



**BOARD MEETING OF TRUSTEES AGENDA -
In person meeting room 2/ no zoom/ 5:30p.m.
7-15-2021**

1.0 OPEN SESSION: 5:44 pm

1.1 Roll Call CB, CP, JSB present and BJ, GS absent

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 6-30-2021 [Motion JS, 2nd CB Motion Carried Unanimous](#)

3.0 PUBLIC COMMENT:

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

4.0 INFORMATIONAL ITEMS:

- 4.1 LESD Sunshine Proposals with CTA/LTA
- 4.2 Superintendent's Report
- 4.3 LCRC Report
- 4.4 LTA Report to the Board

5.0 ACTION ITEMS:

- 5.1 Possible approval of stipend for proposed work outside of contract and job description up to \$3000.00 for Chapman. [Motion to approve CP, 2nd JS, Unanimous motion carried](#)
- 5.2 Approval of Consolidated Application [Motion to approve CB, 2nd cp Motion Unanimous](#)
- 5.3 Possible approval of Red Cross Facilities use [Agreement Motion to approve JS 2nd Cb Motion carried unanimous](#)
- 5.4 Williams Report [Motion to approve CB , 2nd CP Motion carries unanimous](#)

6.0 CLOSED SESSION: 7:00pm

- 6.1 Personnel update.
- 6.2 Negotiations update

7.0 OPEN SESSION: (Actions made in closed session must be announced) [Returned at 7:12 from closed session. No actions taken.](#)

8.0 ANNOUNCEMENTS: [None](#)

9.0 FUTURE Possible AGENDA ITEMS:

Review of Board Governance Packets

10.0 ADJOURNMENT: 7:12



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Loleta Union School District



Loleta Elementary PTO Acct #.....5002 2020-2021 Financial Report for the Board

700 Loleta Drive
P.O. Box 547
Loleta, CA 95551

707-733-5705
Fax: 707-733-5367

Superintendent/
Principal
Autumn Chapman
achapman@loleta.org
[ig](#)

Beginning Balance	\$618.54
Redwood Capital Bank is waiving this fee for the school	0
Interest Income	N/A
Income (Deposits)	\$1063.41
Expenses (Checks paid)(Stamp correction)	\$255.77
Ending Balance	\$1426.18

Autumn L Chapman 6/30/2021
Autumn Chapman PTO Account Manager Date

Autumn L Chapman 6/30/2021
Autumn Chapman, Superintendent Date

Loleta Union School District



Loleta Elementary ASB

Acct #.....4914

2020-2021 Financial Report for the Board

700 Loleta Drive
 P.O. Box 547
 Loleta, CA 95551

 707-733-5705
 Fax: 707-733-5367

 Superintendent/
 Principal
 Autumn Chapman
achapman@loleta.org

Beginning Balance	\$ 6787.12
Banking fees (Services Charges) *Redwood Capital Bank is waiving this fee for the school	N/A
Interest Income	N/A
Income (Deposits)	+\$ 1107.56
Expenses (Checks paid)	-\$509.26
Ending Balance +593.30	\$ 7385.42

Autumn L Chapman 6/30/2021
 Autumn Chapman ASB Account Manager Date

Autumn L Chapman 6/30/2021
 Autumn Chapman, Superintendent Date

Loleta Union School District



Loleta Elementary 8th Grade

Acct #.....4922

2020-2021 Financial Report for the Board

700 Loleta Drive
 P.O. Box 547
 Loleta, CA 95551

 707-733-5705
 Fax: 707-733-5367

 Superintendent/
 Principal
 Autumn Chapman
achapman@loleta.org

Beginning Balance	\$1633.94
Banking fees (Services Charges) *Redwood Capital Bank is waiving this fee for the school	N/A
Interest Income	N/A
Income (Deposits)	1589.88
Expenses (Checks paid)	1042.26
Ending Balance	2181.56

Autumn L Chapman 6/30/2021
 Autumn Chapman 8th Grade Account Manager Date

Autumn L Chapman 6/30/2021
 Autumn Chapman, Superintendent Date



Superintendent's Report 8-16-2021

LES and Covid

- We hope you all had a great break. LES has been working hard getting ready for the new academic year! We have been able to replace all the flooring except the office and what was formally known as the Peace Room/Sandy's Office. Presently we are awaiting the Vinyl Tile to finish these areas. As we all know, getting materials does take a while during the pandemic due to transportation challenges.
- Many thanks to our classified staff for working through the summer getting things done. Kudos have to go first to Cas. Cas has done an excellent job in hitting our areas of need and getting needed maintenance done; helping organize and manage the flooring being put in; keeping everything organized to allow us to have had an amazing first push for summer school and meeting all the teacher's needs for their moves and getting ready for school. Jeremy, and Blake have been daily most of the summer to support Cas. Charli has worked most of the summer to support the office. Kudos to Kylee who has kept the office going most of the summer while Lisa has been learning the new payroll system. Thanks and big pats on the back go out to Lisa and especially Tiara who are working through the frustration of learning the new financial system from the county. Everyone across the county is struggling to get this online. This has been especially difficult for our crew having no background in this field and learning the job and the program from scratch. Yet they have persevered and are making it happen! We owe these crusaders a big debt of gratitude!
- Summer Camp went really well! I have initial reports of math assessments in our Intensive Learning Class, that per our assessment tool in IXL, math scores rose over the two weeks! A big thank you to Monica Robles (who taught the Intensive Learning Classroom), Brenda Hubner (she taught ELA), Heather Nyberg (taught Math for all but the ILC students) and Angela Sanborn whose crew ran the best camp activities. Students got to make mud huts, have a cook out, do tie dye, make bubbles and make somemores....all the best fun for summer while spending time ramping up for school next week! We began with 26 students attending and finished with 35. I am looking forward to the assessment results from the other teachers to see what progress all the students have made. Kudos go out again to our dedicated Student Support Team: Ana Diaz, [Sara McLennan](#), Althea Jones and Jeremy Zornes. The ASES team came and worked with us to support students too; so a special thank you goes out to Angela

Sanborn, Tayrn Sanborn, Blake Estes, and Charli Thompson. It should be clear that the summer was busy and productive!!!!

LES and Community

- To start the year off with the idea of building community, Marcelina from the Loleta Community Resource Center and our school hosted our first community, “Welcome Back to School Event” last Tuesday evening. A special thanks to Board members Charmin Bailey and John Simmons who came and participated. We also want to express our gratitude to Chairman Ted Hernandez, Rose Hernandez (Representing True North), Julia Lerma (True North), our lovely parents manning the garden tables from ELAC and the playgroup and finally St. Joseph was represented. Marcelina was able to bring a number of resources for the community to campus and provided pizza and salad to feed everyone. Food and seedlings from our developing community garden were a big hit, along with such amazing support groups as SMILE Humboldt and Open Door. Our crew had tables to introduce themselves to the community, provided games and worked the kitchen. We hosted over 75 people. Redcoast News even gave us a plug for the event the night before in the article that they made about us. Thank you to the teachers who came to meet our community. I would like to especially thank our new Tk-K Teacher Mary Gustaveson, Kaylyn Fox (7th grade), Althea Jones, Sandy Radic-Oshiro, Monica Robles, Lisa Armstrong, Kylee Teasley, Jeremy Zornes, [Sara McLennan](#), Ana Diaz, and Tiara Zahler who hosted tables or were out and about working the activities outside. We want to also thank our teachers who came and opened their classrooms to the public that night: Brenda Hubner (2nd grade), Heather Nyberg (5th and 6th) and Kurt Rasmussen (1st). A number of families wanted to meet the teachers so it was truly appreciated that some were able to come even before school. We recruited 4 more students that night who had been unsure of coming to our school but found the event very reassuring and signed their students up!
- **Redwood News** has been very supportive of our school over the past 3 weeks. Christinna Bautista did two videos on us. Thank you Christinna Bautista! The first was with regards to teacher recruitment and changes we are making in the school. I was able to send you the video link. The second was to let the

community know that St. Joseph’s who normally has a fund raising event to collect money for backpacks was unable to do so this year leaving us short. The appeal to community was made and the response has been tremendous! We

have gotten over 2000.00 in donations and physical school supplies. We now have enough to get all the backpacks and fill them as we normally would. Thanks go out to our community and St. Joseph's for their tremendous support of our students and our school. What a great partnership! Thank you Marcelina!

