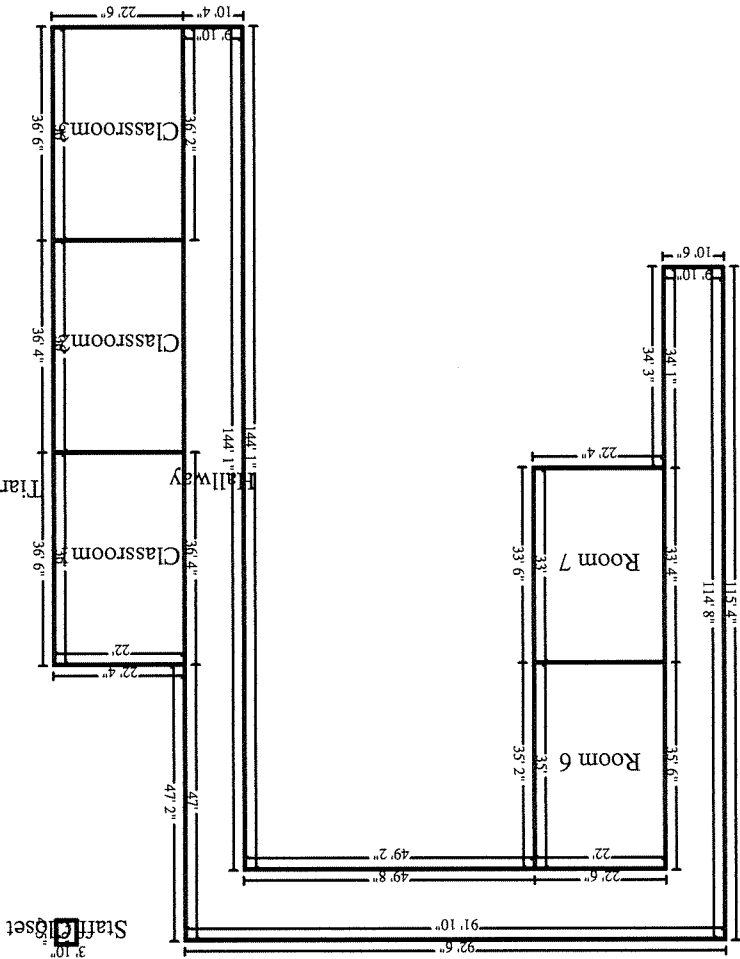


New Life Service Co.

PO Box 3579
Eureka CA 95502
Restorative Drying & Restoration Services
CA Lic #437846 Fed ID 94-2715596

Grand Total Areas:

13,696.00	SF Walls	9,633.31	SF Ceiling	23,329.31	SF Walls and Ceiling
9,633.31	SF Floor	1,070.37	SY Flooring	1,712.00	LF Floor Perimeter
0.00	SF Long Wall	0.00	SF Short Wall	1,712.00	LF Ceil. Perimeter
9,633.31	Floor Area	10,116.53	Total Area	13,696.00	Interior Wall Area
10,650.00	Exterior Wall Area	1,183.33	Exterior Perimeter of Walls		
0.00	Surface Area	0.00	Number of Squares	0.00	Total Perimeter Length
0.00	Total Ridge Length	0.00	Total Hip Length		



Main Level



Eureka Floor Bid

Linoleum corridors	24425
Linoleum classrooms	46680
Linoleum Portables	0
offices	3300
Carpet tiles classroom	45035
Carpet tiles portables	46061

totals

linoleum corridor + Linoleum classroom+ carpet portables + off

linoleum corridor + carpet tiles classroom + carpet portable + o

Nelson Flooring

Linoleum corridors	25168
Linoleum classrooms	45227
Linoleum Portables	0
Carpet tiles classroom	27572
Carpet tiles portables	22220
offices	4000

linoleum corridor + Linoleum classroom+ carpet portables + off

linoleum corridor + carpet tiles classroom + carpet portable + o

Eureka Floor
Office

120466

Offices

118821

Office

96615

Offices

78960

Eureka Floor Bid

Linoleum corridors	24425
Linoleum classrooms	46680
Linoleum Portables	0
offices	3300
Carpet tiles classroom	45035
Carpet tiles portables	46061

totals

linoleum corridor + Linoleum classroom+ carpet por

linoleum corridor + carpet tiles classroom + carpet f

Nelson Flooring

Linoleum corridors	25168
Linoleum classrooms	45227
Linoleum Portables	0
Carpet tiles classroom	27572
Carpet tiles portables	22220
offices	4000

linoleum corridor + Linoleum classroom+ carpet por

linoleum corridor + carpet tiles classroom + carpet f

Eureka Floor

tables + office

120466

portable + offices

118821

tables + office

96615

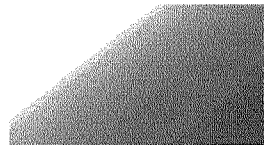
portable + offices

78960

YOUR 2021 SIENNA



EXTERIOR COLOR:



Super White

INTERIOR COLOR:



Gray Fabric

City MPG**  Highway MPG
36 **36**

Here's the Sienna LE FWD 8-Passenger Hybrid CVT YOU BUILT

Starting MSRP:* Sienna LE	\$34,460.00
Delivery, Processing and Handling Fee:	\$1,175.00
Sienna LE FWD 8-Passenger Hybrid CVT	
Options: 50 State Emissions	\$0.00

Total MSRP:*** **\$35,635.00**

* MSRP excludes the Delivery, Processing and Handling Fee of \$995 for Cars (86, Avalon, Avalon HV, Camry, Camry HV, Corolla, Corolla HB, Mirai, Prius, Prius Prime, Supra, Yaris HB, Yaris Sedan), \$1,175 for Small/Medium Trucks, SUVs and Van (4Runner, C-HR, Highlander, Highlander HV, RAV4, RAV4 HV, RAV4 Prime, Sienna, Tacoma, Venza), \$1,365 for Large SUVs (Sequoia, Land Cruiser), and \$1,595 for Large Truck (Tundra). (Historically, vehicle manufacturers and distributors have charged a separate fee for processing, handling and delivering vehicles to dealerships. Toyota's charge for these services is called the "Delivery, Processing and Handling Fee" and is based on the value of the processing, handling and delivery services Toyota provides as well as Toyota's overall pricing structure. Toyota may make a profit on the Delivery, Processing and Handling Fee.) Excludes taxes, license, title and available or regionally required equipment. The Delivery, Processing and Handling Fee in AL, AR, FL, GA, LA, MS, NC, OK, SC and TX will be higher. The published prices do not apply to Puerto Rico and the U.S. Virgin Islands. Actual dealer price will vary. ** EPA-estimated or projected EPA-estimated¹ mpg rating. Use for comparison purposes only. Your mileage will vary for many reasons, including your vehicle's condition and how/where you drive. See www.fueleconomy.gov. *** Manufacturer's Suggested Retail Price, includes the Delivery, Processing and Handling Fee. (Historically, vehicle manufacturers and distributors have charged a separate fee for processing, handling and delivering vehicles to dealerships. Toyota's charge for these services is called the "Delivery, Processing and Handling Fee" and is based on the value of the processing, handling and delivery services Toyota provides as well as Toyota's overall pricing structure. Toyota may make a profit on the Delivery, Processing and Handling Fee.) Excludes taxes, license, title and available or regionally required equipment. The Delivery, Processing and Handling Fee in AL, AR, FL, GA, LA, MS, NC, OK, SC and TX will be higher. The published prices do not apply to Puerto Rico and the U.S. Virgin Islands. Actual dealer price will vary.



TOYOTA

YOUR SIENNA SPECIFICATIONS

Mileage Estimates	Mileage estimates (mpg city/highway/combined)?	36/36/36
ToyotaCare?	No cost maintenance plan?	\$0 (No Cost)
	24-hour Roadside Assistance?	\$0 (No Cost)
Mechanical/Performance		
Engine	Hybrid -- 2.5-Liter with Double Overhead Cam (DOHC), 16-Valve, D-4S Injection and Dual VVT-i-	
Engine	245 net hybrid system hp	
Emission rating	Super Ultra Low Emission Vehicle (SULEV)	
Electric motors	Permanent Magnet Synchronous Motors (two front)	
Traction battery	Battery type: Sealed Nickel Metal Hydride (Ni-MH)	
Transmission	Electronically controlled Continuously Variable Transmission (E-CVT) with sequential shift mode	
Drivetrain	Front-Wheel Drive (FWD)	
Drive modes	Normal, Eco, EV, Sport	
Suspension	Independent MacPherson strut front suspension; multi-link rear suspension	
Steering	Electric Power Steering (EPS)	
Brakes	Ventilated 12.9-in. front disc brakes	
Brakes	Ventilated 12.5-in. rear disc brakes	
Steering		38.30 ft
Turning circle diameter, curb to curb (ft.)		
Exterior dimensions (in.)		
Overall length		203.7
Overall width		78.5
Overall height, unloaded, with/without roof rails		68.5/69.7
Wheelbase		120.5
Track (front/rear)		67.7 / 68.5
Ground clearance		6.37
Coefficient of drag (Cd)		0.29
Interior dimensions, front/second-row/third-row seats (in.)		
Passenger volume with/without moonroof (cu. ft.)		159.7/162.5
Interior volume with/without moonroof (cu. ft.)		193.2/195.9
Head room with/without moonroof		40/38.1
Shoulder room		62.4
Hip room		59.7
Leg room, first/second/third row		40.3/39.9/38.7
Weight/Capacity		
Curb weight (lb.)		4610
Cargo volume (cu. ft.) behind third/second/first-row seats		33.5/75.2/101
Fuel tank (gal.)		18
Seating capacity		8
Towing		
Towing capacity (lb.)?		3500
Tires		
Tires		All-Season steel-belted radials



Tires

Tire repair kit

YOUR SIENNA FEATURES

EXTERIOR	INTERIOR	AUDIO MULTIMEDIA	SAFETY/CONVENIENCE
LED headlights and LED DRL with auto on/off feature	LED taillights and stop lights	Black grille	Star Safety System™—includes Enhanced Vehicle Stability Control (VSC), ²⁸ Traction Control (TRAC), Anti-lock Brake System (ABS), Electronic Brake-Force Distribution (EBD), Brake Assist (BA) ²⁹ and Smart Stop Technology. ³⁰ (SST) ³⁰
Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Dual power sliding side doors	Toyota Safety Sense™ 2.0 (TSS 2.0) ³² —Pre-Collision System with Pedestrian Detection (PCS w/PD), ³³ Lane Departure Alert with Steering Assist (LDA w/SA), ³⁴ Lane Tracing Assist (LTA), ³⁵ Automatic High Beams (AHB), ³⁶ Full-Speed Range Dynamic Radar Cruise Control (DRCC), ³⁸ Road Sign Assist (RSA) ³⁷
Color-keyed rear spoiler with LED center high-mount stop light	Color-keyed rear spoiler with LED center high-mount stop light	17-in. alloy wheels with P235/65R17 tires	Audio—9-in. touchscreen, six speakers, Android Auto ¹⁹ & Apple CarPlay ²⁰ & Amazon Alexa ²¹ compatible, seven USB ports, ¹⁶ hands-free phone capability and music streaming ¹⁰ via Bluetooth ¹⁰ wireless technology, SiriusXM ²² with 3-month All Access trial subscription. ²³ See Toyota.com/audio-multimedia for details. Connected Services ²⁴ —Safety Connect ¹⁴ with 1-year trial, ²⁵ Wi-Fi Connect ²⁶ with up to 2 GB within 3-month trial. ²⁷ See toyota.com/connected-services for details.
Rear lower bumper in black	Black Sienna liftgate logo	Chrome Toyota emblem and grade badge	Variable windshield wipers
Privacy glass on rear windows	Black roof-mounted shark-fin antenna	Black Sienna liftgate logo	Intermittent rear wiper
Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Rear lower bumper in black	LED headlights and LED DRL with auto on/off feature
Dual power sliding side doors	Color-keyed rear spoiler with LED center high-mount stop light	Rear lower bumper in black	LED taillights and stop lights
Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Color-keyed rear spoiler with LED center high-mount stop light	Rear lower bumper in black	LED taillights and stop lights
Color-keyed heated power outside mirrors with blind spot warning indicators ⁸	Color-keyed rear spoiler with LED center high-mount stop light	Rear lower bumper in black	LED taillights and stop lights
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SAFETY/CONVENIENCE (continued)

