

Area 1
Mickey Thayer

Area 2
Mary Gonzales-Gomez

Area 3
Tawny Robinson

Area 4
Adam T. Medeiros

Area 5 *Alicia Ramirez* 

Kings County Board of Education Regular Meeting Wednesday, May 12, 2021 4:00 p.m.

Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230

On March 12, 2020, as part of a larger effort to address the outbreak of COVID-19, Governor Gavin Newsom issued an executive order allowing state and local legislative bodies to hold meetings via conference calls. Board members may attend regular, special, or emergency meetings by telephone (or video conference), and the Governor's executive order waives requirements which normally apply to teleconference attendance. Some or all board members may attend this meeting by phone.

Please join the meeting from your computer, tablet, or smartphone by clicking on the link below:

https://kingscoe.zoom.us/j/85842759365?pwd=WUICTTNRV0c5UkQ2OFINU21nQjlsZz09#success

- 1. Call to Order ~ President Gonzales-Gomez
- 2. Pledge of Allegiance ~ President Gonzales-Gomez

### **DISCUSSION:**

- 3. Recognition of Employee Years of Service ~ Lisa Horne
- 4. Recognition of 2020-2021 Retirees ~ Lisa Horne

#### RECEPTION

#### **COMMENTS FROM THE PUBLIC**

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comment to no more than 3 minutes and the total time for public input on an agenda item shall not exceed 20 minutes.

### **ACTION:**

- 5. Approve Amended Minutes of March 10, 2021, Regular Meeting ~ President Gonzales-Gomez (Pgs. 1-5)
- 6. Approve Minutes of April 14, 2021, Regular Meeting ~ President Gonzales-Gomez (Pgs. 6-9)
- 7. Consider Discussion/Approval of Superintendent's Salary & Fringe Benefits ~ Jamie Dial (Pgs. 10-13)
- 8. Approve Board Policy 1100 Communication with Public (2<sup>nd</sup> reading) ~ Lisa Horne (Pgs. 14-16)
- 9. Approve Board Policy with Administrative Regulation 5131.2 Bullying (2<sup>nd</sup> reading) ~ Joy Santos (Pgs. 17-34)
- Approve Expanded Learning Opportunities Grant Plan ~ Joy Santos (Pgs. 35-46)

#### DISCUSSION:

- 1. Review Charter Oversight Reports ~ Joy Santos (Pgs. 47-50)
- Review Quarterly Williams Complaint Report Summary ~ Joy Santos (Pgs. 51-52)
- 3. Review Williams Compliance Monitoring Report 2020-2021 Update ~ Joy Santos (Pgs. 53-54)
- 4. Superintendent's Report ~ Todd Barlow



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#### **COMMENTS FROM THE BOARD**

<u>Disclaimer</u>: Public health officials recommend against large gatherings and that anyone attending today's meeting does so at their own risk. We may limit the number of attendees, and we will ensure social distancing is practiced. Effective December 5, 2020, and per CDPH guidelines masks are required to be worn.

#### **Coming Events**

Next Board Meeting: Regular Board Meeting ~ June 9, 2021 ~ 4:00 p.m. Special Board Meeting ~ June 23, 2021 ~ 4:00 p.m.

# Minutes of Kings County Board of Education Budget Study Session March 10, 2021

CALL TO ORDER:

Vice President Medeiros called the meeting of a Budget Study Session to order at 3:00 p.m. Mrs. Robinson led the group in the Pledge of Allegiance.

MEMBERS PRESENT:

Board members in attendance were: Ms. Alicia Ramirez, Mrs. Mickey Thayer, and Mrs. Tawny Robinson. President Mrs. Gonzales-Gomez was absent from today's meeting. Mr. Barlow served as ex officio secretary and a quorum was established.

**OTHER PARTICIPANTS:** 

Others in attendance were Mr. Ivo Denham, Mrs. Jamie Dial, and Mrs. Lisa Horne. Mrs. Cathy Marroquin served as the recording secretary.

**COMMENTS FROM THE PUBLIC:** 

None.