Technology

- Demetrius and his crew have been working hard to get every classroom's tech up and running in time for school starting! He has fixed up two chrome-carts already which have deployed to 7th and 8th grade and Ms. Nyberg's 5th and 6th grade classrooms. We have the chromebooks in and ready for every class to have 20, but the chrome carts have not yet arrived for all the classes. The computers will be in the classrooms however so that every student in Loleta will have access to a chromebook in the class and one at home.

General School Items

- Fountas and Pinnell ELA curriculum purchased by my Indian Education grant and CSI is here. Professional development has! Teachers have participated in two sessions with Naomi Shelon a representative from F & P and are also doing an online training on assessment. This will focus on Response to Intervention (Rti) for all our primary and elementary students and will then support students reading at and above grade level 1-8 grades. The teachers have expressed the desire to look at other ELA programs as we look to a formal adoption of ELA and Science this year.

School begins in person on Thursday August 19 and all staff report back on August 18th.

Good luck to us all!



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Superintendent/Principal
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achapman@loleta.org
larmstrong@loleta.org
Website: loletaschool.org

Loleta Elementary School School Climate Report

August 12, 2021

Positive Behavior Interventions and Supports (PBIS):

A Google Drive folder has been created with all of the visuals available to teachers including PBIS matrices, bully prevention, and socio-emotional and wellness strategies to be posted in the classrooms and hallways of the school campus.

Socio-Emotional Curriculum and Supports:

Loleta Elementary School will be implementing a new socio-emotional curriculum called Character Strong. Character Strong focuses on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side.

- SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
- Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

The curriculum will be implemented by the school counselor, climate director, and interns from HSU school psychology and social work programs on a weekly basis during the Monday morning assemblies.

Role of School Climate Director: In consultation with Autumn, the role of the School Climate Director for the 2021-2022 school year will focus on providing weekly push in consultation during the school day to support the continued progress in creating a positive school climate for all students and staff. School psychological services will be contracted with the Humboldt County Office of Education. Mental health services will be provided by the school counselor, Althera Jones. Teacher mental health and wellness will be a focus of support for the school year, especially since we have four new amazing teachers and veteran teachers who have worked hard to help shape a positive school climate for all students.

Stakeholders Equity Committee Meetings: Stakeholders meetings are held twice per month on the first and third Wednesdays of the month from 4:30 to 5:30pm via Zoom. We encourage community members to participate. Meeting dates have been sent to participants for the 2021-2022 school year.

Respectfully submitted by,

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



Loleta
Union Elementary School District

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Loleta Elementary School

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sradic-oshiro@hcoe.org

MTSS Meeting notes

8/11/2021

Participants: BeckyBauer (Intensive Support Class Teacher) , Althea Jones (School Counselor), Brenda Hubner (Second Grade Teacher), Sandy Tadic-Oshiro (School Climate Director)

The group brainstormed and came up with the following duties as part of the MTSS team.

Purpose of MTSS meetings:

- Review data specifically academic assessments, formal and informal socio-emotional assessments, school climate, and SWIS data:
- Review MTSS Manual.
- Discuss input from teachers/staff on socio-emotional learning and strategies including posters and teaching and reinforcement systems including Cougar Cash, and Cougar Store.
- Discuss strategies for teaching and supporting SEL learning.
- Casing students.
 - Opportunities for staff to share concerns and obtain updates on students and families.

Important elements to help us be successful:

- Agenda.
- Mindful moment or a quote.
- Opportunity to discuss concerns.
- Scheduled for 1:45 on the second Wednesday of the month. All to make an agreement

to do our best to start at 1:45 and end promptly at 3:00pm.

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AB 130 Overview

— Independent Study —

OVERVIEW

-  Independent Study Program Offering Requirements
-  Parental/Guardian Notice of Options
-  Board Policies
-  Instruction
-  Written Learning Agreements & Documentation
-  Short Term IS

IS Offering Requirements

Independent Study **MUST** be offered as an option to students whose health would be put at risk by in-person instruction, **as determined by the parent or guardian:**

Offer program within the district

Contract with COE or another district (Interdistrict Transfer Agreement)

County Offices can grant a waiver if “unreasonable fiscal burden” **AND** an interdistrict transfer is unavailable

Notice of Option

For the 2021–22 school year only, school districts and COEs (not charters) shall notify the parents/guardians of their option to enroll their child in Independent Study for the 2021–22

Notice will include:

1. right to request a conference meeting before enrolling (Not Charters)
2. students' rights regarding procedures for enrolling, disenrolling, and re-enrolling
3. the synchronous and asynchronous instructional time that a student will have access to as part of Independent Study

Notice to be posted:

1. Shall be: LEA's website
2. Suggested: Parent Rights Packet

Board Policies

New Board Policies **must** be adopted to receive apportionment. The new policies must include:

1. Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than 3 school days or 60% of in the instruction time in a **school week** OR in violation of the written (Master) agreement
2. A plan to transition students whose families wish to return to in-person instruction in **no more than 5 instructional days**
3. Daily live and synchronous instructional requirement

LEAs must adopt prior to the first day of instruction to receive apportionment.

Daily Live and Synchronous Instruction

Live Interaction

Interaction between the **student and the LEA** (may be classified or certificated)

provided for the purpose of maintaining school connectedness: wellness checks, progress monitoring, provision of services and instruction.

may be in person or internet or phone

Synchronous Instruction

Classroom style instruction, small group or 1:1, delivered in person or in the form of the internet or telephone involving live two-way communication between **teacher and student**.

MUST be delivered by the teacher of record



Daily Live and Synchronous Instruction

TK-3

Daily synchronous instruction for all students throughout the year

Grades 4-8

BOTH daily live interaction and at least weekly synchronous instruction for all students throughout the year

Grades 9-12

At least weekly synchronous instruction for all students throughout the year.

High School IS programs must provide access to all courses needed to graduate and “approved by the UC and CSU as creditable under AG admissions criteria”

Course Access Provisions

Content must be aligned to grade level standards

Instruction must be provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction

High Schools: Must include access to all courses offered by the LEA for graduation and approved A-G courses



Written Learning Agreements

Must be signed before a student starts the program

Electronic signatures are now acceptable

Must include the following:

- confirmation of connectivity and adequate device to participate in the program and complete assigned work
- a statement detailing the academic and other supports that will be provided to address the needs of student who are not performing at grade level **or** need support
- a statement that the program is an optional educational alternative and is voluntary
- the manner, time, frequency and place for submitting student assignments
- the manner, time, frequency and place for communication with a parent or guardian regarding a student's academic progress

Documentation

Documentation of live and synchronous instruction is **required** for each school day.

LEAs are required to maintain either written or computer-based evidence of student engagement

- gradebook, summary documentation, assessments, graded work

Any student who does not participate on a school day must be documented as non-participatory for the day.

The new State Audit Guide will incorporate compliance with all of the above requirements

Short Term Independent Study

Independent Study must be offered for a minimum of 3 school days.

3-14 days is now referred to as Short Term and does NOT require the following:

tiered re-engagement

daily live and synchronous instruction

transition plan to in-person instruction

Short Term is not required to be recorded with an IS indicator in your Student Information System



District To Do List

Before First Day of Instruction

1. Write or amend Independent Study Policy to conform with new requirements
2. Write or amend Independent Study Written Agreement template to conform with new requirements
3. Adopt Independent Study Policy
4. Post notice to district website regarding I.S. option for 2021-22
5. Post translations in all languages for which there are 15% or more pupils who speak a primary language other than English (as determined from the census data submitted to the CDE in 2019-20)



Planning Tools

[Checklist: District Independent Study Policy](#)

[Checklist: Independent Study Written Agreement](#)

Hi all, instructional minutes have returned to pre-pandemic

Independent Study Schedule

Sample Schedule by grade span

Grades TK – 3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Live Interaction (Optional for TK-3)	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring
Synchronous Learning	1-Hour w/ Teacher of Record Assign Weekly Assignments/ Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content
Asynchronous Learning	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver
Systems to Provide Support					

*51747(e) Daily Synchronous Instruction

**SEL Activity

Humboldt IS Consortium

— —

Colby Smart, Assistant Superintendent, HCOE 707.601.8060 | csmart@hcoe.org

Initial IS Consortium Program Thought

3

- HCOE contracts teacher(s) to provide IS support based on demand
- Cost is shared by participating LEAs
- LEA enters into an MOU with HCOE
- Written Learning Agreements are developed and signed
- IS support commences

Teacher of Record (TOR)

- Assigns and monitors student work and progress
- Adheres to AB130 time/instructional requirements
- Share progress with home district

District of Residence

- Responsible for auditing requirements
- Maintaining frequent check-ins with TOR
- Maintains live interaction with student/family

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

[Link to Collaborative Thought Document](#)

MultiLayered Support

1

Universal

Support teachers/admins in IS role through countywide Community of Practice.