3-point seatbelts for all seating positions; driver-side Emergency Locking Retractor (ELR) and Automatic/Emergency Locking Retractors (ALR/ELR) on all passenger seatbelts

Adjustable seatbelt anchors on front and outboard second-row seats and driver and front passenger seatbelt pretensioners with force limiters

Five LATCH (Lower Anchors and Tethers for Children) locations: includes lower anchors on all three second-row seats, and passenger side and center third-row seats

Child-protector rear door locks

Tire Pressure Monitor System (TPMS)³⁹ with direct pressure readout and individual tire location alert

Safety Connect⁴⁴—includes Emergency Assistance, Stolen Vehicle Locator,⁴⁰ Roadside Assistance⁴¹ and Automatic Collision Notification. Available by subscription. Complimentary one-year trial subscription.²⁵ (includes roof-mounted shark-fin antenna)

Blind Spot Monitor (BSM)⁹ with Rear Cross-Traffic Alert (RCTA)⁴²

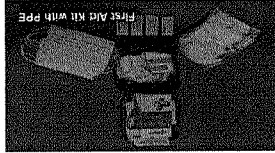
Hill Start Assist Control (HAC)⁴³

Anti-theft system with alarm and engine immobilizer⁴⁴

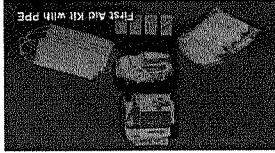
Tire Repair Kit

SIENNA ACCESSORIES

Accessory Packages



Outdoor Package \$ 473 *Installed MSRP



Preferred Accessory Package w/ All-Weather Floor Liners \$ 294 *Installed MSRP



Preferred Accessory Package w/ Carpet Mats \$ 294 *Installed MSRP

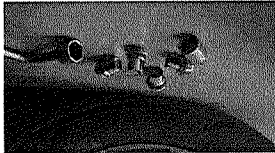


Protection Package \$ 423 *Installed MSRP



Tow Hitch Receiver \$ 840 *Installed MSRP

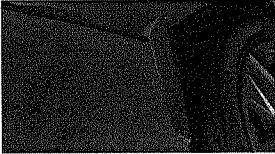
Exterior



Alloy Wheel Locks \$ 65 *Installed MSRP



Body Side Moldings \$ 209 *Installed MSRP



Mudguards \$ 149 *Installed MSRP



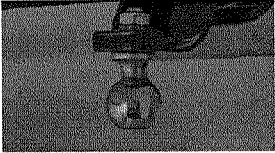
Paint Protection Film (Front Bumper) \$ 485 **Parts Only



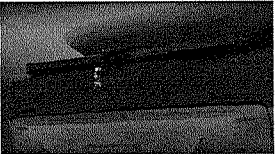
Paint Protection Film (Hood, Fenders, Mirror Backs and Door Cups) \$ 395 *Installed MSRP



Roof Rack Cross Bars \$ 200 *Installed MSRP



Trailer Ball \$ 20 **Parts Only

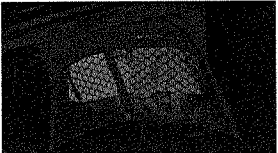


Trailer Ball Mount \$ 125 **Parts Only

Interior



All-Weather Floor Liners \$ 220 *Installed MSRP



Cargo Net with Pouch \$ 49 *Installed MSRP



Cargo Organizer \$ 239 *Installed MSRP



Cargo Tote \$ 50 *Installed MSRP



Cargo Tray \$ 99 *Installed MSRP



Carpet Floor Mats \$ 220 *Installed MSRP



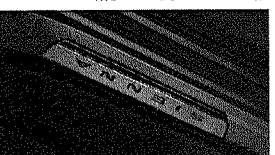
Coin Holder/Ashtray Cup \$ 29 *Installed MSRP



Emergency Assistance Kit \$ 59 *Installed MSRP



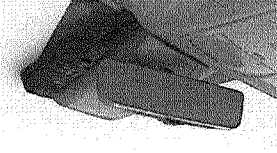
First Aid Kit w/ PPE \$ 25 *Installed MSRP



Illuminated Door Sills \$ 245 *Installed MSRP

** Installation not included. See your local Toyota dealer for installed pricing. Prices and product availability are subject to change without notice.
* Installed MSRP is the Manufacturer's Suggested Retail Price for accessories installed by the manufacturer. Actual prices for dealer installed accessories may vary. Please see your local Toyota dealer for pricing. Prices and product availability are subject to change without notice.

SIENNA ACCESSORIES



Integrated Dash Cam
\$ 349 *Installed MSRP



Tri-Fold Cargo Liner
\$ 99 *Installed MSRP

** Installation not included. See your local Toyota dealer for installed pricing. Prices and product availability are subject to change without notice.

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Disclaimers

25. The Safety Connect® trial period is at no extra cost and begins on the original date of purchase or lease of a new vehicle. After the trial period expires, enrollment in paid subscription is required to access the service. 26. Eligible vehicle and wireless service required. Coverage and service not available everywhere. Valid in the contiguous U.S. and Alaska. Do not drive distracted. Go to att.com/toyota for terms and conditions. Data usage and charges apply. Up to 5 devices can be supported using in-vehicle connectivity. Apps and services subject to change at any time without notice. 27. The Wi-Fi Connect trial begins at the time of activation and expires when 2GB of data is used or when the 3-month period ends. After the trial period expires, enrollment in a paid subscription is required to access the service. Terms and conditions apply. 28. Vehicle Stability Control is an electronic system designed to help the driver maintain vehicle control under adverse conditions. 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YOUR DEALER

TOYOTA DEALERS IN YOUR AREA:

Mid City Toyota

Distance: 12.19 Miles:

4800 N. Highway 101

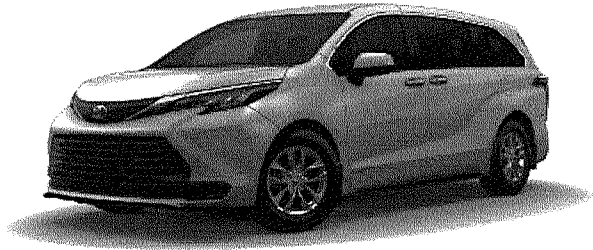
Eureka CA, 95501

Phone: (707) 443-4871

<https://www.mid-citytoyota.com>

GET DIRECTIONS to this dealer

YOUR 2021 SIENNA



Here's the Sienna LE FWD 8-Passenger Hybrid CVT YOU BUILT

Starting MSRP:* \$34,460.00
Sienna LE

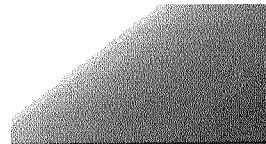
Delivery, Processing and Handling Fee: \$1,175.00

Sienna LE FWD 8-Passenger Hybrid CVT

Options: \$0.00
50 State Emissions

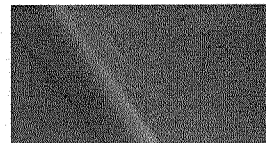


EXTERIOR COLOR:



Super White

INTERIOR COLOR:



Gray Fabric

City MPG**  Highway MPG
36 **36**

Total MSRP:*** \$35,635.00

* MSRP excludes the Delivery, Processing and Handling Fee of \$995 for Cars (86, Avalon, Avalon HV, Camry, Camry HV, Corolla, Corolla HB, Mirai, Prius, Prius Prime, Supra, Yaris HB, Yaris Sedan), \$1,175 for Small/Medium Trucks, SUVs and Van (4Runner, C-HR, Highlander, Highlander HV, RAV4, RAV4 HV, RAV4 Prime, Sienna, Tacoma, Venza), \$1,365 for Large SUVs (Sequoia, Land Cruiser), and \$1,595 for Large Truck (Tundra). (Historically, vehicle manufacturers and distributors have charged a separate fee for processing, handling and delivering vehicles to dealerships. Toyota's charge for these services is called the "Delivery, Processing and Handling Fee" and is based on the value of the processing, handling and delivery services Toyota provides as well as Toyota's overall pricing structure. Toyota may make a profit on the Delivery, Processing and Handling Fee.) Excludes taxes, license, title and available or regionally required equipment. The Delivery, Processing and Handling Fee in AL, AR, FL, GA, LA, MS, NC, OK, SC and TX will be higher. The published prices do not apply to Puerto Rico and the U.S. Virgin Islands. Actual dealer price will vary. ** EPA-estimated or projected EPA-estimated¹ mpg rating. Use for comparison purposes only. Your mileage will vary for many reasons, including your vehicle's condition and how/where you drive. See www.fueleconomy.gov. *** Manufacturer's Suggested Retail Price, includes the Delivery, Processing and Handling Fee. (Historically, vehicle manufacturers and distributors have charged a separate fee for processing, handling and delivering vehicles to dealerships. Toyota's charge for these services is called the "Delivery, Processing and Handling Fee" and is based on the value of the processing, handling and delivery services Toyota provides as well as Toyota's overall pricing structure. Toyota may make a profit on the Delivery, Processing and Handling Fee.) Excludes taxes, license, title and available or regionally required equipment. The Delivery, Processing and Handling Fee in AL, AR, FL, GA, LA, MS, NC, OK, SC and TX will be higher. The published prices do not apply to Puerto Rico and the U.S. Virgin Islands. Actual dealer price will vary.



TOYOTA

YOUR SIENNA SPECIFICATIONS

Mileage Estimates	Mileage estimates (mpg city/highway/combined) ²	36/36/36
ToyotaCare³	No cost maintenance plan ²	\$0 (No Cost)
	24-hour Roadside Assistance ⁴	\$0 (No Cost)
Mechanical/Performance	Engine	Hybrid -- 2.5-liter with Double Overhead Cam (DOHC), 16-Valve, D-4S Injection and Dual VVT-i
	Engine	245 net hybrid system hp
	Emission rating	Super Ultra Low Emission Vehicle (SULEV)
	Electric motors	Permanent Magnet Synchronous Motors (two front)
	Traction battery	Battery type: Sealed Nickel Metal Hydride (Ni-MH)
	Transmission	Electronically controlled Continuously Variable Transmission (E-CVT) with sequential shift mode
	Drivetrain	Front-Wheel Drive (FWD)
	Drive modes	Normal, Eco, EV, Sport
	Suspension	Independent MacPherson strut front suspension; multi-link rear suspension
	Steering	Electric Power Steering (EPS)
	Brakes	Ventilated 12.9-in. front disc brakes
	Brakes	Ventilated 12.5-in. rear disc brakes
Steering	Turning circle diameter, curb to curb (ft.)	38.30 ft
Exterior dimensions (in.)	Overall length	203.7
	Overall width	78.5
	Overall height, unloaded, with/without roof rails	68.5/69.7
	Wheelbase	120.5
	Track (front/rear)	67.7 / 68.5
	Ground clearance	6.37
	Coefficient of drag (Cd)	0.29
Interior dimensions, front/second-row/third-row seats (in.)	Passenger volume with/without moonroof (cu. ft.)	159.7/162.5
	Interior volume with/without moonroof (cu. ft.)	193.2/195.9
	Head room with/without moonroof	40/38.1
	Shoulder room	62.4
	Hip room	59.7
	Leg room, first/second/third row	40.3/39.9/38.7
Weight/Capacity	Curb weight (lb.)	4610
	Cargo volume (cu. ft.) behind third/second/first-row seats	33.5/75.2/101
	Fuel tank (gal.)	18
	Seating capacity	8
Towing	Towing capacity (lb.) ⁵	3500
Tires	Tires	All-Season steel-belted radials