KINGS COUNTY OFFICE OF EDUCATION BUDGET STUDY SESSION 2021-2022: Mrs. Dial reported the 2021-22 Budget for the Kings County Office of Education was prepared with the latest financial data available from federal, state, and internal resources. Review and discussion of the budget will be shared with special education teams, district CBO's, as well as other interested parties. Special thanks was extended to Mr. Denham and his staff for their tireless efforts and contributions to this report. Fiscal legislation mandates the county board receive opportunities to review its budget at four intervals throughout the fiscal year; initial budget adoption, first and second interim reporting periods, and the final review following closure of the fiscal year. For the 2021-2022 fiscal year, the budget proposes a General Fund Ending balance of \$13,542,945 with an Unrestricted General Fund Balance of \$11,146,350. Across the State is a concern that declining enrollment is expected to increase dramatically, which will result in revenue reductions. A bit of good news is that the Governor's budget proposes to reduce Cash Deferrals from \$12.9 B to \$3.7 B for 2021-22. Revenue from Federal and State COVID Relief provided \$1.478 M for one-time costs associated with COVID safety measures and learning loss mitigation. Negotiations with the teacher's union have been settled for 2020-21, while the classified union remains open. Unrepresented staff received a salary increase for 2020-21. As previously noted, ADA is the driving force of overall funding in both Special Education and the J.C. Montgomery programs and with anticipated low ADA in J.C. Montgomery it is predicted a reduction in staff is inevitable. Mr. Medeiros questioned the reduction of staff at J.C. Montgomery, which Mrs. Dial replied through staff attrition, retirement, multi-funding of positions, and transfer of positions, no employee was laid off. Mr. Barlow interjected he directed staff to be "creative" in retaining employment for employees assigned to J.C. Montgomery. A budget study session was also held with the JCM staff to allow transparency of the budget and to receive input regarding areas where budget reductions may occur and areas of reassignment in recognition of declining ADA.

Hearing no further questions, the Budget Study Session adjourned at 3:55 p.m.

# Minutes of Kings County Board of Education Regular Meeting March 10, 2021

CALL TO ORDER: Vice President Medeiros called the meeting of the Kings County Board of

Education to order at 4:05 p.m. This meeting was held via Zoom with the option of attending in-person. Mr. Medeiros led in reciting the Pledge of

Allegiance.

MEMBERS PRESENT: Board members in attendance were: Ms. Alicia Ramirez, Mrs. Mickey Thayer,

and Mrs. Tawny Robinson. Mrs. Mary Gonzales-Gomez was absent from today's meeting. Mr. Barlow served as ex-officio secretary and a quorum was

established.

OTHER PARTICIPANTS: Others participants include: Mrs. Jamie Dial, Mr. Ivo Denham, Mrs. Joy

Santos, Mrs. Rebecca Jensen, Mrs. Michelle Shannon, Mrs. Dawn Sanger, Ms. Leana Cantrell, and Mrs. Lisa Horne. Mrs. Cathy Marroquin presided as

the recording secretary. There were no Zoom participants.

COMMENTS FROM THE PUBLIC: None.

APPROVE MINUTES OF FEBRUARY 10, 2021, REGULAR

**MEETING:** 

On motion by Mrs. Thayer, seconded by Mrs. Robinson, the minutes of the

February 10, 2021, regular meeting were approved as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

APPROVE RECOGNITION OF GENE BILLINGSLEY CLASSROOM AWARD:

Ms. Cantrell presented the recipients of the Gene Billingsley Classroom Award for 2019-2020 and the 2020-2021 school years. In memory of the former Kings County Superintendent of Schools, Gene Billingsley (1986-1998), an award program was established on behalf of educators serving in County Office programs. Congratulations to the 2019-2020 winner, Samantha Correa, a member of the After School Program at Lakeside School. The 2020-2021 recipient Samantha Barcellos is a Speech Language Pathologist. On motion by Ms. Ramirez, seconded by Mrs. Robinson, the motion was unanimously passed as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

APPROVE TEMPORARY COUNTY CERTIFICATES:

Mrs. Shannon submitted the Temporary County Certificates for January/February/March 2021. On motion by Mrs. Thayer, seconded by Mrs. Robinson, the motion was carried as follows:

# Temporary County Certificates January/February/March

### Kings Co. District's Consortium (Substitutes)

Espinoza, Jorge – Emergency Career Substitute Permit Jones, Garrett- Emergency Career Substitute Permit Portugal, Ryan – Emergency Career Substitute Permit, Renewal Tuman, Reagan – Emergency Career Substitute Permit, Renewal

#### **Central Union SD**

Conover, Taylor - Emergency Teaching Permit for Statutory Leave: Multiple Subject

#### Corcoran Unified SD

Retano Cardenas, Jose – Emergency Teaching Permit for Statutory Leave: Multiple Subject; Special Education

#### **Hanford Joint Union High SD**

Rodriguez, Ernest – Emergency GELAP Renewal, Physical Education Marez, Bernardo – Preliminary Designated Subjects Credential: Special Subject, Reserve Officers Training Corps (ROTC)

#### **Lemoore Elementary SD**

Roberts, Kevin - Waiver Designated Special Subjects: Driver's Education

#### **Kings County Office of Education**

Almanzar, Genevieve – Preliminary Administrative Service Credential Juarez, Vicky – Preliminary Career and Technical Education (CTE), Health Science and Medical Technology

Juarez, Vicky – Waiver Certificate of Completion of Staff Development, CTE-Health Science and Medical Technology

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

APPROVE DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS:

Mrs. Shannon discussed the Declaration of Need for Fully Qualified Educators for the 2021-22 school year. It is anticipated two educators will be needed in the area of CLAD/English Learner. On motion by Mrs. Robinson, seconded by Mrs. Thayer, the motion was carried as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0 ABSENT: 1

APPROVE 2021-2022 SCHOOL CALENDARS:

Mrs. Horne submitted School Calendars for the Kings County Office of Education, J.C. Montgomery School, and Shelly Baird School for the 2021-2022 school year. On motion by Ms. Ramirez, seconded by Mrs. Robinson, the motion was carried as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

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APPROVE 2020-2021 SECOND INTERIM REPORT:

Mrs. Dial reported the 2<sup>nd</sup> Interim Report reflects the financial position of the Kings County Office of Education for the current year 2020-21. The proposed General Fund Ending Balance is \$11,836,741 with an Unrestricted Fund Balance of \$8,888,602. A reserve for economic uncertainties has been established at \$1,500,000. The current reserve of 9.39% is progressing toward the goal of 17%, which is the equivalent of two months of payroll and expenditures. On motion by Mrs. Thayer, seconded by Ms. Ramirez, the motion was carried as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

APPROVE DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT FOR 2020-2021 FISCAL YEAR:

Mr. Denham stated the Collective Bargaining Agreement for 2020-2021 has been approved and accepted by the Kings Teachers Association. Legislation requires a public school employer have on file a Disclosure of Collective Bargaining Agreement signed by the Superintendent and the President of the Board. On motion by Mrs. Robinson, seconded by Mrs. Thayer the motion was carried as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

APPROVE BOARD POLICY 0420.4 CHARTER SCHOOL AUTHORIZATION:

Mrs. Santos presented Board Policy 0420.4 *Charter School Authorization* for second reading with no further changes since the initial reading. On motion by Mrs. Thayer, seconded by Mrs. Robinson, the motion was carried as follows:

AYES: 4, Ramirez, Robinson, Thayer, Medeiros

NOES: 0

ABSENT: 1, Gonzales-Gomez

**CONSOLIDATED APPLICATION:** 

Mrs. Santos reviewed the Consolidated Application is annually presented to the board for informational purposes. Acknowledgement of the report serves as assurance that legal reporting requirements have been met for participation in Title I and Title II programs. No action is required.

REVIEW DISPOSAL OF FIXED ASSETS:

Mr. Denham stated in accordance with BP 3270, the county superintendent has certified the listed items slated for disposal are valued at less than \$25,000. The review is for informational purposes and no action is required.

SUPERINTENDENT'S REPORT:

Mr. Barlow provided the Superintendent's Report:

- Recent legislation, AB/SB 86 was adopted granting schools statewide a total of \$2 B for in-person instruction and \$4.6 B for expanded learning opportunities. The legislation also directs for 10% of COVID vaccines be set aside specifically for educators;
- ➤ The traditional Legislative Action Week will be held virtually this year due to the COVID pandemic. Zoom meetings to speak with Assemblyman Salas, and Senator Hurtado are scheduled for the week of March 15.