Action: First one Aug 5th 3-4
Then every friday after that between 3-4

2

Create a network of districts who would like to serve out of district students. Builds awareness of availability.

Next Step: Create index of availability, contact information, MOU

3

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

Questions from yesterday

- **When will we know if this is an option for us?**
- **Are the other districts with established IS programs willing to sign MOUs with districts rather than recreating the wheel at the county level?** [Yes, here is the spreadsheet where districts can input willingness to offer support](#)
- **If we send our students elsewhere, what can we expect when we get them back? Will it be a workbook/coloring curriculum or a more rigorous curriculum?** A: This will be addressed in the learning agreement and your re-entry protocols per AB130. Close communication between home district and service provider will be essential.
- **How will HCOE deal with it when after all students can get two shots the kids want to go back to in person and enrollment in the IS program drastically drops. Do we have to make an annual commitment financially?** A: No, there will not be an annual financial commitment. We are going to do what is best for students. Curious, what are your thoughts? Current thinking. In December we will bill participating districts for number of days that students were served.
- **Could one-time funds be used for this? ESSR is good if you have it-feels like unfunded mandate.** A: Yes
- **Will it cost more than we receive in ADA?** A: No, it will be a share of the cost of teacher + incidentals unique to the student served. Will HCOE COVID money be put toward this? Yes, HCOE will be subsidizing part of this program through any program administration, staffing, and potential losses.

Questions from yesterday

- **Could Alder Grove be contracted to train other districts?** A: That would be up to Alder Grove
- **Will the DOR curriculum be utilized to optimize future integration of the student?** A: Curriculum will be streamlined as much as possible across the IS program to minimize impact on contracting teachers.
- **Would the TOR follow the HCOE contract (CBA?) or the DOR?** A: Neither, separate MOU as we would be contracting services with teachers (i.e. service agreement)
- **What adopted curriculum would be used?** A: See questions above.
- **Would this be a union issue if taking teaching work away from district and using HCOE?** A: Refer to your CBA in your district labor. HCOE contracts multiple services already (psych, slp, etc..)

What does a district do if HCOE fills up and no ca remains?

What are your thoughts on prioritization?

Next Steps

- Confirm costs per student, get commitment from districts, develop common mou, begin enrollment process.



Loleta
Union Elementary School District

Superintendent/principal
Autumn Chapman achapman@loleta.org
Loletaschool.org
Ph:707-733-5705

700 Loleta Drive
P.O. Box 547
Loleta, CA 95551
Fax:707-733-5367

Attention all Loleta families: Enrollment Options for 2021-2022 School Year

Assembly Bill 130 requires all California school districts to notify parents and guardians of enrolled students that they have the option to enroll their child in in-person instruction or independent study for the 2021-2022 school year. We encourage all students to return to in-person, five-day a week instruction, but we know some families may want an alternative option.

IF YOU HAVE ALREADY ENROLLED YOUR STUDENT, AND YOU ARE NOT INTERESTED IN INDEPENDENT STUDY FOR YOUR STUDENT(S), NO FURTHER ACTION ON YOUR PART IS NEEDED AT THIS TIME.

Conference

Parents and guardians have the right to request a student-parent-educator conference to ask questions before making the decision about enrollment or disenrollment in the various options for learning. The conference may be conducted by telephone, videoconference or in-person. If you wish to request a conference for your student, please contact our school office. If you are considering independent study, please let us know as soon as possible.

Procedures for Enrolling, Disenrolling and Reenrolling in Independent Study

To enroll in independent study for the 2021-2022 school year, there must be an agreement in place for each student. The agreement must be signed by the student's parent, legal guardian, or caregiver. For students with exceptional needs, the student's individualized education program (IEP) must specifically provide for independent study before the student can begin participating. An IEP amendment meeting would need to be held if IS is not already on their IEP.

If you wish to have your student return to in-person instruction later, during the school year, you may provide notice to the office, and your student will be returned to in-person instruction no later than five instructional days after we receive the notice. Students may re-enroll in independent study at any time during the 2021-2022 school year by providing notice to your student's school.

Instructional Time that a Student Will Have Access to as Part of Independent Study

For transitional kindergarten through 3rd grade, there will be a plan to provide students opportunities for daily synchronous instruction.

For grades 4 through 8, there will be a plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction.

For grades 9 through 12, there will be a plan to provide opportunities for at least weekly synchronous instruction.

Live interaction means interaction between the student and the teacher, aide or other personnel and may include peers; this interaction may be in person, by internet or phone.

Synchronous instruction means classroom-style instruction, or small group, or one-on-one instruction delivered in person or by internet or phone and involving two-way communication between the student and teacher.

If you are interested in independent study for your student, or wish to schedule a conference with staff, please contact Lisa Armstrong in the LES Office at the above phone number.

Thank you !

Autumn L Chapman

**Autumn Chapman
Superintendent**

TO: Loleta Teachers Association
Heather Nyberg, Association President/Bargaining Chair

FROM: Loleta Union Elementary School District
Autumn Chapman, Superintendent

DATE: July 21, 2021

RE: “Sunshine” of the Loleta Union Elementary School District Initial Bargaining Proposal

The Loleta Union Elementary School District is “sunshining” (presenting) its initial bargaining proposal to the Loleta Teachers Association CTA/NEA for the purpose of successor contract negotiation for the agreement that expired on June 30, 2014.

Article 1 – Term

The District has an interest in obtaining a multi-year successor agreement that is the maximum length permitted by law.

Article 6 – Evaluations

The District has an interest in streamlining this process and providing for meaningful evaluations.

Article 8 – Leaves

The District has an interest in updating language for compliance with current law.

Article 9 – Complaints

The District has an interest in negotiating changes to ensure compliance with other investigation obligations.

Article 10 – Health and Welfare

The District has an interest in ensuring competitive and fair health and welfare benefits.

Article 11 – Salaries

The District has an interest in ensuring competitive and fair wages.

Article 12 – Miscellaneous Working Conditions

The District has an interest in negotiating changes related to its hiring prerogative.

Article 13 – Transfers and Assignments

The District has an interest in negotiating changes related to vacancies.

Article 14 – Grievance Procedure

The District has an interest in clarifying timelines associated with grievances.

Article 15 – Professional Growth

The District has an interest in negotiating changes related to salary advancement.

Article 16 – Peer Assistance Review (PAR) Program

The District has an interest in eliminating this Article, or limiting its application.

**Loleta Union Elementary SCHOOL DISTRICT
RESOLUTION NO. 21-01**

**A RESOLUTION OF THE GOVERNING BOARD AUTHORIZING
THE ESTABLISHMENT OF FUND 08 –
STUDENT ACTIVITY SPECIAL REVENUE FUND**

BE IT RESOLVED by the Board of Trustees of the Loleta Union Elementary School District and hereby ordered that:

WHEREAS, the Board of Trustees has authorized/approved, per Education Code 48930 students at Loleta Union Elementary School District to organize a student body association within its public schools; and

WHEREAS, per Education Code 48933(b) & 48938 the District recognizes their administrative involvement in the Associated Student Body (ASB) Activities; and

WHEREAS, per GASB Statement 84, effective 2019-20, the District has determined that the ASB Activities within its public schools do not meet the fiduciary criteria (per GASB 84, paragraph 11(c2)); and

WHEREAS, school districts are authorized by Education Code 48930, 48933(b), & 48938 to organize ASB's and by GASB 84, to establish a restricted governmental fund known as the Student Activity Special Revenue Fund 08;

BE IT RESOLVED that the Governing Board of Trustees hereby authorizes the El Dorado County Auditor and Treasurer to establish a restricted fund to be known as the Student Activity Special Revenue Fund (08).