Tires

Tire repair kit

EXTERIOR	INTERIOR
LED headlights and LED DRL with auto on/off feature	LED taillights and stop lights
Variable windshield wipers	Black grille
Intermittent rear wiper	Color-keyed heated power outside mirrors with blind spot warning indicators ⁸
Privacy glass on rear windows	Dual power sliding side doors
Rear lower bumper in black	Color-keyed outside door handles
Color-keyed rear spoiler with LED center high-mount stop light	17-in. alloy wheels with P235/65R17 tires
Black Sienna liftgate logo	Three-zone automatic climate control with air filter, individual temperature settings for driver, front passenger and rear-seat passengers, and separate rear digital control panel
Chrome Toyota emblem and grade badge	Fabric-trimmed front seats with seatback pockets; 8-way power-adjustable driver's seat
Black roof-mounted shark-fin antenna	8-passenger seating with fabric-trimmed second-row bench with stowable center seat
	Fabric-trimmed 60/40 One-Motion-Stow Split & Stow 3rd Row ¹ seat
	Tilt/telescopic steering wheel with audio, Multi-Information Display (MID), Bluetooth [®] hands-free phone and voice-command, Dynamic Radar Cruise Control (DRCC), ¹¹ Lane Departure Alert (LDA) ¹² and Lane Tracing Assist (LTA) ¹³ controls
	4.2-in. Multi-Information Display (MID) with odometer, fuel economy, trip information, and warning messages
	Remote keyless entry system with lock, unlock, panic and Push Button Start
	Power windows with power rear quarter windows
	Positions with power rear quarter windows
	Audio—9-in. touchscreen, Android Auto ¹⁹ & Apple CarPlay ²⁰ capability and music streaming ¹⁰ via Bluetooth [®] 10 wireless technology, SiriusXM ²² with 3-month All Access trial subscription. ²³ See toyota.com/audio-multi for details. Connected Services ²⁴ — Safety Connect ¹⁴ with 1-year trial, ²⁵ Wi-Fi Connect ²⁶ with up to 2 GB within 3-month trial. ²⁷ See toyota.com/connected-services for details.
	AUDIO MULTIMEDIA
	SAFETY/CONVENIENCE
	Star Safety System™—Includes Enhanced Vehicle Stability Control (VSC), ²⁸ Traction Control (TRAC), Anti-lock Brake System (ABS), Electronic Brake-Force Distribution (EBD), Brake Assist (BA) ²⁹ and Smart Stop Technology ³⁰ (SST) ³⁰
	Toyota Safety Sense 2.0 (TSS 2.0) ^{31,32} —Pre-Collision System with Pedestrian Detection (PCSD w/PD), ³³ Lane Departure Alert with Steering Assist (LDA w/SA), ³⁴ Lane Tracing Assist (LTA), ¹³ Automatic High Beams (AHB), ³⁵ Full-Speed Range Dynamic Radar Cruise Control (DRCC), ³⁶ Road Sign Assist (RSA) ³⁷

SAFETY/CONVENIENCE (continued)

3-point seatbelts for all seating positions; driver-side Emergency Locking Retractor (ELR) and Automatic/ Emergency Locking Retractors (ALR/ELR) on all passenger seatbelts

Adjustable seatbelt anchors on front and outboard second-row seats and driver and front passenger seatbelt pretensioners with force limiters

Five LATCH (Lower Anchors and Tethers for CHildren) locations: includes lower anchors on all three second-row seats, and passenger side and center third-row seats

Child-protector rear door locks

Tire Pressure Monitor System (TPMS)³⁹ with direct pressure readout and individual tire location alert

Safety Connect¹⁴—includes Emergency Assistance, Stolen Vehicle Locator,⁴⁰ Roadside Assistance⁴¹ and Automatic Collision Notification. Available by subscription. Complimentary one-year trial subscription.²⁵ (includes roof-mounted shark-fin antenna)

Blind Spot Monitor (BSM)⁹ with Rear Cross-Traffic Alert (RCTA)⁴²

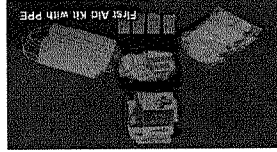
Hill Start Assist Control (HAC)⁴³

Anti-theft system with alarm and engine immobilizer⁴⁴

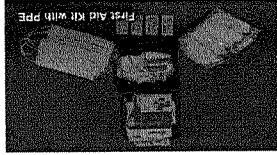
Tire Repair Kit

SIENNA ACCESSORIES

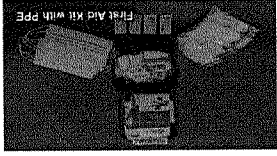
Accessory Packages



Outdoor Package \$ 473 *Installed MSRP
First Aid Kit with PPE



Preferred Accessory Package w/
All-Weather Floor Liners \$ 294 *Installed MSRP
First Aid Kit with PPE



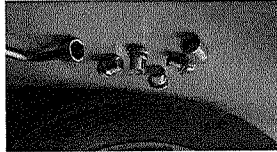
Preferred Accessory Package w/
Carpet Mats \$ 294 *Installed MSRP
First Aid Kit with PPE



Protection Package \$ 423 *Installed MSRP
Body Side Moldings



Tow Hitch Receiver \$ 840 *Installed MSRP



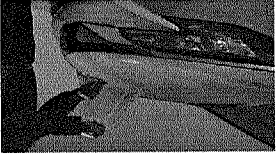
Alloy Wheel Locks \$ 65 *Installed MSRP



Body Side Moldings \$ 209 *Installed MSRP



Mudguards \$ 149 *Installed MSRP



Paint Protection Film (Front
Bumper) \$ 485 **Parts Only

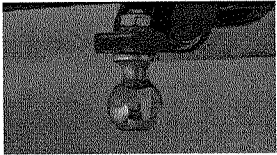


Paint Protection Film (Hood,
Fenders, Mirror Backs and Door
Cups) \$ 395 *Installed MSRP

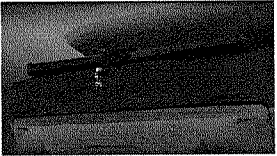
Exterior



Roof Rack Cross Bars \$ 200 *Installed MSRP

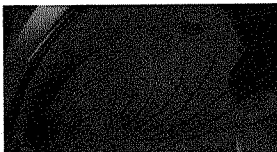


Trailer Ball \$ 20 **Parts Only

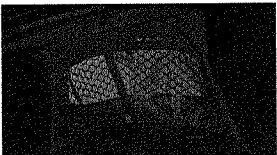


Trailer Ball Mount \$ 125 **Parts Only

Interior



All-Weather Floor Liners \$ 220 *Installed MSRP



Cargo Net with Pouch \$ 49 *Installed MSRP



Cargo Organizer \$ 239 *Installed MSRP



Cargo Tote \$ 50 *Installed MSRP



Cargo Tray \$ 99 *Installed MSRP



Carpet Floor Mats \$ 220 *Installed MSRP



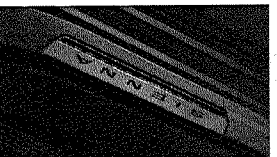
Coin Holder/Ashtray Cup \$ 29 *Installed MSRP



Emergency Assistance Kit \$ 59 *Installed MSRP



First Aid Kit w/ PPE \$ 25 *Installed MSRP



Illuminated Door Sills \$ 245 *Installed MSRP

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SIENNA ACCESSORIES



Integrated Dash Cam
\$ 349 *Installed MSRP



Tri-Fold Cargo Liner
\$ 99 *Installed MSRP

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Mid City Toyota

Distance: 12.19 Miles:

4800 N. Highway 101

Eureka CA, 95501

Phone: (707) 443-4871

<https://www.mid-citytoyota.com>

GET DIRECTIONS to this dealer



Business Office
ARMSTRONG, LISA
 39501 HWY 36, BRIDGEVILLE, CA, 95626
 Home: 707-845-5359 Cell:
 Email: no@no.com
 County: HUMBOLDT

S **P** **Q** **A**
 Stock #
 N 21 HONDA PILOT
 5FNYF6H10MB013971

Buyer _____
 Trades _____
 PDI _____
 Disclosure _____
 Recap _____
 Summary _____
 Commissions _____
 Forms _____

Deal Information Deal Status:

Retail Lease

List	35765.00	Rebate		AMOS/Opt		Sale Date	05/10/21
Price	35765.00	APR		Insurance		Deliver	05/10/21
Down		Term	Days	Accessories		First Payment	05/10/21
Trade		Tax	1	Serv Cont		Lender	
Payoff		2778.38		Fees/Lender		Cash Sale--Retail	
Function		HUMBOLDT		623.75		Discount	
		Payment/Options		39167.13	M		

Other / Salespeople

Odometer		Permit/Exp		Salesperson1		F&I Manager	
Trade Desc				Salesperson2		Sales Manager	
PDI							
CG2259FI0WP3202							
							39167X13A258MSRP35765

Summary

David Barsuglia
 757-539-9150
 barsugliad@gmail.com
 Mid City Motor World

Save Exit Cancel

This is an 8 seater
 Pilot with adjustable
 middle seats for size
 of children in back.
 AWD and seats fold
 down for 7ft of storage
 or to sleep on.



Redwood Empire Roofing

License # 885019

102 Guilliksen Dr, Fortuna, CA 95540
(707) 725-7663 / (707) 725-3120 Fax

Date: 3/23/2021

Name: Loleta Elementary School District
700 Loleta Dr.
Loleta, Ca

Re: Replacement of approx. 6,800 sq. ft.

Scope of work: Remove and dispose of the existing layer of roofing and insulation. Install 2" Hunter Panels H- Shield rigid Poly ISO (R-value 11.4). Mechanically attach w/ eight fasteners per board 1/4" DenDeck prime cover board. Install Versico 60mil TPO single ply membrane. Attach with HPVX screws and plates. Replace all pipe vent flashings and scupper drain flashings with TPO boot flashings. Reuse existing snap lock counter flashing at wall terminations. Install new 24ga. enamel finished parapet cap flashing around perimeter. Addition is listed to have a 20yr full system warranty from manufacturer. No cost for building permit and or bonds is included in bid.

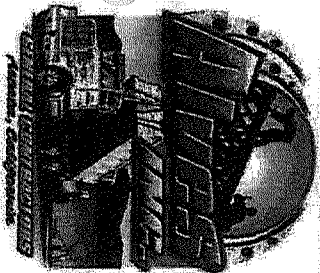
Total: \$ 54,680.0
Addition for 20yr full system warranty: + \$ 2,360.00

1. When tearing off existing roof coverings, an/or re-roofing dust & debris *will* sift down into your attic and possibly living area. It is the owner's responsibility to take necessary precautions. If owner has any concerns regarding ceiling fixtures, wall hanging items, vehicles in/outside garage/house, he/she should remove them prior to the course of work. RER will not be held responsible for damage to such items.
2. This contract does not include the cost of additional work that could become necessary due to concealed damage such as dry rot, broken boards in roof deck, etc. Such work will be billed for materials & \$60/hr.
3. All monies are due 7 days of invoice being received. A 3% charge will be added if paid by credit card.
4. Upon completion of the project, we will warranty our workmanship for 10yrs / 5yrs for roofs with less than 2/12 slope. We do not warranty work done by the owner, or his agents. Warranty only pertains to complete reroofs.
5. We, the undersigned, agree to authorize any escrow or title company which is handling the transaction on the above-named property, to release funds to Redwood Empire Roofing upon notice of completion. If the work is being done as part of a Real Estate transaction and for any reason the transaction is voided, all monies are due upon request. A 10% deposit is due upon acceptance of proposal.
6. We the undersigned agree that in the event of any controversy or claim arising out of or relating to this proposal/contract, or the breach thereof, shall be settled by arbitration in accordance with the applicable Construction Industry Arbitration Rules of the American Arbitration Association.
Notice: (Section 7018 of the California Contractors License Law, Business & Professional Code Div.3. Chap.9) Provides under the Mechanics' Lien Law any contractor, subcontractor, laborer, supplier or other person who helps to improve your property but is not paid for his work or supplies has a right to enforce a claim against your property. This means that, after a court hearing, your property could be sold by the court officer and the proceeds of the sale used to satisfy the indebtedness.

Acceptance of Proposal
We agree to all the terms and
conditions of the proposal above
and authorize work to begin

Accepted By

Rob Sirrine, Redwood Empire Roofing



ALVES INC.

PROPOSAL

A, B, C39, & C61/D24 Contractor
4200 West End Road

PAGE 1 of 1

Arcata, CA 95521

(707) 825-4725 *Fax (707) 825-4727

www.thinkalvesinc.com *Lic. #739085

CONTACT PHONE	DATE
498-3251	2/16/2021

TO:
Loleta School District
Attn: Cas Austrus
caustrus@loleta.org

JOB NAME & LOCATION	JOB PHONE
700 Loleta Drive, Loleta elementray school	
JOB NUMBER	
R-136-2021	

We hereby submit specifications and estimates for the following: (may be continued on subsequent pages, see page numbering above)

Flat Areas / Exclude center section:

~Prevailing Wages

- Remove and recycle/dispose of existing coverings.
- New painted perimeter metals, standard roof jacks, drains.
- Install 50 Mil PVC membrane roof system thermally bonded with FR base sheet. \$60,000.00
- (10 Year Workmanship Guarantee, *15 Year Manufacturers Warranty on materials.)