BOARD COMMENTS:	Mrs. Thayer shared constituent concerns were discussed during a recent Stratford school meeting, which she attended. The community expressed frustration over the lack of communication(s) from the Central Union School District board members in relaying COVID information of the school merger with Stratford School and Central School and protocols for the students of Stratford School;
	Ms. Ramirez reported the vaccination event for educators held at Sierra Pac High School was successful. She also expressed the willingness of the Assemblyman's office to assist in whatever capacity is necessary to reopen schools.
ADJOURN:	There being no further comments, the meeting adjourned at 5:03 p.m.
	Sincerely,

/s/\_\_\_\_\_ Todd Barlow, Ex officio Secretary

Pacific

# Minutes of Kings County Board of Education Regular Meeting April 14, 2021

**CALL TO ORDER:** 

President Gonzales-Gomez called the meeting of the Kings County Board of Education to order at 4:00 p.m. Due to Internet technical difficulties, Zoom capabilities was not available. Mr. Medeiros led in reciting the Pledge of Allegiance.

MEMBERS PRESENT:

Board members in attendance were: Ms. Alicia Ramirez, Mr. Adam T. Medeiros, and Mrs. Tawny Robinson. Due to Internet technical difficulties, Mrs. Mickey Thayer attended via conference call. Mr. Barlow served as exofficio secretary and a quorum was established.

OTHER PARTICIPANTS:

Others participants include: Mrs. Lisa Rodriguez, Mrs. Dawn Sanger, Ms. Leana Cantrell, Mrs. Jamie Dial, and Mrs. Joy Santos. Mrs. Cathy Marroquin presided as the recording secretary.

COMMENTS FROM THE PUBLIC:

Residents of the Stratford Community representing <u>Reestablishing Stratford</u> addressed concerns regarding the proposed merger of Stratford Elementary School and Central Elementary School.

- Mr. Robert Isquierdo, Member-at-Large of Reestablishing Stratford, stated the proposal cites the merger of the two schools would establish a K-4<sup>th</sup> grade school site at Stratford Elementary and a 5<sup>th</sup> -8<sup>th</sup> grade school site at Central School. Mr. Isquierdo stated his comments echoes community concerns that this decision is based on the reduction of combination classes and reductions in class sizes. Community sentiment is that traditions will be lost if the merger were to proceed;
- ➤ Rafael Llamas, Student Support Coordinator at Reef-Sunset Middle School shared the opinion that this decision to merge both schools was "forced upon us." He stated that communications were not provided to Stratford residents and with over 25 years of experience in education, he is aware many issues need to be addressed prior to the merger; however, at this point the community is citing discrimination. Stratford is primarily a Spanish speaking community yet meetings are held in English. The district is not being transparent;
- Mrs. Sylvia Hamilton, employee of Stratford School, shared results of a community survey in which 237 participants replied to the survey. Results indicate 233 responses were in opposition of the merger, while 4 voted in support of the merger;
- An unidentified speaker representing the community shared they have not felt included in this process since they found out about it. The initial reaction was "why?" The answer may be over the number of class sizes vs. the number of teachers and the need for teachers to collaborate. In this small tight knit community the only outlet is the school; "This is the only thing we have." She ended here comment by saying, "If it ain't broken don't fix it";

COMMENTS FROM THE PUBLIC (CON'T):

Mr. Thomas Hamilton, 50-year resident, 4th generation alleges that the Stratford community has not received communications on the proposal; vet, the community at Tachi Rancheria was afforded the opportunity to provide input. As the community understands there are four proposed plans under consideration and most recently two consultants have been hired to talk with members of the community. The question was raised, "Why spend the money for consultants when the work has already been done and a survey conducted?"

Mr. Barlow stated that during the Public Comments sections of board meetings, board members do not often reply or engage in conversation with speakers. He wanted to insure the commenters and assembled persons that their comments were welcome even if the board members could not replyparticularly in this instance when the matter is outside the jurisdiction of the county board. He extended his appreciation for the guests for bringing forth their comments and concerns, and noted he has personally been in contact with the district superintendent and that he understood the matter had been paused for now.