THIS RESOLUTION is effective on the date of adoption until revoked or superseded.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Loleta Union Elementary School District this 9th day of August 2021, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

I, Charmin Bailey, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Clerk/Secretary of the Governing Board

**Loleta Union Elementary SCHOOL DISTRICT
RESOLUTION NO. 21-01**

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Clerk/Secretary of the Governing Board

The following summary gives a brief overview of the sections of the California Education Code applicable to grades K-12:

General Guidance Provisions of Law – K12

Education Code § 48930	Grants the governing board the authority to allow groups of students to organize a student body organization. Also discusses the purpose and privileges of student body activities.
Education Code § 48933	Gives guidance on where the ASB organization may deposit or invest its funds. Requires that ASB funds be spent with the preapproval of three people: an employee or official of the school district designated by the governing board, the ASB advisor (must be a certificated employee), and a student representative of the ASB organization.
Education Code § 48934	Allows ASB funds to be used to finance activities for noninstructional periods or to augment or enrich the district's programs for K–6 students.
Education Code § 48936	Provides guidance on uses of student funds, such as loans to other ASB organizations in the district or loans for permanent improvements to school district property.

Education Code § 48937	Requires the governing board to provide for the supervision and auditing of the ASB funds. Allows the governing board to use the school district staff for ongoing audits of ASB funds.
Education Code § 48938	Authorizes the governing board to appoint an employee to act as trustee for unorganized ASB funds in elementary and continuation schools, special education or regional occupational programs, or in adult classes.
Education Code § 35564	Applies only when a school district is reorganized, i.e., when two school districts are legally combined or boundaries are changed. The section provides guidance on how the ASB funds are split.



**BOARD MEETING OF TRUSTEES AGENDA -
In person meeting room 2/ no zoom/ 5:30p.m.
8-09-2021**

1.0 OPEN SESSION:

1.1 Roll Call

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 7-15-2021

3.0 PUBLIC COMMENT:

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

4.0 INFORMATIONAL ITEMS:

4.1 End of year accounting reports for ASB, PTO and 8th grade funds

4.2 Superintendent's Report

4.3 Stipend descriptions first read

4.4 Governance Discussion

4.5 Discussion about new government regulations regarding Independent Study

5.0 ACTION ITEMS:

5.1 Approval of LESD Sunshine Proposals with CTA/LTA

5.2 Possible approval of Owlesley bid for electrical work on new water fountains

5.3 Approval of Resolution 21-01 Establishment of Student Activity Special Revenue Fund

6.0 CLOSED SESSION:

6.1 Personnel update.

6.2 Negotiations update.

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

8.0 ANNOUNCEMENTS:

9.0 FUTURE POSSIBLE AGENDA ITEMS:

10.0 ADJOURNMENT:



**BOARD MEETING OF TRUSTEES AGENDA -
In person meeting room 2/ no zoom/ 5:30p.m.
8-16-2021**

1.0 OPEN SESSION:

1.1 Roll Call

2.0 CONSENT CALENDAR:

2.1 Approval of the Board Minutes from 7-15-2021

3.0 PUBLIC COMMENT:

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4.0 INFORMATIONAL ITEMS:

- 4.1 End of year accounting reports for ASB, PTO and 8th grade funds
- 4.2 Superintendent's Report
- 4.3 Climate Report
- 4.4 Stakeholders Report
- 4.5 Governance Discussion
- 4.6 Discussion about new government regulations regarding Independent Study

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Governance Info-PART OF Superintendent Report

[Governance Info-PART OF Superintendent Report](#)

AB 130 Overview

— Independent Study —

OVERVIEW

-  Independent Study Program Offering Requirements
-  Parental/Guardian Notice of Options
-  Board Policies
-  Instruction
-  Written Learning Agreements & Documentation
-  Short Term IS

IS Offering Requirements

Independent Study **MUST** be offered as an option to students whose health would be put at risk by in-person instruction, **as determined by the parent or guardian:**

Offer program within the district

Contract with COE or another district (Interdistrict Transfer Agreement)

County Offices can grant a waiver if “unreasonable fiscal burden” **AND** an interdistrict transfer is unavailable

Notice of Option

For the 2021–22 school year only, school districts and COEs (not charters) shall notify the parents/guardians of their option to enroll their child in Independent Study for the 2021–22

Notice will include:

1. right to request a conference meeting before enrolling (Not Charters)
2. students' rights regarding procedures for enrolling, disenrolling, and re-enrolling
3. the synchronous and asynchronous instructional time that a student will have access to as part of Independent Study

Notice to be posted:

1. Shall be: LEA's website
2. Suggested: Parent Rights Packet

Board Policies

New Board Policies **must** be adopted to receive apportionment. The new policies must include:

1. Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than 3 school days or 60% of in the instruction time in a **school week** OR in violation of the written (Master) agreement
2. A plan to transition students whose families wish to return to in-person instruction in **no more than 5 instructional days**
3. Daily live and synchronous instructional requirement

LEAs must adopt prior to the first day of instruction to receive apportionment.

Daily Live and Synchronous Instruction

Live Interaction

Interaction between the **student and the LEA** (may be classified or certificated)

provided for the purpose of maintaining school connectedness: wellness checks, progress monitoring, provision of services and instruction.

may be in person or internet or phone

Synchronous Instruction

Classroom style instruction, small group or 1:1, delivered in person or in the form of the internet or telephone involving live two-way communication between **teacher and student**.

MUST be delivered by the teacher of record



Daily Live and Synchronous Instruction

TK-3

Daily synchronous instruction for all students throughout the year

Grades 4-8

BOTH daily live interaction and at least weekly synchronous instruction for all students throughout the year

Grades 9-12

At least weekly synchronous instruction for all students throughout the year.

High School IS programs must provide access to all courses needed to graduate and “approved by the UC and CSU as creditable under AG admissions criteria”

Course Access Provisions

Content must be aligned to grade level standards

Instruction must be provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction

High Schools: Must include access to all courses offered by the LEA for graduation and approved A-G courses



Written Learning Agreements

Must be signed before a student starts the program

Electronic signatures are now acceptable

Must include the following:

- confirmation of connectivity and adequate device to participate in the program and complete assigned work
- a statement detailing the academic and other supports that will be provided to address the needs of student who are not performing at grade level **or** need support
- a statement that the program is an optional educational alternative and is voluntary
- the manner, time, frequency and place for submitting student assignments
- the manner, time, frequency and place for communication with a parent or guardian regarding a student's academic progress

Documentation

Documentation of live and synchronous instruction is **required** for each school day.

LEAs are required to maintain either written or computer-based evidence of student engagement

- gradebook, summary documentation, assessments, graded work

Any student who does not participate on a school day must be documented as non-participatory for the day.

The new State Audit Guide will incorporate compliance with all of the above requirements

Short Term Independent Study

Independent Study must be offered for a minimum of 3 school days.

3-14 days is now referred to as Short Term and does NOT require the following:

tiered re-engagement

daily live and synchronous instruction

transition plan to in-person instruction

Short Term is not required to be recorded with an IS indicator in your Student Information System



District To Do List

Before First Day of Instruction

1. Write or amend Independent Study Policy to conform with new requirements
2. Write or amend Independent Study Written Agreement template to conform with new requirements
3. Adopt Independent Study Policy
4. Post notice to district website regarding I.S. option for 2021-22
5. Post translations in all languages for which there are 15% or more pupils who speak a primary language other than English (as determined from the census data submitted to the CDE in 2019-20)



Planning Tools

[Checklist: District Independent Study Policy](#)

[Checklist: Independent Study Written Agreement](#)