1 Upgrade to 60 Mil. ADD: \$2,357.00
(10 Year workmanship guarantee, *20 Year Manufacturers Warranty on materials.)

NOTE: Any roof related work necessary for the installation of the new roof system will be performed at \$125 per man per hour + materials.

Complete cleanup of all roofing materials and related debris. No carpentry or painting unless noted above.

Owner agrees to all stipulations of "Notice to Owner" (on reverse) and the enclosed Information Sheet.
We Propose hereby to furnish material and labor complete in accordance with the above specifications, for the sum of:

Payment to be made as follows:

dollars (\$

10% down payment (\$1000 Maximum) Materials payment 30 days before start, remainder due upon completion.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmans' Compensation Insurance.

Authorized Signature

Note: This proposal may be withdrawn by us if not accepted within 10 days.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature:

Date of Acceptance:

Signature:

Customer Information Sheet – Roofing Division

Customer agrees to the following information:

1. Time is of the essence. If Alves Inc.'s offer is not accepted within 10 days of this contract, we reserve the right to amend/update prices. The total amount of this contract is due and payable within 10 days of completion of the work listed unless otherwise specified. Any work performed against an existing title escrow will be the financial responsibility of the party ordering the inspection or work in the event of a canceled title escrow.
2. When tearing off the existing roof coverings and/or removing skylights, dust, dirt, and debris will sift down. We will do our best to minimize, however, it is impossible to stop. Owner should take precautions also. For example, tarp over boxes in attic, cover valuables, etc.
3. Customer agrees to hold Alves Inc. harmless for any damage that may occur to plant life, trees, vines, or pets.
4. Alves Inc. will try to match any existing color we are authorized to repair or replace. We will, however, not be responsible if we are unable to match.
5. Due to varying backlog of our workload, please allow ample notice for the work to be performed.
6. Any additional damage found while work is being performed will be completed at time and material cost as noted on contract.
7. Alves Inc. will proceed to complete this work in a workmanlike manner. However, we will not be responsible for delays beyond our control.
8. *All jobs are due and payable within 10 days of completion.* In case of non-payment by owner, reasonable attorney's fees and costs of collection shall be paid by the owner, whether suit is filed or not. A service charge of 2% (24% per annum), per month will be charged on all past due balances. In addition, a mechanic's lien will be placed on all accounts not paid in full within 30 days of completion. *If a mechanic's lien is filed, owner agrees to pay a filing/processing fee of \$200.*
9. It is the responsibility of the owner to inform tenants of the information contained on this sheet.
10. Exhaust vents work better in accordance with soffit vents. It is the homeowner's responsibility if you choose to add soffit vents as needed.
11. Manufacturer warranties require specific nail lengths when installing shingles. This may cause nails to penetrate sheathing. Open beam ceilings and eaves are the most common occurrence for nail penetration. Alves Inc. will not be held responsible for aesthetic repairs if this occurs.
12. **WARNING:** Some hot tar roofing products contain detectable amounts of chemicals known to the State of California to cause cancer, birth defects, or other reproductive harm.
13. Per Building Code Section R314, owner is responsible for equipping dwelling with smoke alarms.

Initials

14. Per Building Code Section R315, owner is responsible for providing a carbon monoxide alarm for all dwellings that have attached garages and/or fuel-burning appliances.

15. Some building departments require inspection of carbon monoxide and smoke alarms with all permits issued. The inspector will need access to the interior of the residence, therefore, the owner must schedule this inspection. The owner will be provided information on the final invoice on scheduling this inspection. The owner is responsible for ensuring the permit is finalized.

16. "The law requires that the contractor give you a notice explaining your right to cancel.

Initial the check box if the contractor has given you a "Notice of the Five-Day Right To Cancel." "

a. Initial the check box if you agree to waive the "Notice of the Five-Day Right To Cancel".

b. Initial the check box if you do NOT agree to waive the "Notice of the Five-Day Right to Cancel." **If this option is chosen, work will begin no sooner than the expiration date on the "Notice of the Five-Day Right to Cancel".

Customer Signature _____

Date _____

NOTICE OF THE FIVE-DAY RIGHT TO CANCEL

Notice of Cancellation

(Enter date of transaction)

(Job #)

You may cancel this transaction, without any penalty or obligation, within five (5) business days from the above date.

If you cancel, any payments made by you under the contract or sale and any negotiable instrument executed by you will be returned within ten (10) days following receipt by Alves Inc. of your cancellation notice.

If you cancel, you must make available to Alves Inc. at your residence, in substantially as good condition as when received, any goods delivered to you under this contract or sale, or you may, if you wish, comply with the instructions of Alves Inc. regarding the return shipment at our expense and risk.

If you do make the goods available to Alves Inc. and we do not pick them up within 20 days of the date of your Notice of Cancellation, you may retain or dispose of the goods without any further obligation.

If you fail to make the goods available to Alves Inc., or if you agree to return the goods to Alves Inc. and fail to do so, then you remain liable for performance of all obligations under the contract.

To cancel this transaction, mail, email, fax, or deliver a signed and dated copy of this Cancellation Notice, or any other written notice, to:

Alves Inc.
4200 West End Road
Arcata, CA 95521
alvesinc@sbcglobal.net
(707) 825-4727 – Fax

Not later than midnight of _____

(Date)

I hereby cancel this transaction _____

(Date)

(Buyer's Signature)

NOTICE TO OWNERS

"Under the California Mechanic's Lien Law, any contractor, subcontractor, laborer, supplier, or other person or entity who helps to improve your property, but is not paid for his work or supplies, has a right to place a lien on your home, land, or property where the work was performed and to sue you in court to obtain payment.

This means that after a court hearing, your home, land, and property could be sold by a court officer and the proceeds of the sale used to satisfy what you owe. This can happen even if you have paid your contractor in full if contractor's subcontractors, laborers, or suppliers remain unpaid.

To preserve their rights to file a claim or lien against your property, certain claimants such as subcontractors or material suppliers are each required to provide you with a document called a "Preliminary Notice." Contractors and laborers who contract with owners directly do not have to provide such notice since you are aware of their existence as an owner. A preliminary notice is not a lien against your property. Its purpose is to notify you of persons or entities that may have a right to file a lien against your property if they are not paid. In order to perfect their lien rights, a contractor, subcontractor, supplier, or laborer must file a mechanics' lien with the county recorder which then becomes a recorded lien against your property. Generally, the maximum time allowed for filing a mechanics' lien against your property is 90 days after substantial completion of your project."

"State law requires anyone who contracts to do construction work to be licensed by the Contractors State License Board in the license category in which the contractor is going to be working if the total of the job is \$500 or more (including labor and materials).

"Licensed contractors are regulated by laws designed to protect the public. If you contract with someone who does not have a license, the Contractors State License Board may be unable to assist you with a complaint. Your only remedy against an unlicensed contractor may be in civil court, and you may be liable for damages arising out of any injuries to the contractor or his or her employees.

"You may contact the Contractors State License Board to find out if this contractor has a valid license, the Board has complete information on the history of the licensed contractors, including any possible suspensions, revocations, judgments, and citations. The Board has offices throughout California. Please check the Government Pages of the white pages for the office nearest you or call 1-800-321-CSLB for more information."

"Contractors are required by law to be licensed by the Contractors State License Board, which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning the contractor may be referred to the Registrar, Contractors State License Board, Post Office Box 26000, Sacramento, California 95826.



Workmanship guarantee 10 years

Established 1919



PROPOSAL

P.O. Box 1111, Eureka, CA 95502
Office 707.443.3088 Fax 707.445.7890
Contractor License Number
Oregon 75780 California 249538
admin@mcmurrayandsons.com

Phone number:
(707) 498-9251

Date:
01/27/2021

Customer Name

Loleia Elementary School

Customer Address

700 Loleia Drive, Loleia, California, 95551

Job Address

Job Number:

151514

Area of Work

HALLWAYS ONLY

700 Loleia Drive, Loleia, California, 95551

SCOPE OF WORK

- Obtain all necessary permits.
- Remove and dispose of existing roofing down to sheathing.
- Install 1/4" class "A" fire rated sheathing.
- Remove and replace metal pipe flashings and roof drains.
- Re-use all cap metal.

SINGLE PLY ROOFING

..... Install .050 mechanically fastened PVC membrane with heat welded seams and

Customer specified color

Customer Initials

GENERAL CONDITIONS

Any rooftop equipment, conduit, ducts, etc. need to be removed and reset by others as needed or by McMurray and Sons, Inc. on a time and material basis at \$75 per man hour.

Others to move any solar equipment prior to roofing work and reinstall.

No other carpentry work on dry-rotted sheathing or structure included. Any additional carpentry would be done on a time and material basis at \$75.00 per man hour with owner's verbal approval.

Without tearing off the existing roof, it is impossible to determine if dry rot exists in the roof sheathing.

Thoroughly clean up and remove all roofing related material from the exterior. McMurray & Sons, Inc. is not responsible for any washing or cleaning of any interior or exterior surfaces such as windows, siding, shrubbery, sidewalks, decks, attics, etc.

Owner agrees to remove or protect all property which may be damaged during this job, including movable landscaping, interiors, vehicles, etc. Owner acknowledges that this work will produce significant levels of noise, dust, and debris, and that debris may fall through roof boards and settle on contents below. Owner's signature releases us from all liability of above conditions - not including sole negligence by us.

Initial to acknowledge acceptance of damage terms:

Any vertical surface (wall, chimney, etc) above our new flashing attachment is not covered by our workmanship guarantee.

All satellite dish(es) and mounted bases to be removed and replaced by others.

State law requires the inspection of smoke and carbon monoxide alarms with all building permits. Government officials will require physical inspections. It is understood and agreed that it is the sole responsibility of the homeowner to request final inspections with the appropriate agency and resolve any issues to finalize any permits issued applicable to this contract. A letter with instructions will be sent after the job is completed.

By signing below, I realize I am NOT entering into a legal and binding contract for the work specified above. This document will become an attachment to the actual Home Improvement Contract. No contract will exist unless and until you do the following:

To enter into a contract and proceed with the work outlined above, select the roofing option you wish, initial all clauses where indicated, and sign below. Please return this signed proposal to McMurray and Sons, Inc. at the address indicated above. The salesman identified in your packet will contact you to arrange a meeting at your convenience to present the Home Improvement Contract.

Signature Date



Lisa Armstrong <larmstrong@loleta.org>

Touching base on Sienna 2021

2 messages

Jeff Lovett <assistance@lithiatoyota.dsmessage.com>
Reply-To: Jeff Lovett <assistance@lithiatoyota.dsmessage.com>
To: larmstrong@loleta.org

Fri, Apr 2, 2021 at 1:51 PM

Hello Loleta,
Here is the price we can do for a:

2021 LE FWD SIENNA (MAGNETIC GRAY)
MSRP IS \$35,920
YOUR PRICE IS \$32,913 PLUS TAX AND FEES!
(ADD ABOUT 10%)

Feel free to contact me directly with any questions!
-Jeff

Jeff Lovett
Internet Sales Professional
916-899-1704



This email was **sent to:** larmstrong@loleta.org.

From: Lithia Toyota of Redding 250 East Cypress Avenue Redding, CA 96002

Update Preferences - to update your communication preferences.

Unsubscribe - to stop all future email communications [REF_V4846145-702810_NO].

Terms and Conditions

Lisa Armstrong <larmstrong@loleta.org>
To: Autumn Chapman <achapman@loleta.org>

Thu, Apr 29, 2021 at 12:27 PM

This is from Redding, the other dealerships did not send in quotes, so I will reach out to them again to get quotes on different options. This is for Toyota Sienna basically they all have the same quote because they do not have any in stock so they have to order.