**RECOGNITION OF 2021** ACADEMIC DECATHLON WINNING TEAM:

Mrs. Rodriguez reported on January 30, 2021, and on February 6, 2021, students were brought together to academically compete in the annual California State Academic Decathlon. Students representing Corcoran High School, Hanford High School, Hanford West High School, Sierra Pacific High School, Lemoore High School, and Lemoore Middle College High School participated in three categories; Essay, Literature, and Speech. A total of \$3,800 was awarded in scholarships and is only possible with the sponsorship of EECU, Leprino Foods, and the Tachi Rancheria. Kings County remains one of two counties continuing to offer scholarships to its decathletes.

APPROVE MINUTES OF BUDGET STUDY SESSION:

On motion by Mr. Medeiros, seconded by Mrs. Thayer, the minutes of the Budget Study Session were unanimously approved as follows:

AYES:

4, Ramirez, Robinson, Thayer, Medeiros

NOES:

ABSENT:

0

ABSTAIN: 1, Gonzales-Gomez

APPROVE MINUTES OF MARCH 10, 2021, REGULAR MEETING:

On motion by Mr. Medeiros, seconded by Mrs. Ramirez, approval of the March 10, 2021, regular meeting minutes were tabled to amend comments reported by Mrs. Thayer during the board comment portion of the meeting:

#### Board Comments:

Mrs. Thaver shared constituent concerns were discussed during a recent Stratford school meeting, which she attended. The community expressed frustration over the lack of communication(s) from the Central Union School District board members in relying COVID information of the school merger with Stratford School and Central School and protocols for the students of Stratford School.

AYES:

4. Ramirez, Robinson, Thayer, Medeiros

NOES:

ABSENT 0

ABSTAIN: 1, Gonzales-Gomez

CONDUCT INTERDISTRICT
ATTENDANCE APPEAL HEARING:

President Gonzalez-Gomez convened the Interdistrict Attendance Appeal at 4:30 p.m. Mr. and Mrs. Uzzell, Parents, represented the student. The Lakeside Union School District was not represented. Mrs. Uzzell cited the student's daycare provider resides in Tulare County and although the family recently moved to Hanford their self-employed agriculture business requires extensive travel to multiple cities. The Tulare County school has approved the transfer request for the student for the 2021-22 school year. The Lakeside Union School District submitted transfer statistics for review, which indicate the transfers out of the district exceeds the 3% state cap formula and is currently at 22%. Following deliberations, the board unanimously voted to overturn the decision of the Lakeside Union School District. On motion by Mrs. Robinson, seconded by Mrs. Thayer, the motion was carried as follows:

AYES:

5, Ramirez, Robinson, Thayer, Medeiros, Gonzales-Gomez

NOES: 0 ABSENT: 0

REVIEW BOARD POLICY 1100 COMMUNICATION WITH PUBLIC:

Mr. Barlow presented Board Policy 1100 Communication with Public for first reading. The policy has undergone extensive review by Mrs. Lisa Horne and changes to the policy were made in accordance with educational legal references. The policy will be presented for adoption at the May meeting.

REVIEW BOARD & SUPERINTENDENT POLICY WITH ADMINISTRATIVE REGULATION 5131.2 BULLYING:

Mrs. Santos presented Joint Board and Superintendent Policy with accompanying Administrative Regulation 5131.2 *Bullying* for first reading. Changes to the policy reflect the removal of the superintendent and exhibit sections and a new administrative regulation has been added. The policy will be presented for adoption at the May meeting.

SUPERINTENDENT'S REPORT:

Mr. Barlow provided the Superintendent's Report:

- ➤ Kings County COVID testing results indicate the county may soon move out of the red tier to the less restrictive orange tier. This is welcome news as school districts prepare to plan for the reopening of the 2021-22 school year.
- The governor has announced on June 15 prior COVID restrictions will be lifted; however, the statewide mask mandate will remain in place. The announcement is welcome news for California's economy;
- ➤ In a poll recent with the 58 county superintendents there remains many uncertainties of what reopening schools will actually look like with the one area of most concern is how schools will meet distancing mandates;
- ➤ Kings County schools are more broadly open, some fully in person, some using cohorts, some distance learning, and some partial in-person days, etc. Summer school will be offered at school sites throughout the county. The list of summer schools and dates of operation will be emailed to board members.