Short Term Actions

General/High Level	Board	Staffing	Programmatic	Reporting	Communication/C ommunity Engagement
<ul style="list-style-type: none"> ●Plan for providing IS in 2021-22: In-house, Inter-district, County contract, Waiver ●Written IS Agreement Timing of IS enrollment 	<ul style="list-style-type: none"> ●Assessment of current board policies ●Examine new IS policy requirements for 2021-22 ●Review forthcoming Board policy models (CCIS, CSBA) 	<ul style="list-style-type: none"> ●Staff survey ●Ratio of certificated staff to students ●Revisit bargaining agreement 	<ul style="list-style-type: none"> ●Instructional requirements by grade ●Special Education considerations ●Instructional planning for ELs, SpEd, H, FY ●Tiered Re-engagement 	<ul style="list-style-type: none"> ●Bi-weekly reporting ●Documentation of live/synchronous participation ●Meet with auditors 	<ul style="list-style-type: none"> ●Post notice about IS for 2021-22 <ul style="list-style-type: none"> ○Translations for 15% ●Survey ●Parent meetings (as requested) ●Communication with labor partners ●Communication with IS partners ●Optional feedback loops (Parent/guardian meetings, student and family surveys)

Medium Term Actions

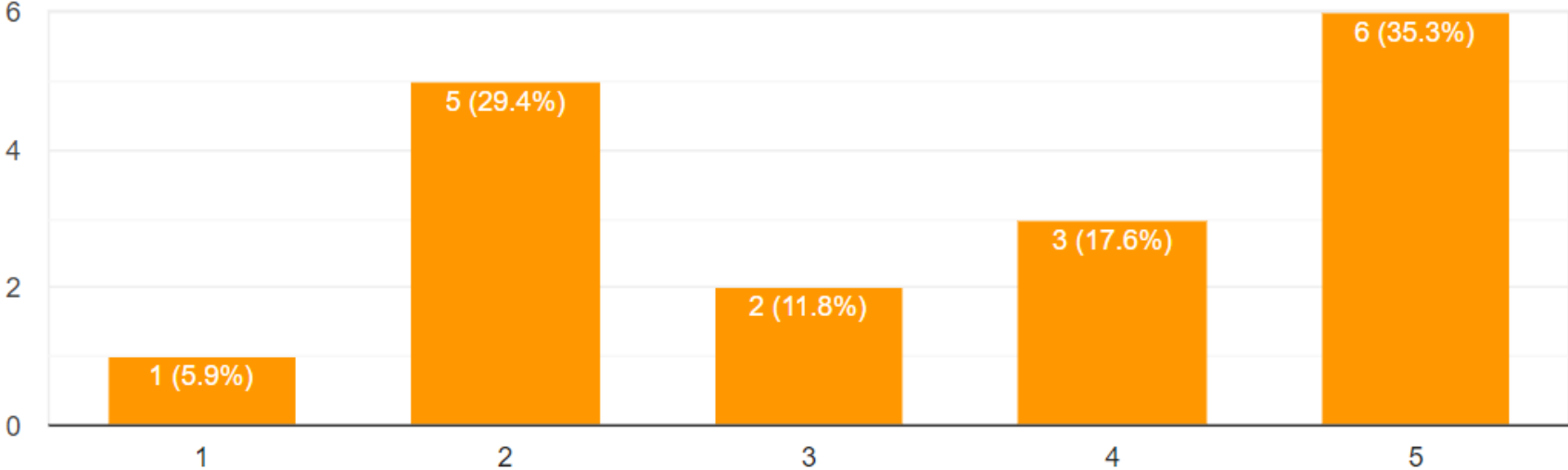
General/High Level	Board	Staffing	Programmatic	Reporting	Communication/C ommunity Engagement
	<ul style="list-style-type: none"> ● Adopt / Re-adopt / Create IS board policy 	<ul style="list-style-type: none"> ● Update bargaining agreements ● Identify the number of classified staff needed to effectively support students and credentialed staff 	<ul style="list-style-type: none"> ● Determine alignment of interaction and instruction with requirements in the written agreements ● Ensure supports for student groups are embedded in written agreement 		

Resources

- Board Policies
 - [Sample Board Policy without notes](#)
 - [Sample Board Policy with notes](#)
 - [Checklist: District Independent Study Policy](#)
- IS Student Contracts
 - [High School Hemet USD](#)
 - [TK-8 Hemet USD](#)
- Analysis of Independent Study Changes
 - [ACSA](#)
 - [Lazano Smith Analysis](#)
 - [Legal Impact on Charter Schools](#)
 - [Capitol Advisors Budget Perspective Workshop](#)
- Parent Notification
 - [English Sample](#)
 - [Spanish Sample](#)
- [Full text AB 130](#)

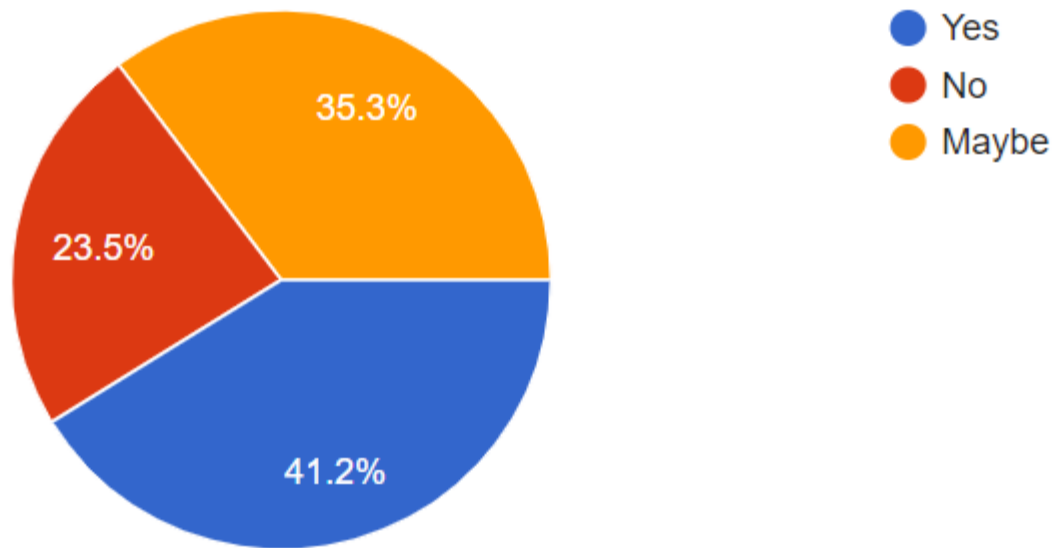
On a scale of 1-5 (1-not concerned, 5-very concerned) please rate your district's ability to meet the demands of this legislation.

17 responses



Would you be interested in developing a consortium of schools that would share the costs of one or more Independent Study teachers.

17 responses



Study Sessions

Tuning up your IS program

July 29th 2-4 and/or
July 30th 2-4

Humboldt IS Consortium

July 29th 1-2 and
July 30th 1-2

[Questions and Concerns](#)

Hi all, instructional minutes have returned to pre-pandemic

Tuning Up Your IS Program

— Getting Ready for 21-22 —

Today's Topics

- Parent Communication
- Board Policy
- Master Learning Agreements
- Time Requirements
- [IS Leaders Toolkit](#)
- [LEA IS Workbook](#)
- [IS Program Checklist](#)
- [AB130 FAQ's](#)

Parent / Guardian Notification Letter

- [Sample Letter #1](#)
- [Sample Letter #2](#)
- [ECS Letter](#)
- [Sample Town Hall Pres.](#)

For the 2021–22 school year only, school districts and COEs (not charters) shall notify the parents/guardians of their option to enroll their child in Independent Study for the 2021–22

Notice will include:

1. right to request a conference meeting before enrolling (Not Charters)
2. students' rights regarding procedures for enrolling, disenrolling, and re-enrolling
3. the synchronous and asynchronous instructional time that a student will have access to as part of Independent Study

Notice to be posted:

1. Shall be: LEA's website
2. Suggested: Parent Rights Packet

Work Time Breakout: 20 Minutes

Please review the sample parent letters. Make a copy and begin to customize your own letter or begin updating your existing communication.

Board Policy

- [Board Policy Checklist](#)
- [Tiered Re-Engagement Strategies](#)
- [CSBA Guide Sheet](#)
- [Sample Board Policy w notes](#)
- [Sample Board Policy w/o notes](#)

New Board Policies **must** be adopted to receive apportionment. The new policies must include:

1. Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than 3 school days or 60% of in the instruction [7-21 Update with notes.doc](#) violation of the written (Master) agreement
2. A plan to transition students whose families wish to return to in-person instruction in **no more than 5 instructional days**
3. Daily live and synchronous instructional requirement

Policies must be adopted before the First day of instruction for apportionment

Work Time Breakout: 25 Minutes

Please review the sample board policy. Make a copy and begin to customize your own policy or begin working on your existing one.