[Quoted text hidden]

5/11/2021

Lisa Armstrong
Confidential Secretary
Loleta Union School District
larmstrong@loleta.org
707-733-5705
707-733-5367

Loleta School Mail - Touching base on Sienna 2021

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name	ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
Printed	5/5/2021 10:49:10 AM
District	28
Logon	tzahler
Fiscal Year	2021

Filters

Transaction Type:	ALL
Board Meeting Date:	05/13/2021
From Transmittal Number:	21000046
To Transmittal Number:	21000051
Audit Type:	ALL
Fiscal Year:	2021
Sort By:	Vendor Name
Print Description:	Board Description
Include Vendor Address:	YES
Page Break By Transmittal:	NO
Include Voided Transmittal:	NO

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Transmittal Number: 2100046-0 AUDIT

Reference	Vendor	Description	Amount
PV210484-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	FACILITIES	137.07
PV210485-001	LOLETA COMMUNITY SERVICES DIST P.O. BOX 236 LOLETA, CA 95551-0000	UTILITIES	200.79
Total Payment Amount			137.07
PV210486-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	CAFETERIA	277.68
Total Payment Amount			200.79
PV210487-001	MYSTERY SCIENCE INC 1887 WHITNEY MESA DR #9350, AR HENDERSON, NV 89014	CURRICULUM	3,747.00
Total Payment Amount			277.68
PV210488-001	PRESENCE LEARNING INC. PO BOX 743532 LOS ANGELES, CA 90074-3532	CURRICULUM	1,969.13
Total Payment Amount			3,747.00
PV210489-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	1,831.52
Total Payment Amount			1,969.13
Total Payment Amount			1,831.52
Transmittal Total			8,163.19
Fund Summary: Fund 01			7,614.24

Fiscal Year: 2021

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000046-0 AUDIT

Fund 13 548.95

Transmittal Number: 21000047-0 AUDIT

Reference	Vendor	Description	Amount
PV210490-001	ANGELA SANBORN P.O. BOX 984 FORTUNA, CA 95540	STAFF REIMB	111.58
Total Payment Amount			111.58
PV210491-001	FRIENDS OF THE VAN DUZEN RIVER PO BOX 274 CARLOTTA, CA 95528-0274	REIMBURSEMENT	2,846.33
Total Payment Amount			2,846.33
PV210492-001	HUMBOLDT TERMITE & PEST(C) 5440 ERICSON WAY ARCATA, CA 95521-0000	UTILITIES	35.00
Total Payment Amount			35.00
PV210493-001	KYLEE TEASLEY 1235 ROSS HILL RD FORTUNA, CA 95540-3462	STAFF REIMB	25.00
Total Payment Amount			25.00
PV210494-001	PRESENCE LEARNING INC. PO BOX 743532 LOS ANGELES, CA 90074-3532	CURRICULUM	3,103.28
Total Payment Amount			3,103.28
PV210495-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	CAFETERIA/COVID	462.00
Total Payment Amount			462.00

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 2100047-0 AUDIT	Vendor	Description	Amount
PV210496-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	SUPPLIES	748.44
Total Payment Amount			
PV210497-001	STACEY MARTINEZ 1935 H ST APT C ARCATA, CA 95521-5684	STAFF REIMB	25.00
Total Payment Amount			
PV210498-001	VMI INC 211 E WEDDELL DR SUNNYVALE, CA 94089	TECHNOLOGY	716.54
Total Payment Amount			
PV210499-001	WYCKOFF'S PLUMBING & HARDWARE 2065 MAIN ST FORTUNA, CA 95540-0000	CUSTODIAL SUPPLIES	20.56
Total Payment Amount			
Transmittal Total			
Fund Summary:			
	Fund 01	7,739.97	
	Fund 13	353.76	
Total Payment Amount			
PV210500-001	CALIFORNIA DEPT. OF EDUCATION ATTN: CASHIER'S OFFICE PO BOX 515006 SACRAMENTO, CA 95851-0000	CAFETERIA	65.55
Total Payment Amount			
PV210501-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY	COVID	14.00

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000048-0 AUDIT

Reference	Vendor	Description	Amount
	PO BOX 3786 EUREKA, CA 95502-3786		
		Total Payment Amount	14.00
PV210502-001	PERSONNEL CONCEPTS COMPLIANCE SERVICE DEPARTMENT P.O. BOX 3353 SAN DIMAS, CA 91773-7353	COMPLIANCE	633.58
		Total Payment Amount	633.58
PV210503-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	CAFETERIA/COVID	728.93
		Total Payment Amount	728.93
PV210504-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	853.05
		Total Payment Amount	853.05
PV210505-001	STATE OF CALIFORNIA-DOJ DEPARTMENT OF JUSTICE ACCT OFFICE CASHIER PO BOX 944255 SACRAMENTO, CA 94244-2550	FINGERPRINTS	192.00
		Total Payment Amount	192.00
		Transmittal Total	2,487.11
		Fund Summary:	
		Fund 01	1,509.49
		Fund 13	977.62

Transmittal Number: 21000049-0 AUDIT

PV210506-001	CRYSTAL CREAMERY	CAFETERIA	1,592.23
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HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 2100049-0 AUDIT
 Vendor

Reference	Description	Amount
PV210507-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	16.00
	COVID	16.00
	Total Payment Amount	1,592.23
PV210509-001	ECOLAB PO BOX 100512 PASADENA, CA 91189-0512	193.92
	CAFETERIA	193.92
	Total Payment Amount	16.00
PV210508-001	INFINITY COMMUNICATIONS INC PO BOX 999 BAKERSFIELD, CA 93302-0999	500.00
	ERATE	500.00
	Total Payment Amount	193.92
PV210510-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	388.98
	SUPPLIES	388.98
	Total Payment Amount	500.00
PV210511-001	RECOLOGY PO BOX 188 SAMOA, CA 95564-0188	42.24
	UTILITIES	42.24
	Total Payment Amount	388.98
PV210512-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE	463.56
	CAFETERIA/COVID SUPPLIES	463.56
	Total Payment Amount	42.24

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000049-0 AUDIT

Reference	Vendor	Description	Amount
	PLEASANT GROVE, CA 95668		
		Total Payment Amount	463.56
PV210513-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID	1,435.76
		Total Payment Amount	1,435.76
		Transmittal Total	4,632.69
		Fund Summary:	
		Fund 01	2,382.98
		Fund 13	2,249.71

Transmittal Number: 21000050-0 AUDIT

PV210514-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	COVID	34.00
		Total Payment Amount	34.00
PV210515-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	UTILITIES	269.97
		Total Payment Amount	269.97
PV210516-001	SPURR PO BOX 45526 SAN FRANCISCO, CA 94145-0526	UTILITIES	722.84
		Total Payment Amount	722.84
PV210517-001	STEWART TELECOMMUNICATIONS (C) 1827 3RD ST EUREKA, CA 95501-0000	FACILITIES/COMMUNICATION	100.86

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Transmittal Number: 21000050-0 AUDIT

Reference	Vendor	Description	Amount
PV210518-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID	3,981.82
PV210519-001	VALLEY PACIFIC PETROLEUM PO BOX 1245 FRENCH CAMP, CA 95231-1245	UTILITIES	3,981.82
PV210520-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108	COVID/TECHNOLOGY	569.17
		Total Payment Amount	569.17
		Total Payment Amount	702.59
		Transmittal Total	6,381.25
		Fund Summary: Fund 01	6,381.25
		Total Payment Amount	13.50
PV210521-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	COVID	13.50
PV210522-001	EMPLOYMENT DEV.DEPT PO BOX 826847 SACRAMENTO, CA 94247-0001	QUARTERLY REPORT	1,234.52
		Total Payment Amount	1,234.52
PV210524-001	GOWAN SEED COMPANY LLC	SUPPLIES	169.95
		Total Payment Amount	1,234.52
		Total Payment Amount	100.86

HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000051-0 AUDIT
 Reference

Reference	Vendor	Description	Amount
	P.O. BOX 190 CHUALAR, CA 93925		
		Total Payment Amount	169.95
PV210525-001	PAPE MACHINERY PO BOX 35144 #5077 SEATTLE, WA 98124-5144	FACILITIES	63.58
		Total Payment Amount	63.58
PV210526-001	PG&E BOX 997300 SACRAMENTO, CA 95899-7300	UTILITIES	238.18
		Total Payment Amount	238.18
PV210527-001	POWERSCHOOL GROUP LLC 150 PARKSHORE DRIVE FOLSOM, CA 95630	PROFESSIONAL DEVELOPMENT	616.44
		Total Payment Amount	616.44
PV210528-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	SUPPLIES	45.23
		Total Payment Amount	45.23
PV210529-001	ROBLES, MONICA 2022 HAZELWOOD LN EUREKA, CA 95503-6724	MILEAGE REIMB	12.54
		Total Payment Amount	12.54
PV210530-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	498.82

HUMBOLDT COUNTY OFFICE OF EDUCATION
 ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Transmittal Number: 21000051-0 AUDIT

Reference	Vendor	Description	Amount
PV210523-001	STATE OF CALIFORNIA EMPLOYMENT DEVELOPMENT DEPT P.O. BOX 989071 WEST SACRAMENTO, CA 95798-9071	QUARTERLY REPORT	135.93
		Total Payment Amount	498.82

Total Payment Amount	Transmittal Total	Fund Summary:	Transmittal Count:	Payment Count:
135.93	3,028.69	Fund 01 2,751.88	43	43
		Fund 13 276.81	6	6
		Grand Total:		
				32,786.66

The above Payable transactions have been issued in accordance with the District's policies and procedures. It is recommended that the Board of Trustees approve them.

 Authorized Agent

 Board Approval

LOLETA UNION SCHOOL DISTRICT 2021-2022 SCHOOL CALENDAR

SCHOOL MONTH	Mon	Tues	Wed	Thurs	Fri	Days Taught	Holidays
August			(18)	19	20		★ First Day of School: Aug. 19
Aug. 23 - Sept. 17 FIRST MONTH	23 30 {6}	24 31 7	{25} {11} {8}	26 2 9	27 3 10		Nonstudent PD Day August 18 Labor Day [Holiday] Sept. 6
Sept. 20 - Oct. 15 SECOND MONTH	20 27 4	21 28 5	{22} {29} {6}	23 30 7	24 1 8		
Oct. 18 - Nov. 12 THIRD MONTH	18 25 (1)	19 26 2	{20} {27} {3}	21 28 4	22 29 5		Nonstudent PD Day Nov 1 Veterans' Day Holiday: Nov. 11
Nov. 15 - Dec. 10 FOURTH MONTH	{15} 22 29	{16} 23 30	{17} 24 {1}	{18} {25} 2	{19}* {26} 3	15	Conference Week: Nov. 15-19 {early release} *End of Trimester 1: Nov. 19* Thanksgiving Break: Nov. 22-26
Dec. 13 - Jan. 7 FIFTH MONTH	13 20 {27}	14 21 28	{15} 22 29	16 {23} 30	{17} {24} {31}	10	Winter Break: Dec. 20-Dec. 31
Jan. 10 - Feb. 4 SIXTH MONTH	10 {17} 24	11 18 25	{12} {19} {26}	13 20 27	14 21 28	19	Dr. Martin Luther King, Jr. Holiday: Jan. 17
Feb. 7 - March 4 SEVENTH MONTH	7 14 {21}	8 15 {22}	{9} {16} 23	10 17 24	11 18 25	15	Presidents' Week Break: Feb. 21-25
March 7 - April 1 EIGHTH MONTH	7 14 21	8 15 22	{9} {16} {23}	10 17 24	11* 18 25	20	*End of Trimester 2: March 11*
April 4 - April 29 NINTH MONTH	4 {11}	5 12 19	{6} {13} {20}	7 14 21	8 15 22	15	Spring Break: Apr. 11-15 Easter Sunday: Apr. 17
May 2 - May 27 TENTH MONTH	2 9 16	3 10 17	{4} {11} {18}	5 12 19	6 13 20	19	#Planned Disaster Replacement Day# Memorial Day Holiday: May 30
May 30 - June 10 ELEVENTH MONTH	{30} 6	31 7	{1} {8}	2 *{9}*	3 (10)	8	★ Last Day of School: June 9 {early release} *End of Trimester 3: June 9* (Nonstudent PD day-June 10)

1st Trimester: 64 days
2nd Trimester: 59 days
3rd Trimester: 57 days
Total: 180 days