#### **BOARD COMMENTS:**

Mrs. Ramirez reported:

- ➤ The Kings County School Boards Association meeting was held on April 12. The proposal to increase annual membership dues from \$100 to \$200 was approved effective July 1, 2020. The next meeting, for the purpose of reviewing scholarship applicants, is scheduled for April 26<sup>th</sup> at 6:00 p.m.;
- Board members are invited to join in the dedication ceremony honoring fallen Lemoore police officer Jonathan Diaz. The ceremony will begin at 11:00 am at Centennial Park, Hanford.

Mrs. Robinson asked the question, regarding the Central Union School District possible merger, what is the district's position? Mr. Barlow replied, he has been in contact with the superintendent and has reviewed the March 1 agenda. The agenda posted the item as discussion only and no action was taken. To his understanding, the stated issue was an idea that was proposed to the board.

ADJOURN:

There being no further comments, the meeting adjourned at 5:00 p.m.

Sincerely,

Todd Barlow, Ex officio Secretary

# DISCUSSION/ACTION BOARD POLICY/ADMINISTRATIVE REGULATION SUPERINTENDENT'S SALARY & FRINGE BENEFITS

DATE: May 12, 2021

TOPIC: Superintendent's Salary & Fringe Benefits

ISSUE: Advancement of salary on Superintendent Salary

Schedule and approval of fringe benefits

BACKGROUND: As required by BP/AR 2121, advancement on the

Superintendent Salary Schedule shall be based on fiscal ability and shall require Board approval

annually at the May Board meeting.

RESOURCE: Jamie Dial, ext. 7091

BP/AR 2121 Superintendent's Salary & Fringe

Benefits

RECOMMENDATION: Recommendation of increase to step four of Salary

Schedule 1.0 for Mr. Todd Barlow for the Fiscal Year 2021-22 based on consideration of BP/AR

2121.

# Kings County Office of Education

2020-2021 SALARY SCHEDULE SUPERINTENDENT

	<u>ANNUAL</u>
STEP 1	\$176,025
STEP 2	\$183,066
STEP3	\$190,389
STEP 4	\$198,004

Effective: July 1, 2018 - June 30, 2022 (Board adopted May 2, 2018)

Superintendent Salary & Fringe Benefits BP 2121 (Revision June 7, 2018) AR 2121 (Revision June 7, 2018)

#### WORK YEAR:

225 days, 8 hours per day for computational purposes.

Effective: 07/01/2018

# **Kings County Board of Education Board Policy**

BP 2121
Administration

# SUPERINTENDENT'S SALARY & FRINGE BENEFITS

The County Board believes it is important to attract and retain the most qualified and experienced candidate for the position of Kings County Superintendent of Schools. After the election or appointment and previous to the swearing in of a newly elected or appointed Superintendent the Board shall review and set his/her four-year salary schedule and fringe benefits. In no case will the salary of the Superintendent be lowered during his/her term of office or for any consecutive new term to which he/she is elected or appointed.

A County Superintendent of Schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the County Board of Education for its discussion at a regularly scheduled public meeting of the board and without the approval of the County Board of Education.

Legal Reference: State Constitution Article IX,

Education Code Section 1207, 1209

Adopted by Board:	<u>June 6, 1979</u>
Revised by Board:	March 5, 1980
Revised by Board:	February 1, 1989
Revised by Board:	June 3, 1992
Revised by Board:	August 2, 1995
Revised by Board:	December 16, 1998
Revised by Board:	January 5, 2005
Revised by Board:	October 4, 2006
Revised by Board:	August 10, 2011
Revised by Board:	June 7, 2018

# Kings County Board of Education Administrative Regulation

AR 2121 Administration

#### SUPERINTENDENT'S SALARY & FRINGE BENEFITS

# Four -Year Salary Schedule

In determining the County Superintendent's four-year salary schedule, the following should be considered by the Board.

- The State and Local Economy
- The budget of the Kings County Office of Education
- Salaries of the School Superintendents in Kings County
- COLA paid to county office employee groups
- Salaries of County Superintendents in Comparable Size Counties

Advancement on the salary schedule shall be based on fiscal ability and shall require Board approval annually at the May Board meeting.