Master Learning Agreements

- [Master Learning Agreement Checklist](#)
- [Sample Learning Agreement](#)
- [Sample Addendum for pre AB 130 agreements](#)

Must include the following:

- confirmation of connectivity and adequate device to participate in the program and complete assigned work
- a statement detailing the academic and other supports that will be provided to address the needs of student who are not performing at grade level **or** need support
- a statement that the program is an optional educational alternative and is voluntary
- the manner, time, frequency and place for submitting student assignments
- the manner, time, frequency and place for communication with a parent or guardian regarding a student's academic progress

Daily Live and Synchronous Instruction

TK-3

Daily synchronous instruction for all students throughout the year

Grades 4-8

BOTH daily live interaction and at least weekly synchronous instruction for all students throughout the year

Grades 9-12

At least weekly synchronous instruction for all students throughout the year.

High School IS programs must provide access to all courses needed to graduate and “approved by the UC and CSU as creditable under AG admissions criteria”

Daily Live and Synchronous Instruction

Live Interaction

Interaction between the **student and the LEA** (may be classified or certificated)

provided for the purpose of maintaining school connectedness: wellness checks, progress monitoring, provision of services and instruction.

may be in person or internet or phone

Synchronous Instruction

Classroom style instruction, small group or 1:1, delivered in person or in the form of the internet or telephone involving live two-way communication between **teacher and student**.

MUST be delivered by the teacher of record



Independent Study Schedule

Sample Schedule by grade span

Grades TK – 3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Live Interaction (Optional for TK-3)	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring
Synchronous Learning	1-Hour w/ Teacher of Record Assign Weekly Assignments/ Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content
Asynchronous Learning	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver
Systems to Provide Support					

*51747(e) Daily Synchronous Instruction

**SEL Activity

Work Time Breakout: 20 Minutes

Please review the sample Master Learning Agreement. Make a copy and begin to customize your own agreement or begin working on your existing one.

CDE Webinar on Independent Study (6/29/2021)

<https://drive.google.com/file/d/1BTIDDUpxt3CvB0qdGAfST2TwQ9sVYFR8/view?usp=sharing>



Humboldt County
Office of Education

Upcoming Workshops

On Tuesday, August 3, 2021, at 10:00 am, the California Department of Education's School Fiscal Services Division will present a two-hour webinar to provide a comprehensive overview of independent study conditions of apportionment, highlighting changes to instructional time and attendance accounting in effect for fiscal year 2021–22 pursuant to Assembly Bill 130. Register in advance for this webinar! See instructions below.

This webinar is intended for local educational agency (LEA) staff responsible for ensuring compliance with instructional time, attendance accounting, and independent study conditions of apportionment.

ZOOM WEBINAR CONNECTION INFORMATION

When: Aug 3, 2021 10:00 AM Pacific Time (US and Canada)

Topic: 2021–22 Independent Study Attendance Accounting and Instructional Time Webinar

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_XAyMumynR2GaQ1Hu8J33uA

Humboldt IS Consortium

— —

Colby Smart, Assistant Superintendent, HCOE 707.601.8060 | csmart@hcoe.org

EQ 1: What are your primary concerns/constraints offering long term IS?

[Link to Collaborative Thought Document](#)



MultiLayered Support

1

Universal

Support teachers/admins in IS role through countywide Community of Practice.

Action: First one Aug 5th 3-4
Then every friday after that between 3-4

2

Create a network of districts who would like to serve out of district students. Builds awareness of availability.

Next Step: Create index of availability, contact information, MOU

3

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

In the chat please enter how many students you anticipate needing ~~long~~ IS support.



Initial IS Consortium Program Thought

3

- HCOE contracts teacher(s) to provide IS support based on demand
- Cost is shared by participating LEAs
- LEA enters into an MOU with HCOE
- Written Learning Agreements are developed and signed
- IS support commences

Teacher of Record (TOR)

- Assigns and monitors student work and progress
- Adheres to AB130 time/instructional requirements
- Share progress with home district

District of Residence

- Responsible for auditing requirements
- Maintaining frequent check-ins with TOR
- Maintains live interaction with student/family

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

[Link to Collaborative Thought Document](#)

Moving forward: We need to get a sense of the interest and commitment to this model of IS support by August 16th.



Day Two Conversation



MultiLayered Support

1

Universal

Support teachers/admins in IS role through countywide Community of Practice.

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Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

Welcome back everyone

- Goal of the IS consortium -
 - To have zero districts in a position where they need a waiver. Hence the multi-tiered approach
 - Equally, the goal is to get students back in the classroom as soon as possible.
- Questions from yesterday
- Thoughts on Prioritization

Questions from yesterday

- **When will we know if this is an option for us?**
- **Are the other districts with established IS programs willing to sign MOUs with districts rather than recreating the wheel at the county level?** [Yes, here is the spreadsheet where districts can input willingness to offer support](#)
- **If we send our students elsewhere, what can we expect when we get them back? Will it be a workbook/coloring curriculum or a more rigorous curriculum?** A: This will be addressed in the learning agreement and your re-entry protocols per AB130. Close communication between home district and service provider will be essential.
- **How will HCOE deal with it when after all students can get two shots the kids want to go back to in person and enrollment in the IS program drastically drops. Do we have to make an annual commitment financially?** A: No, there will not be an annual financial commitment. We are going to do what is best for students. Curious, what are your thoughts? Current thinking. In December we will bill participating districts for number of days that students were served.
- **Could one-time funds be used for this? ESSR is good if you have it-feels like unfunded mandate.** A: Yes
- **Will it cost more than we receive in ADA?** A: No, it will be a share of the cost of teacher + incidentals unique to the student served. Will HCOE COVID money be put toward this? Yes, HCOE will be subsidizing part of this program through any program administration, staffing, and potential losses.

Questions from yesterday

- **Could Alder Grove be contracted to train other districts?** A: That would be up to Alder Grove
- **Will the DOR curriculum be utilized to optimize future integration of the student?** A: Curriculum will be streamlined as much as possible across the IS program to minimize impact on contracting teachers.
- **Would the TOR follow the HCOE contract (CBA?) or the DOR?** A: Neither, separate MOU as we would be contracting services with teachers (i.e. service agreement)
- **What adopted curriculum would be used?** A: See questions above.
- **Would this be a union issue if taking teaching work away from district and using HCOE?** A: Refer to your CBA in your district labor. HCOE contracts multiple services already (psych, slp, etc..)

What does a district do if HCOE fills up and no ca remains?

What are your thoughts on prioritization?

Final thoughts?







Next Steps

- Confirm costs per student, get commitment from districts, develop common mou, begin enrollment process.

AB 130 Overview

— Independent Study —

OVERVIEW

-  Independent Study Program Offering Requirements
-  Parental/Guardian Notice of Options
-  Board Policies
-  Instruction
-  Written Learning Agreements & Documentation
-  Short Term IS

IS Offering Requirements

Independent Study **MUST** be offered as an option to students whose health would be put at risk by in-person instruction, **as determined by the parent or guardian:**

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Must include the following:

- confirmation of connectivity and adequate device to participate in the program and complete assigned work
- a statement detailing the academic and other supports that will be provided to address the needs of student who are not performing at grade level **or** need support
- a statement that the program is an optional educational alternative and is voluntary
- the manner, time, frequency and place for submitting student assignments
- the manner, time, frequency and place for communication with a parent or guardian regarding a student's academic progress

Documentation

Documentation of live and synchronous instruction is **required** for each school day.

LEAs are required to maintain either written or computer-based evidence of student engagement

- gradebook, summary documentation, assessments, graded work

Any student who does not participate on a school day must be documented as non-participatory for the day.

The new State Audit Guide will incorporate compliance with all of the above requirements

Short Term Independent Study

Independent Study must be offered for a minimum of 3 school days.