Holidays and In-school Recess
 *End of Trimester
 { } Early Release
 () Nonstudent PD Day

Board adopted—

STAFF REPORT

DATE: 5/13/21
FROM: Tiara Brown
SUBJECT: Approval of Expanded Learning Opportunities Plan

BACKGROUND/SUMMARY:

We gathered stakeholder input and have laid out how our Expanded Learning Opportunities Grant funds will be used. The Expanded Learning Opportunities (ELO) Grant Plan must be completed by local educational agencies (LEAs) as a condition of receiving an ELO Grant. We are leveraging our relief funds to maximize the dollars allocated. We are leveraging our relief funds to maximize the dollars allocated. We plan to use the Reopening Grant, Expanded learning grant and ESSER funds to do the following and relief some of the impacts to our general fund LCFF dollars:

- Paraprofessionals - Maintain and adding to our paraprofessional staff and establishing all entry level positions at \$15.00/hour.
- Providing new social emotional curriculum for instruction.
- Increasing our behaviorist/school climate director to 4 days per week.
- Splitting our 1/2 class into two separate classes -Two additional teachers
- Providing a BSA for our SDC class- contract with HCOE
- Purchasing a van
- Increased Costs with Van
- Increased Transportation Costs
- Purchase PPE Supplies
- Maintain Custodial
- Cafeteria Contribution in order to provide health meals to our students.
- Purchasing more chromebooks for 1:1 at school and at home.
- PD training- Powerschool
- Purchasing more F & P class sets and professional development
- Increasing ASES staff. (work study students)
- Hiring a 1.0 FTE social worker for more in depth time to be spent with students and their families.
- Increase sports to 5 per year. (van will help transport)
- Provide a “smart board” for better student engagement in each class
- Repair our roofs and floors.
- Community theme-based dinners for stakeholders
- Required professional development for teachers over the summer
- Increase PBIS and MTSS strategy implementation and fidelity.
- Summer school for two weeks- 2021-2022
- Providing a music teacher one day a week.
- Providing rotations daily from 2-3pm to explore special topics
- Increasing our student support team to 3 members.

I have attached a spreadsheet that shows all the COVID funds that will be allocated to us, the allowed uses for these funds and how we plan to allocate these funds for the items above. All of these items will be included in the LCAP as well.

RECOMMENDED ACTION:

1. Receive staff presentation and review questions with staff
2. Open public comment
3. Close public comments.
4. Board Discussion
5. Recommendation that the Board approve the Expanded Learning Opportunities Plan as presented.

ATTACHMENTS:

Expanded Learning Plan
COVID Tool - Breakdown of funding.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Loleta Union Elementary	Autumn L Chapman Superintendent	achapman@loleta.org 7077335705

The following is the local educational agency's (LEA's) plan for providing supplemental instructional instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020-21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Parents and community were involved with the development of this plan through feedback solicited and given in a number of forms. LES sent out surveys assessing needs and challenges families were having with school engagement. Our student support team, foster youth and homeless liaison, counselor, and special education teams all visited homes and spoke with community members about how systems could be improved and how to spend our funds to bring about the best support for our students and families. LUES has monthly meetings with our English Language Acquisition Committee, LES Advisory Committee (Formerly called our Stakeholders which also acts as our School Site Council) and our Indian Education Advisory Council to discuss the monetary spending and needs for the school. Our Superintendent attends our local Tribal Council quarterly to share the plans and solicit input. Staff and community members worked together to create a reopening plan which was worked into the Expanded Learning Opportunities Grant Plan for needed materials, supplies and school structure. As developments have been occurred regarding the plan, the staff and Board have been kept updated bi-weekly for the staff and monthly for the board.

A description of how students will be identified and the needs of students will be assessed.

Our Psychologist/behaviorist, our newly hired counselor/social worker and our special education team have developed assessment plans for any and all students attending the school who demonstrate need. We are focused on primary grades, new students, foster youth, homeless and special needs children to determine if students have physical disabilities that can be solved with speech, vision and environmental supports and once a plan has been made we review consistently to analyze if it is working correctly. We have developed a system for teachers to refer students for Student Support Team meetings if there is difficulty with attendance, physical hygiene, ability to engage in

school work and finishing work. Our student support team (which includes all of the above members plus a bilingual student support coordinator and a native american student support director, a native american secretary and our staff of in classroom aides) all observe and discuss student situations and performance to determine if assessment is needed, if behavior plans are appropriate or need to be modified and how to work with families to extend the support received at school to the home. Regional referrals for support of families is part of our focus as well. We work in partnership with a Community Resource Center housed on campus to help families who identify needs that the school cannot help meet. The flow of communication between home and the school is the key to identifying if students need assessment and referrals for testing and/or resources. Contact with the school for any need or question is encouraged and occurs on a daily basis. We use our website, our office phone, texts, and emails, whatever works best for our families to facilitate conversations about anything they need or to get updates on how plans are working for children and children who need assessments. Families are comfortable asking for student assessments to happen.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Communication is of paramount importance. We inform our community (parents and guardians of students) of the opportunities for supplemental instruction (such as our After School Program which offers tutoring services and summer school) through our website, by sharing posters with our local Indian Tribes, monthly letters from the Superintendent, all calls to the community, through our meetings with our English Language Acquisition Committee, LES Advisory Committee (Formerly called our Stakeholders which also acts as our School Site Council) our Indian Education Advisory Council and our Board meetings. We have posters sent home and during our meetings with families we discuss all the possibilities that are available at our school.

A description of the LEA's plan to provide supplemental instruction and support.

Decreasing our student to teacher ratio is one of our primary focuses. We have had combo classes traditionally but are separating our 1 / 2 combo into 2 separate classes by hiring an additional teacher as well as our 7 / 8 classes into two separate classes. Each teacher will have less than 20 students per class in these classes. Providing at least one aide in each class so teachers will be able to run stations and create learning groups in their classes. We purchased high quality English Language Arts curriculum which provides us with a built in Rti program to assess and work with students at their current reading level and work to move them forward in small groups. 2021-2022 schedule includes a school wide initiative to focus on reading in half hour to an hour and a half increments for ELA (as developmentally appropriate). Our after school program will provide additional tutoring on homework and classwork. Our 5 / 6 combo and 7th and 8th grades will be working together to provide more diverse, in -depth educational classes by working as a middle school team. Students will rotate between the 3 teachers who can then specialize in their discipline offering higher quality instruction. One of our newly hired instructors for our general ed class comes from special education and will be able to offer additional tutoring time and instruction for our at-risk populations. Before school begins for the 2021-2022 school year, we will be offering a jumpstart summer school which will focus on students identified by teachers who could use some additional help to catch up and get ready for the school year. Our psychologist, and counselor will be teaching our new social/emotional curriculum. We have scheduled in rotations at the end of each day which will offer additional supplemental instruction and support for a 45 minute period. All the teachers will be working with the same grading program that also allows for parents to access student assignments and grades. We will be teaching parents how to access the programs and they will be able to follow their students throughout their time at LES. We are looking purchasing a van to provide transportation for homeless, foster youth and at risk students to help them get to school and also to deliver food and packets as needed. This will all be contingent how the pandemic continues. We increased the time of our psychologist to 4 days and we hired a full time counselor/social worker to help families and youth with social emotional needs. We are providing professional development for all staff regarding trauma informed care, and on RTI.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Actual Expenditures	Planned Expenditures	Supplemental Instruction and Support Strategies
	\$30,131	Extending instructional learning time
	\$0	Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
	\$0	Integrated student supports to address other barriers to learning
	\$36,658	Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
	\$0	Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
	\$0	Additional academic services for students
	\$15,000	Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs
	\$82,139	Total Funds to implement the Strategies

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

We are leveraging our relief funds to maximize the dollars allocated. We plan to use the Reopening Grant, Expanded learning grant and ESSER funds to do the following and relief some of the impacts to our general fund LCFF dollars:

- Paraprofessionals - Maintain and adding to our paraprofessional staff and establishing all entry level positions at \$15.00/hour.
- Providing new social emotional curriculum for instruction.
- Increasing our behaviorist/school climate director to 4 days per week.
- Splitting our 1/2 class into two separate classes -Two additional teachers
- Providing a BSA for our SDC class- contract with HCOE
- Purchasing a van
- Increased Costs with Van
- Increased Transportation Costs
- Purchase PPE Supplies
- Maintain Custodial
- Cafeteria Contribution in order to provide health meals to our students.
- Purchasing more chromebooks for 1:1 at school and at home.
- PD training- Powerschool
- Purchasing more F & P class sets and professional development
- Increasing ASES staff. (work study students)
- Hiring a 1.0 FTE social worker for more in depth time to be spent with students and their families.
- Increase sports to 5 per year. (van will help transport)
- Provide a "smart board" for better student engagement in each class
- Repair our roofs and floors.
- Community theme-based dinners for stakeholders
- Required professional development for teachers over the summer
- Increase PBIS and MTSS strategy implementation and fidelity.
- Summer school for two weeks- 2021-2022
- Providing a music teacher one day a week.
- Providing rotations daily from 2-3pm to explore special topics
- Increasing our student support team to 3 members.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (EC Section 43522[h]). The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certified or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certified and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, EC Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

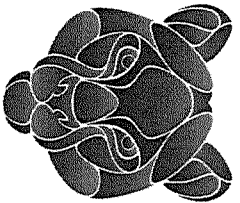
COVID 19 FUNDING RESOURCES

Resource	Resource 2215	Resource 2210	Resource 7418	Resource 2216	Resource 2212	Resource 7411	Resource 7398	Resource 7422	Resource 7425/7426
Resource Name	Learning Loss Mitigation Paid from Governor's Emergency Education Relief (GEER)	Learning Loss Mitigation Paid from Coronavirus Relief (CR) Fund	Learning Loss Mitigation Paid from General Fund	Elementary & Secondary School Emergency Relief (ESSEER) I	Elementary & Secondary School Emergency Relief (ESSEER) II	Elementary & Secondary School Emergency Relief (ESSEER) III	Senate Bill 117	In-Person Instruction Grant	Expanded Learning Opportunities Grant
Spending Timeline	March 13, 2020 to September 30, 2022	March 1, 2020 to May 31, 2021	March 1, 2020 to June 30, 2021	March 13, 2020 to September 30, 2022	March 13, 2020 to September 30, 2023	March 13, 2020 to September 30, 2024	No Timeline to Spend	July 1, 2020 to August 31, 2022	July 1, 2020 to August 31, 2022
Allocation Amount	\$19,120.00	\$140,824.00	\$16,079.00	\$45,074.00	\$184,844.00	\$49,592.00	\$1,007.00	\$35,072.00	\$92,139.00
Remaining	\$0.00	\$1,479.00	\$0.00	\$3,101.00	\$184,660.00	\$49,499.00	\$1,007.00	\$35,072.00	\$92,139.00
U/C Rate	District Approved Rate	No	District Approved Rate	District Approved Rate	District Approved Rate	TBD	District Approved Rate	District Approved Rate	No
Appointment Schedules	https://www.cde.ca.gov/ta/ta/documents/lin/followupactionby20.xlsx			https://www.cde.ca.gov/ta/ta/documents/ta/tares/120enr1.xlsx	https://www.cde.ca.gov/ta/ta/documents/ta/tares/120enr1.xlsx	https://www.uscd.com/publications/fiscal-reports/congress-approves-19-trillion-american-	https://www.cde.ca.gov/ta/ta/documents/lin/followupactionby20.xlsx	https://www.cde.ca.gov/ta/ta/documents/lin/followupactionby20.xlsx	
Distribution	Allocated based on 2019-20 SFEI Coast-Ages 3 to 22	Sec A-Allocated on 19-20 SFEI Sec B-Allocated on Supple/Conson: Sec C-LCF entitlement	Allocated based on LEA proportion of statewide LCF entitlement in 19/20	Allocated based on 19/20 Title I	Allocated based on 2021 Title I	Allocated based on 2021 Title I	On the basis of 2019-20 First Principal Appointment	Allocated based on LEA proportion of statewide LCF entitlement in 2021	Allocated based on LEA proportion of statewide LCF entitlement in 2021 + 51,000 per homeless pupil
Allowable Uses	<p>SB 820 clarifies that funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs so long as the funds meet one of the four allowable buckets below.</p> <p>Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.</p> <p>Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.</p> <p>Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.</p> <p>Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.</p> <p>Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.</p>	<p>Expenses not accounted for in the budget most recently approved as of March 27, 2020, unless expenditure is for a substantially different use.</p>	<p>Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population</p> <p>Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies</p> <p>Providing principals and other school leaders with the resources necessary to address the needs of their individual schools</p> <p>Staff training and professional development on sanitation and minimizing the spread of infectious disease</p> <p>Planning for and coordinating on long-term closures (including on meeting IDEA requirements, how to provide online learning, and how to provide meals to students)</p> <p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p> <p>Purchasing supplies to sanitize and clean the facilities of LEA, including buildings operated by the LEA</p> <p>Purchasing educational technology (hardware, software, and connectivity) for students, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology</p> <p>Mental health services and supports</p> <p>Summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</p> <p>Discretionary funds for school principals to address the needs of their individual schools</p> <p>School facility repair and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards</p> <p>Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical HVAC systems, filter, purification and other air cleaning systems, and windows and door repair and replacement</p> <p>Developing strategies and implementing policies in line with the CDC for reopening and operating schools</p> <p>Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff</p>	<p>Maintaining nutrition services, cleaning and disinfecting facilities, personal protective equipment, and materials necessary to provide students with opportunities for distance learning</p>	<p>Any purpose consistent with providing in-person instruction for any pupil participating in in-person instruction, including, but not limited to, COVID-19 testing, cleaning and disinfection, personal protective equipment, ventilation and other school site upgrades necessary for health and safety, salaries for certified or classified employees providing in-person instruction or services and social and mental health support services provided in conjunction with in-person instruction</p>	<p>Extending instructional learning time beyond 20-21 minimum daily, as well as annual minimums for 21-22 and 22-23</p> <p>Accelerating progress to close learning gaps</p> <p>Integrated pupil supports such as the provision of health, counseling, access to school meal programs, before and after school programs or programs to address trauma</p> <p>Community learning hubs that provide pupils with access to technology, high-speed internet, and other academic supports</p> <p>Supports for credit deficient pupils to complete graduation or promotion requirements and to increase or improve pupils' college eligibility</p> <p>Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning</p> <p>Training for school staff on strategies, including trauma-informed practices, to engage pupils and families in pupils' social-emotional health needs and academic needs</p>			

COVID Funding Sources Allocation Plan

	September 30, 2023	September 30, 2024	Expanded Learning	In Person	ESSER II	ESSER III
1	\$178,148	\$30,131.00			\$21,844.00	\$34,447.00
2	\$1,000.00				\$1,000.00	
3	\$30,000.00					
4	\$148,741.00				\$56,781.00	\$91,960.00
5	\$78,000.00					\$78,000.00
6	\$15,000.00					\$15,000.00
7	\$15,000.00				\$15,000.00	
8	\$10,000.00			\$10,000.00		
9	\$9,500.00				\$9,500.00	
10	\$19,687.00				\$12,000.00	
11	\$87,628.00			\$25,673.00		\$61,955.00
12	\$35,000.00					
13	\$36,658.00					
14	\$750.00				\$750.00	
15	\$30,000.00		\$15,000.00			
16	\$32,400.00					\$32,400.00
17	\$46,590.00					\$46,590.00
18	\$2,500.00					
19	\$155,000.00				\$66,169.00	\$30,000.00
20	\$1,000.00				\$1,000.00	
21	\$19,241.00					\$19,241.00
22	\$350.00		\$350.00			

1	Paraprofessionals - Establishing all entry level positions at \$15.00/hour					
2	Providing new social emotional curriculum for instruction.					
3	Increasing our behaviorists/school climate director to 4 days per week.					
4	Splitting our 1/2 class into two separate classes. Two additional teachers					
5	Providing a BSA for our SDC class- contract with HCOE					
6	Purchasing a van					
7	Increased Costs with Van					
8	Increased Transportation Costs					
9	PPE Supplies					
10	Custodial					
11	Cafeteria Contribution					
12	Business Services - Coaching/Training Business Staff					
13	Purchasing more Chromebooks for 1:1 at school and at home.					
14	PD training- Powerschool					
15	Purchasing more F & P class sets and professional development					
16	Increasing ASES staff. (work study students)					
17	Hiring a 1.0 FTE social worker for more in depth time to be spent with students and their families.					
18	Increasing sports to 5 per year. (van will help transport)					
19	Repair our roofs and floors.					
20	Community theme-based dinners for stakeholders					
21	Required professional development for teachers over the summer					
22	Increase PBIS and MTSS strategy implementation and fidelity.					



Loleta
Union Elementary School District

LES REOPENING PLAN 2021-2022

Loleta Union School District intends to reopen full time with full hours come August 19, 2021 dependent on California State guidance surrounding the pandemic. Our hours of operation will be from 8:00 am until 6:00 pm daily. Students cannot arrive earlier than 7:45 am and will be ushered to the LEAP room until the first breakfast group is served when the first bus arrives around 8:05 am. Students may leave when finished to go to their classes at 8:15. The doors will remain closed and locked in the main building until that time. The second group for breakfast will occur when the second bus arrives. These two groups will not be crossing.

School begins promptly at 8:30. Attached is the draft schedule and the schedule for rotations in the afternoon. School ends at 3:00 pm M, Tu, Th and F. Wednesday will resume as a minimum day and school ends at 1:30 pm.

The staff and students will continue all the covid safety procedures put in previously with the exception that students will be sitting 3 feet away from each other, as the current California State guidance has dictated to allow all students to attend. Everyone will continue to wear masks at all times with the exception of eating in the cafeteria (they will remain 6 feet apart). Bathroom stalls will remain segregated, recess will remain staggered and in zones (see attached). Finally all cleaning and sanitizing will continue as described in our original reopening plan.

We will continue to support the "Wellness Room" in the office should a student show signs of being ill and they will be sent home as our protocols direct us now.

We will begin having sports which under present guidance will require testing. More information about this will be coming. We plan to follow 5 seasons: volleyball, soccer, girls basketball, boys basketball and cross country. Again these seasons will be contingent on Covid guidance.

Whether we will be able to continue with any form of Distance Learning by choice is yet to be decided by the State. We support having Distance Learning as an option for students who are ill and immuno compromised but recognize that students learn best if they are in school and with their teacher.

Every student will have their own chromebook at home and another to use at school so chromebooks will not need to be brought back and forth.

Our LEAP/ASES program will begin at 1:30 pm when the kindergarten ends and continue until 6:00 pm daily.

Board meetings will be in person on the second Thursday of each month unless otherwise. They begin at 5:30 and will be in Room 2 if available with appropriate spacing precautions.

HERC LEARNING RESOURCES AND INSTRUCTIONAL TECHNOLOGY CONTRACT AGREEMENT (July 1, 2021 - June 30, 2022)

As party to this agreement, the Humboldt County Office of Education agrees to provide learning resources and support services to students and staff of **Loleta Union School District**. Specifically, the Humboldt County Office of Education will:

1. Employ staff to provide information and assistance to support California Standards implementation with state adopted and supplementary instructional materials including instructional technologies

<input checked="" type="checkbox"/>	Literacies & Libraries Support: Support for integration of 21 st Century Literacies and assistance regarding instructional materials for all adopted California content standards	\$350
-------------------------------------	--	--------------

2. Furnish county-owned materials and offer services as selected:

<input checked="" type="checkbox"/>	Learning Resource Collections: K-12 library/media collections (50,000+ items) including e-readers and e-books; non-fiction, fiction, easy fiction, big books, book sets; DVDs, models, art prints, curriculum kits, cultural realia and teacher materials; K-12 digital subscriptions including streaming media from Discovery Education, Gale K-8 Student Research Databases (New), Website links collection within the online Destiny catalog	\$2500
<input checked="" type="checkbox"/>	Courier Service: Weekly pickup and delivery of items to/from HERC facility, HCOE departments and other districts 38 weeks	\$400
<input checked="" type="checkbox"/>	Learning Specialist Tier 2 and Tier 3 Support: Guided access to resource collections and curated lessons along with research and resources on high impact strategies. Personalized support for EdTech, Science, Math, ELA, ELD, the Arts, and Social Studies. Administrators, teachers and staff can schedule time with Learning Specialists for onsite professional development/coaching, at the HERC, over the phone, or online.	\$500

Total **OR** \$3375 for all services in Sections 1 and 2 \$ 3375.00

Additional Specialist Services – See Addendum to Contract: *(Regularly 8750.00)*

Other: _____

Loleta Union School District agrees to:

- A. Reimburse HCOE for learning materials lost or damaged beyond normal wear while in site possession, as determined by HERC staff;
- B. Obtain written permission from the Office of Education prior to any broadcast on any type of media transmission system, or duplication of any materials owned by the Office of Education.

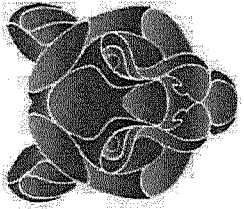
Additionally, Loleta Union School District understands:

- C. Materials furnished by the Office of Education shall be used only by the contracting site. Materials shall not be loaned to another site or individual;
- D. United States copyright and online resource licensing provisions shall be observed.

[Signature] Administrator
 Loleta Union School District
 _____ Chris Hartley, Ed.D, Superintendent
 Humboldt County Office of Education

Date: 5/13/21 Date: _____

Apply charges to the following district account # 01-0000-0-1110-2420-5812-028-0000
 (For HCOE Business Services mid-year and end-of-year "Transfer of Funds")



Lola

Union Elementary School District

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

Quarterly Reporting Period (please check one)

- 1st Quarter 2021 January 1 through March 31, 2021
 2nd Quarter 2021 April 1 through June 30, 2021
 3rd Quarter 2021 July 1 through September 30, 2021
 4th Quarter 2021 October 1 through December 31, 2021

PLEASE CHECK THE BOX THAT APPLIES:

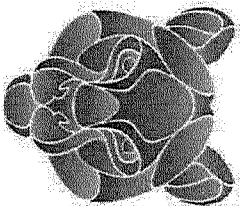
- No complaints were filed with any school in the district during the quarter indicated above.
 Yes, complaints were filed with schools in the district during the quarter indicated above.
 The following chart summarizes the nature and resolution of these complaints.

Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS			


 (Print Name of District Superintendent)


 (Signature of District Superintendent)

Please return hard copy to:
 Chandler Wilson, School Support
 Humboldt County Office of Education
 cwilson@hcoe.org
 by: Quarter 1 due: 04/15/2021
 Quarter 2 due: 07/15/2021
 Quarter 3 due: 10/15/2021
 Quarter 4 due: 01/15/2022



Howeta

Union Elementary School District

*Please send
this report to
Chandler?*

Quarterly Report on Williams Uniform Complaints (Education Code §35186)

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- 1st Quarter 2021 January 1 through March 31, 2021
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TOTALS			

Artemus Chambers
 (Print Name of District Superintendent)

AKL
 (Signature of District Superintendent)

Please return hard copy to:
 Chandler Wilson, School Support
 Humboldt County Office of Education
cwilson@hcoe.org
 by: Quarter 1 due: 04/15/2021
 Quarter 2 due: 07/15/2021
 Quarter 3 due: 10/15/2021
 Quarter 4 due: 01/15/2022



**HERC LEARNING RESOURCES AND INSTRUCTIONAL TECHNOLOGY
CONTRACT AGREEMENT (July 1, 2021 - June 30, 2022)**

Please print and sign both sides.