3-14 days is now referred to as Short Term and does NOT require the following:

tiered re-engagement

daily live and synchronous instruction

transition plan to in-person instruction

Short Term is not required to be recorded with an IS indicator in your Student Information System



District To Do List

Before First Day of Instruction

1. Write or amend Independent Study Policy to conform with new requirements
2. Write or amend Independent Study Written Agreement template to conform with new requirements
3. Adopt Independent Study Policy
4. Post notice to district website regarding I.S. option for 2021-22
5. Post translations in all languages for which there are 15% or more pupils who speak a primary language other than English (as determined from the census data submitted to the CDE in 2019-20)



Planning Tools

[Checklist: District Independent Study Policy](#)

[Checklist: Independent Study Written Agreement](#)

Short Term Actions

General/High Level	Board	Staffing	Programmatic	Reporting	Communication/C ommunity Engagement
<ul style="list-style-type: none"> ● Plan for providing IS in 2021-22: In-house, Inter-district, County contract, Waiver ● Written IS Agreement Timing of IS enrollment 	<ul style="list-style-type: none"> ● Assessment of current board policies ● Examine new IS policy requirements for 2021-22 ● Review forthcoming Board policy models (CCIS, CSBA) 	<ul style="list-style-type: none"> ● Staff survey ● Ratio of certificated staff to students ● Revisit bargaining agreement 	<ul style="list-style-type: none"> ● Instructional requirements by grade ● Special Education considerations ● Instructional planning for ELs, SpEd, H, FY ● Tiered Re-engagement 	<ul style="list-style-type: none"> ● Bi-weekly reporting ● Documentation of live/synchronous participation ● Meet with auditors 	<ul style="list-style-type: none"> ● Post notice about IS for 2021-22 <ul style="list-style-type: none"> ○ Translations for 15% ● Survey ● Parent meetings (as requested) ● Communication with labor partners ● Communication with IS partners ● Optional feedback loops (Parent/guardian meetings, student and family surveys)

Medium Term Actions

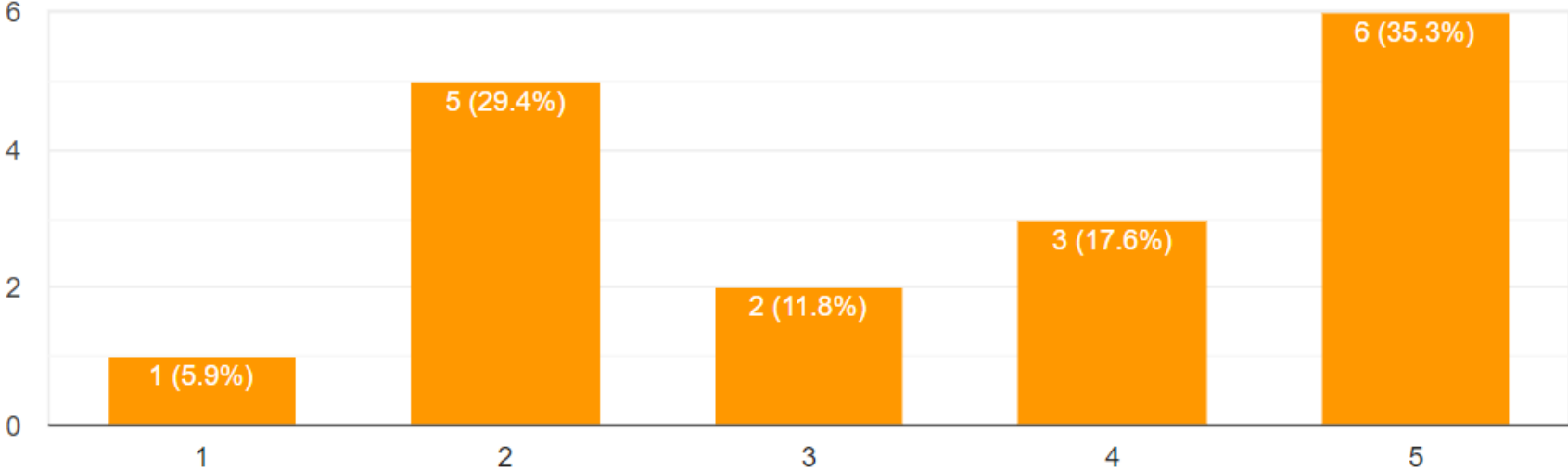
General/High Level	Board	Staffing	Programmatic	Reporting	Communication/C ommunity Engagement
	<ul style="list-style-type: none"> ● Adopt / Re-adopt / Create IS board policy 	<ul style="list-style-type: none"> ● Update bargaining agreements ● Identify the number of classified staff needed to effectively support students and credentialed staff 	<ul style="list-style-type: none"> ● Determine alignment of interaction and instruction with requirements in the written agreements ● Ensure supports for student groups are embedded in written agreement 		

Resources

- Board Policies
 - [Sample Board Policy without notes](#)
 - [Sample Board Policy with notes](#)
 - [Checklist: District Independent Study Policy](#)
- IS Student Contracts
 - [High School Hemet USD](#)
 - [TK-8 Hemet USD](#)
- Analysis of Independent Study Changes
 - [ACSA](#)
 - [Lazano Smith Analysis](#)
 - [Legal Impact on Charter Schools](#)
 - [Capitol Advisors Budget Perspective Workshop](#)
- Parent Notification
 - [English Sample](#)
 - [Spanish Sample](#)
- [Full text AB 130](#)

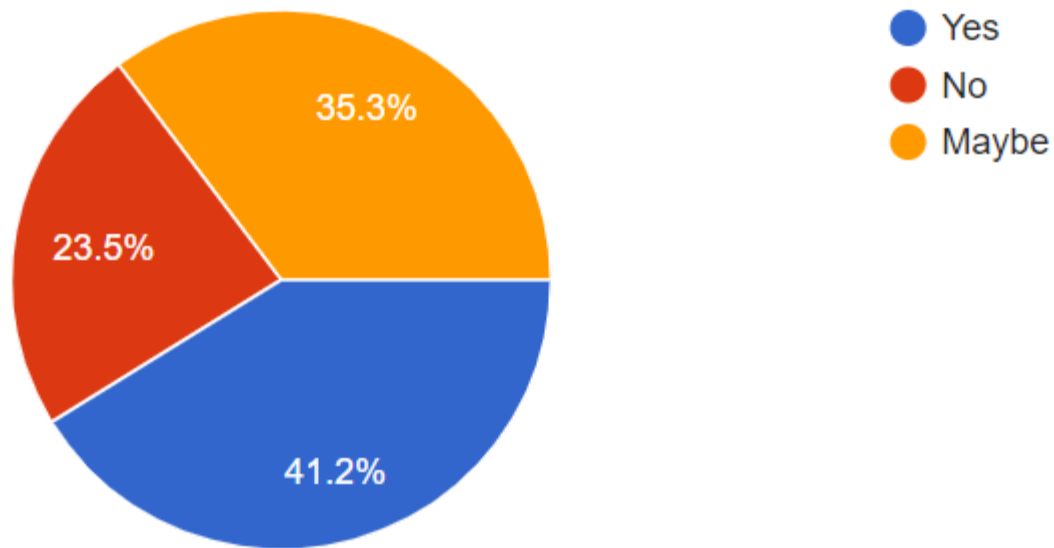
On a scale of 1-5 (1-not concerned, 5-very concerned) please rate your district's ability to meet the demands of this legislation.

17 responses



Would you be interested in developing a consortium of schools that would share the costs of one or more Independent Study teachers.

17 responses



Study Sessions

Tuning up your IS program

July 29th 2-4 and/or
July 30th 2-4

Humboldt IS Consortium

July 29th 1-2 and
July 30th 1-2

[Questions and Concerns](#)

Hi all, instructional minutes have returned to pre-pandemic

Tuning Up Your IS Program

— Getting Ready for 21-22 —

Today's Topics

- Parent Communication
- Board Policy
- Master Learning Agreements
- Time Requirements
- [IS Leaders Toolkit](#)
- [LEA IS Workbook](#)
- [IS Program Checklist](#)
- [AB130 FAQ's](#)

Parent / Guardian Notification Letter

- [Sample Letter #1](#)
- [Sample Letter #2](#)
- [ECS Letter](#)
- [Sample Town Hall Pres.](#)

For the 2021–22 school year only, school districts and COEs (not charters) shall notify the parents/guardians of their option to enroll their child in Independent Study for the 2021–22

Notice will include:

1. right to request a conference meeting before enrolling (Not Charters)
2. students' rights regarding procedures for enrolling, disenrolling, and re-enrolling
3. the synchronous and asynchronous instructional time that a student will have access to as part of Independent Study

Notice to be posted:

1. Shall be: LEA's website
2. Suggested: Parent Rights Packet

Work Time Breakout: 20 Minutes

Please review the sample parent letters. Make a copy and begin to customize your own letter or begin updating your existing communication.