As party to this agreement, the Humboldt County Office of Education agrees to provide learning resources and support services to students and staff of **Loleta Union School District**. Specifically, the Humboldt County Office of Education will:

1. Employ staff to provide information and assistance to support California Standards implementation with state adopted and supplementary instructional materials including instructional technologies

<input checked="" type="checkbox"/> Literacies & Libraries Support: Support for integration of 21 st Century Literacies and assistance regarding instructional materials for all adopted California content standards	\$350
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2. Furnish county-owned materials and offer services as selected:

<input checked="" type="checkbox"/> Learning Resource Collections: K-12 library/media collections (50,000+ items) including e-readers and e-books; non-fiction, fiction, easy fiction, big books, book sets; DVDs, models, art prints, curriculum kits, cultural realia and teacher materials; K-12 digital subscriptions including streaming media from Discovery Education, Gale K-8 Student Research Databases (New), Website links collection within the online Destiny catalog	\$2500
<input checked="" type="checkbox"/> Courier Service: Weekly pickup and delivery of items to/from HERC facility, HCOE departments and other districts 38 weeks	\$400
<input checked="" type="checkbox"/> Learning Specialist Tier 2 and Tier 3 Support: Guided access to resource collections and curated lessons along with research and resources on high impact strategies. Personalized support for EdTech, Science, Math, ELA, ELD, the Arts, and Social Studies; Administrators, teachers and staff can schedule time with Learning Specialists for onsite professional development/coaching; at the HERC, over the phone, or online.	\$500

Total **OR** **\$3375** for all services in Sections 1 and 2 \$ 3375.00

(Regularly 3750.00)

Additional Specialist Services – See Addendum to Contract:

Other: _____

Loleta Union School District agrees to:

- A. Reimburse HCOE for learning materials lost or damaged beyond normal wear while in site possession, as determined by HERC staff;
- B. Obtain written permission from the Office of Education prior to any broadcast on any type of media transmission system, or duplication of any materials owned by the Office of Education.

Additionally, **Loleta Union School District** understands:

- C. Materials furnished by the Office of Education shall be used only by the contracting site. Materials shall not be loaned to another site or individual;
- D. United States copyright and online resource licensing provisions shall be observed.

As Chapman
 Administrator
Loleta Union School District

Chris Hartley, Ed.D, Superintendent
 Humboldt County Office of Education

Date: 5/13/21 Date: _____

Apply charges to the following district account # 01-0001-0-110-2420-5812-028-0000
 (For HCOE Business Services mid-year and end-of-year "Transfer of Funds")



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000051-0 AUDIT

		Total Payment Amount	498.82
Reference	Vendor	Description	Amount
PV210523-001	STATE OF CALIFORNIA EMPLOYMENT DEVELOPMENT DEPT P.O. BOX 989071 WEST SACRAMENTO, CA 95798-9071	QUARTERLY REPORT	135.93
		Total Payment Amount	135.93
		Transmittal Total	3,028.69
		Fund Summary:	
		Fund 01	2,751.88
		Fund 13	276.81
	Payment Count: 43	Transmittal Count: 6	Grand Total: 32,786.66

The above Payable transactions have been issued in accordance with the District's policies and procedures.
 It is recommended that the Board of Trustees approve them.


 _____ 5/18/21
 Authorized Agent


 _____ 5/18/21
 Board Approval



ACCOUNTS PAYABLE - BOARD PAYMENT REPORT

Report Cover Sheet

General Settings

Report Name
Printed
District
Logon
Fiscal Year

ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
5/5/2021 10:49:10 AM
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2021

Filters

Transaction Type:
Board Meeting Date:
From Transmittal Number:
To Transmittal Number:
Audit Type:
Fiscal Year:
Sort By:
Print Description:
Include Vendor Address:
Page Break By Transmittal:
Include Voided Transmittal:

ALL
05/13/2021
21000046
21000051
ALL
2021
Vendor Name
Board Description
YES
NO
NO



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000046-0 AUDIT

Reference	Vendor	Description	Amount
PV210484-001	ACE HARDWARE-FORTUNA 140 S FORTUNA BLVD FORTUNA, CA 95540-0000	FACILITIES	137.07
Total Payment Amount			137.07
PV210485-001	LOLETA COMMUNITY SERVICES DIST P.O. BOX 236 LOLETA, CA 95551-0000	UTILITIES	200.79
Total Payment Amount			200.79
PV210486-001	MISSION LINEN SERVICE INC 1401 SUMMER ST EUREKA, CA 95501-0000	CAFETERIA	277.68
Total Payment Amount			277.68
PV210487-001	MYSTERY SCIENCE INC 1887 WHITNEY MESA DR #9350, AR HENDERSON, NV 89014	CURRICULUM	3,747.00
Total Payment Amount			3,747.00
PV210488-001	PRESENCE LEARNING INC. PO BOX 743532 LOS ANGELES, CA 90074-3532	CURRICULUM	1,969.13
Total Payment Amount			1,969.13
PV210489-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	1,831.52
Total Payment Amount			1,831.52
Transmittal Total			8,163.19
Fund Summary:		Fund 01	7,614.24



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000046-0 AUDIT

Fund 13 548.95

Transmittal Number: 21000047-0 AUDIT

Reference	Vendor	Description	Amount
PV210490-001	ANGELA SANBORN P.O. BOX 984 FORTUNA, CA 95540	STAFF REIMB	111.58

Total Payment Amount 111.58

PV210491-001	FRIENDS OF THE VAN DUZEN RIVER PO BOX 274 CARLOTTA, CA 95528-0274	REIMBURSEMENT	2,846.33
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Total Payment Amount 2,846.33

PV210492-001	HUMBOLDT TERMITE & PEST(C) 5440 ERICSON WAY ARCATA, CA 95521-0000	UTILITIES	35.00
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Total Payment Amount 35.00

PV210493-001	KYLEE TEASLEY 1235 ROSS HILL RD FORTUNA, CA 95540-3462	STAFF REIMB	25.00
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Total Payment Amount 25.00

PV210494-001	PRESENCE LEARNING INC. PO BOX 743532 LOS ANGELES, CA 90074-3532	CURRICULUM	3,103.28
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Total Payment Amount 3,103.28

PV210495-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	CAFETERIA/COVID	462.00
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Total Payment Amount 462.00



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000047-0 AUDIT

Reference	Vendor	Description	Amount
PV210496-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	SUPPLIES	748.44
Total Payment Amount			748.44
PV210497-001	STACEY MARTINEZ 1935 H ST APT C ARCATA, CA 95521-5684	STAFF REIMB	25.00
Total Payment Amount			25.00
PV210498-001	VMI INC 211 E WEDDELL DR SUNNYVALE, CA 94089	TECHNOLOGY	716.54
Total Payment Amount			716.54
PV210499-001	WYCKOFF'S PLUMBING & HARDWARE 2065 MAIN ST FORTUNA, CA 95540-0000	CUSTODIAL SUPPLIES	20.56
Total Payment Amount			20.56
Transmittal Total			8,093.73
Fund Summary:		Fund 01	7,739.97
		Fund 13	353.76

Transmittal Number: 21000048-0 AUDIT

PV210500-001	CALIFORNIA DEPT. OF EDUCATION ATTN: CASHIER'S OFFICE PO BOX 515006 SACRAMENTO, CA 95851-0000	CAFETERIA	65.55
Total Payment Amount			65.55
PV210501-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY	COVID	14.00



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

Fiscal Year: 2021

28 Loleta Union

Transmittal Number: 21000048-0 AUDIT

Reference	Vendor	Description	Amount
	PO BOX 3786 EUREKA, CA 95502-3786		
		Total Payment Amount	14.00
PV210502-001	PERSONNEL CONCEPTS COMPLIANCE SERVICE DEPARTMENT P.O. BOX 3353 SAN DIMAS, CA 91773-7353	COMPLIANCE	633.58
		Total Payment Amount	633.58
PV210503-001	PROPACIFIC FRESH P.O. BOX 1069 DURHAM, CA 95938-0000	CAFETERIA/COVID	728.93
		Total Payment Amount	728.93
PV210504-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	853.05
		Total Payment Amount	853.05
PV210505-001	STATE OF CALIFORNIA-DOJ DEPARTMENT OF JUSTICE ACCT OFFICE CASHIER PO BOX 944255 SACRAMENTO, CA 94244-2550	FINGERPRINTS	192.00
		Total Payment Amount	192.00
		Transmittal Total	2,487.11
		Fund Summary:	
		Fund 01	1,509.49
		Fund 13	977.62

Transmittal Number: 21000049-0 AUDIT

PV210506-001	CRYSTAL CREAMERY	CAFETERIA	1,592.23
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HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000049-0 AUDIT

Reference	Vendor	Description	Amount
	DEPT. 33369 P.O. BOX 44000 SAN FRANCISCO, CA 94144-3369		
		Total Payment Amount	1,592.23
PV210507-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	COVID	16.00
		Total Payment Amount	16.00
PV210509-001	ECOLAB PO BOX 100512 PASADENA, CA 91189-0512	CAFETERIA	193.92
		Total Payment Amount	193.92
PV210508-001	INFINITY COMMUNICATIONS INC PO BOX 999 BAKERSFIELD, CA 93302-0999	ERATE	500.00
		Total Payment Amount	500.00
PV210510-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	SUPPLIES	388.98
		Total Payment Amount	388.98
PV210511-001	RECOLOGY PO BOX 188 SAMOA, CA 95564-0188	UTILITIES	42.24
		Total Payment Amount	42.24
PV210512-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE	CAFETERIA/COVID SUPPLIES	463.56



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000049-0 AUDIT

Reference	Vendor	Description	Amount
	PLEASANT GROVE, CA 95668		
		Total Payment Amount	463.56
PV210513-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID	1,435.76
		Total Payment Amount	1,435.76
		Transmittal Total	4,632.69
		Fund Summary:	
		Fund 01	2,382.98
		Fund 13	2,249.71

Transmittal Number: 21000050-0 AUDIT

PV210514-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	COVID	34.00
		Total Payment Amount	34.00
PV210515-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	UTILITIES	269.97
		Total Payment Amount	269.97
PV210516-001	SPURR PO BOX 45526 SAN FRANCISCO, CA 94145-0526	UTILITIES	722.84
		Total Payment Amount	722.84
PV210517-001	STEWART TELECOMMUNICATIONS (C) 1827 3RD ST EUREKA, CA 95501-0000	FACILITIES/COMMUNICATION	100.86



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000050-0 AUDIT

Reference	Vendor	Description	Amount
		Total Payment Amount	100.86
PV210518-001	US BANK PO BOX 6335 FARGO, ND 58125-6335	COVID	3,981.82
		Total Payment Amount	3,981.82
PV210519-001	VALLEY PACIFIC PETROLEUM PO BOX 1245 FRENCH CAMP, CA 95231-1245	UTILITIES	569.17
		Total Payment Amount	569.17
PV210520-001	VERIZON WIRELESS PO BOX 660108 DALLAS, TX 75266-0108	COVID/TECHNOLOGY	702.59
		Total Payment Amount	702.59
		Transmittal Total	6,381.25
		Fund Summary: Fund 01	6,381.25

Transmittal Number: 21000051-0 AUDIT

PV210521-001	CRYSTAL SPRINGS CO BOTTLED WATER COMPANY PO BOX 3786 EUREKA, CA 95502-3786	COVID	13.50
		Total Payment Amount	13.50
PV210522-001	EMPLOYMENT DEV.DEPT PO BOX 826847 SACRAMENTO, CA 94247-0001	QUARTERLY REPORT	1,234.52
		Total Payment Amount	1,234.52
PV210524-001	GOWAN SEED COMPANY LLC	SUPPLIES	169.95



HUMBOLDT COUNTY OFFICE OF EDUCATION
ACCOUNTS PAYABLE - BOARD PAYMENT REPORT
 Board of Trustees Meeting 05/13/2021

28 Loleta Union

Fiscal Year: 2021

Transmittal Number: 21000051-0 AUDIT

Reference	Vendor	Description	Amount
	P.O. BOX 190 CHUALAR, CA 93925		
		Total Payment Amount	169.95
PV210525-001	PAPE MACHINERY PO BOX 35144 #5077 SEATTLE, WA 98124-5144	FACILITIES	63.58
		Total Payment Amount	63.58
PV210526-001	PG&E BOX 997300 SACRAMENTO, CA 95899-7300	UTILITIES	238.18
		Total Payment Amount	238.18
PV210527-001	POWERSCHOOL GROUP LLC 150 PARKSHORE DRIVE FOLSOM, CA 95630	PROFESSIONAL DEVELOPMENT	616.44
		Total Payment Amount	616.44
PV210528-001	QUILL PO BOX 37600 PHILADELPHIA, PA 19101-0600	SUPPLIES	45.23
		Total Payment Amount	45.23
PV210529-001	ROBLES, MONICA 2022 HAZELWOOD LN EUREKA, CA 95503-6724	MILEAGE REIMB	12.54
		Total Payment Amount	12.54
PV210530-001	SFS OF SACRAMENTO INC 7062 PACIFIC AVENUE PLEASANT GROVE, CA 95668	CAFETERIA/COVID SUPPLIES	498.82