Board Policy

- [Board Policy Checklist](#)
- [Tiered Re-Engagement Strategies](#)
- [CSBA Guide Sheet](#)
- [Sample Board Policy w notes](#)
- [Sample Board Policy w/o notes](#)

New Board Policies **must** be adopted to receive apportionment. The new policies must include:

1. Procedures for tiered re-engagement strategies for all students who are not generating attendance for more than 3 school days or 60% of in the instruction time [7-21 Update with notes.doc](#) violation of the written (Master) agreement
2. A plan to transition students whose families wish to return to in-person instruction in **no more than 5 instructional days**
3. Daily live and synchronous instructional requirement

Policies must be adopted before the First day of instruction for apportionment

Work Time Breakout: 25 Minutes

Please review the sample board policy. Make a copy and begin to customize your own policy or begin working on your existing one.

Master Learning Agreements

- [Master Learning Agreement Checklist](#)
- [Sample Learning Agreement](#)
- [Sample Addendum for pre AB 130 agreements](#)

Must include the following:

- confirmation of connectivity and adequate device to participate in the program and complete assigned work
- a statement detailing the academic and other supports that will be provided to address the needs of student who are not performing at grade level **or** need support
- a statement that the program is an optional educational alternative and is voluntary
- the manner, time, frequency and place for submitting student assignments
- the manner, time, frequency and place for communication with a parent or guardian regarding a student's academic progress

Daily Live and Synchronous Instruction

TK-3

Daily synchronous instruction for all students throughout the year

Grades 4-8

BOTH daily live interaction and at least weekly synchronous instruction for all students throughout the year

Grades 9-12

At least weekly synchronous instruction for all students throughout the year.

High School IS programs must provide access to all courses needed to graduate and “approved by the UC and CSU as creditable under AG admissions criteria”

Daily Live and Synchronous Instruction

Live Interaction

Interaction between the **student and the LEA** (may be classified or certificated)

provided for the purpose of maintaining school connectedness: wellness checks, progress monitoring, provision of services and instruction.

may be in person or internet or phone

Synchronous Instruction

Classroom style instruction, small group or 1:1, delivered in person or in the form of the internet or telephone involving live two-way communication between **teacher and student**.

MUST be delivered by the teacher of record



Independent Study Schedule

Sample Schedule by grade span

Grades TK – 3	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Live Interaction (Optional for TK-3)	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring	Attendance **SEL Activity **Wellness Check **Progress Monitoring
Synchronous Learning	1-Hour w/ Teacher of Record Assign Weekly Assignments/ Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content	1-Hour w/ Teacher of Record Review Content
Asynchronous Learning	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver	3 – 5 hours per day with caregiver
Systems to Provide Support					

*51747(e) Daily Synchronous Instruction

**SEL Activity

Work Time Breakout: 20 Minutes

Please review the sample Master Learning Agreement. Make a copy and begin to customize your own agreement or begin working on your existing one.

CDE Webinar on Independent Study (6/29/2021)

<https://drive.google.com/file/d/1BTIDDUpxt3CvB0qdGAfST2TwQ9sVYFR8/view?usp=sharing>



Humboldt County
Office of Education

Upcoming Workshops

On Tuesday, August 3, 2021, at 10:00 am, the California Department of Education's School Fiscal Services Division will present a two-hour webinar to provide a comprehensive overview of independent study conditions of apportionment, highlighting changes to instructional time and attendance accounting in effect for fiscal year 2021–22 pursuant to Assembly Bill 130. Register in advance for this webinar! See instructions below.

This webinar is intended for local educational agency (LEA) staff responsible for ensuring compliance with instructional time, attendance accounting, and independent study conditions of apportionment.

ZOOM WEBINAR CONNECTION INFORMATION

When: Aug 3, 2021 10:00 AM Pacific Time (US and Canada)

Topic: 2021–22 Independent Study Attendance Accounting and Instructional Time Webinar

Register in advance for this webinar:

https://us02web.zoom.us/webinar/register/WN_XAyMumynR2GaQ1Hu8J33uA

Humboldt IS Consortium

— —

Colby Smart, Assistant Superintendent, HCOE 707.601.8060 | csmart@hcoe.org

EQ 1: What are your primary concerns/constraints offering long term IS?

[Link to Collaborative Thought Document](#)



MultiLayered Support

1

Universal

Support teachers/admins in IS role through countywide Community of Practice.

Action: First one Aug 5th 3-4
Then every friday after that between 3-4

2

Create a network of districts who would like to serve out of district students. Builds awareness of availability.

Next Step: Create index of availability, contact information, MOU

3

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

In the chat please enter how many students you anticipate needing ~~long~~ IS support.



Initial IS Consortium Program Thought

3

- HCOE contracts teacher(s) to provide IS support based on demand
- Cost is shared by participating LEAs
- LEA enters into an MOU with HCOE
- Written Learning Agreements are developed and signed
- IS support commences

Teacher of Record (TOR)

- Assigns and monitors student work and progress
- Adheres to AB130 time/instructional requirements
- Share progress with home district

District of Residence

- Responsible for auditing requirements
- Maintaining frequent check-ins with TOR
- Maintains live interaction with student/family

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

[Link to Collaborative Thought Document](#)

Moving forward: We need to get a sense of the interest and commitment to this model of IS support by August 16th.

Day Two Conversation



MultiLayered Support

1

Universal

Support teachers/admins in IS role through countywide Community of Practice.

Action: First one Aug 5th 3-4
Then every friday after that between 3-4

2

Create a network of districts who would like to serve out of district students. Builds awareness of availability.

Next Step: Create index of availability, contact information, MOU

3

Based on need, HCOE builds and offers IS service to support LEAs who cannot offer their own IS program and do not have access to other district IS support.

Next Step: Brainstorm

Welcome back everyone

- Goal of the IS consortium -
 - To have zero districts in a position where they need a waiver. Hence the multi-tiered approach
 - Equally, the goal is to get students back in the classroom as soon as possible.
- Questions from yesterday
- Thoughts on Prioritization

Questions from yesterday

- **When will we know if this is an option for us?**
- **Are the other districts with established IS programs willing to sign MOUs with districts rather than recreating the wheel at the county level?** [Yes, here is the spreadsheet where districts can input willingness to offer support](#)
- **If we send our students elsewhere, what can we expect when we get them back? Will it be a workbook/coloring curriculum or a more rigorous curriculum?** A: This will be addressed in the learning agreement and your re-entry protocols per AB130. Close communication between home district and service provider will be essential.
- **How will HCOE deal with it when after all students can get two shots the kids want to go back to in person and enrollment in the IS program drastically drops. Do we have to make an annual commitment financially?** A: No, there will not be an annual financial commitment. We are going to do what is best for students. Curious, what are your thoughts? Current thinking. In December we will bill participating districts for number of days that students were served.
- **Could one-time funds be used for this? ESSR is good if you have it-feels like unfunded mandate.** A: Yes
- **Will it cost more than we receive in ADA?** A: No, it will be a share of the cost of teacher + incidentals unique to the student served. Will HCOE COVID money be put toward this? Yes, HCOE will be subsidizing part of this program through any program administration, staffing, and potential losses.

Questions from yesterday

- **Could Alder Grove be contracted to train other districts?** A: That would be up to Alder Grove
- **Will the DOR curriculum be utilized to optimize future integration of the student?** A: Curriculum will be streamlined as much as possible across the IS program to minimize impact on contracting teachers.
- **Would the TOR follow the HCOE contract (CBA?) or the DOR?** A: Neither, separate MOU as we would be contracting services with teachers (i.e. service agreement)
- **What adopted curriculum would be used?** A: See questions above.
- **Would this be a union issue if taking teaching work away from district and using HCOE?** A: Refer to your CBA in your district labor. HCOE contracts multiple services already (psych, slp, etc..)

What does a district do if HCOE fills up and no ca remains?

What are your thoughts on prioritization?

Final thoughts?

Next Steps

- Confirm costs per student, get commitment from districts, develop common mou, begin enrollment process.