# Fringe Benefits

The Board must approve fringe benefits of the County Superintendent. The fringe benefits considered may include such benefits as:

- Health Insurance
- Life insurance

Any changes to the approved benefits during the calendar year will be brought to the Board for approval at a regularly scheduled public meeting. The Board is not required to approve statutory benefits such as STRS, workers compensation, or Medicare.

The Board will authorize individual memberships for local, state, or national associations, such as ACSA, that the Board deems beneficial to the County Office.

Adopted by Board:	<u>January 5, 2005</u>
Revised by Board:	October 4, 2006
Revised by Board	August 10, 2011
Revised by Board:	June 7, 2018

# COVER SHEET FOR BOARD MEETING AGENDA ACTION ITEM

DATE: May 12, 2021

TOPIC: BP 1100 Community Relations (second read)

ISSUE: This policy was presented to the Board for review at the

April 14, 2021 meeting as a first read. No changes were

made following the first read.

BACKGROUND: Board Bylaws are periodically reviewed and revised, if

needed, to conform to current code and statute. Language recommended for deletion has been lined out and language recommended for addition is indicated in bold italics.

RESOURCE: CA School Boards Association, GAMUT

Lisa Horne, Assistant Superintendent Human Resources

Kings County Office of Éducation 1144 West Lacey Boulevard

Hanford, CA 93230

Phone: (559) 589-7094 FAX: (559) 589-7000

RECOMMENDATION: The KCOE administration recommends this optional policy

be approved as presented.

# **Kings County Board of Education Board Policy**

BP 1100

Community Relations

#### COMMUNICATION WITH PUBLIC

The County Board of Education and the County Superintendent of Schools recognize their responsibility to keep the public well informed believes that maximum possible public information about educational regarding the goals, processes, quality and quantity of services and programs of education conducted by the Kings County Office of Education is essential for the development of excellence in the education of children programs, achievements, and needs of schools. The Board of Education and the Superintendent of Schools intend to be responsive to the concerns and interests of the community. The Superintendent or designee shall use all available means of communication to keep the public aware of the goals, programs, achievements, and needs of our schools establish strategies for effective two-way communications between the Board, the Superintendent, and the public, and shall consult with the Board regarding the role of Board members as advocates for the students, programs, and policies impacting schools and public education.

The Superintendent or designee shall provide the Board and staff with communications protocols and procedures to assist in presenting a consistent, unified message on issues related to the Board and/or the Superintendent.

The Superintendent or designee shall utilize a variety of methods to provide information to the public. Such methods may include, but are not limited to, newsletters, websites, social media, electronic communications, mailings, notices sent home with students, recorded telephone messages, community forums and public events, news releases, meetings with education reporters, presentations at parent organization meetings, and meetings with representatives of local governments, community organizations, and businesses. The county office shall seek to communicate in ways that accommodate the needs of all members of the public, including the visually or hearing impaired, those who do not understand English and those who do not read. Communication methods shall consider the needs of all members of the public, including individuals with disabilities and those whose primary language is not English.

The Superintendent or designee shall ensure that staff members effectively respond to requests for information or assistance from members of the public and shall provide multiple avenues and opportunities for members of the public to give input on issues and operations. Community members are encouraged to participate on committees, attend events, and to provide input at Board meetings, submit suggestions to staff, and to use the complaint procedures as appropriate.

The County Board of Education recognizes that state law prohibits mass mailings or distributions at public expense which aggrandize elected offices. The name, signature, or

photograph of elected officers may be included in mass mailings only as permitted by the Code of Regulations, Title 2, 18901.

In order to promote open communication between Board members and the public, district newsletters and other mass mailings shall include a roster of all Board members' names in accordance with law.

Legal Reference:

**EDUCATION CODE** 

35172 Promotional activities

**GOVERNMENT CODE** 

82041.5 Mass mailing

89001 Newsletter or mass mailing

CODE OF REGULATIONS, TITLE 2

18901 Mass mailings sent at public expense

Adopted by Board:	<u>December 3, 1975</u>
Reviewed by Board:	November 2, 1988
Revised by Board:	March 6, 1991
Reviewed by Board:	August 4, 1993
Revised by Board:	November 1, 1995
Reviewed by Board:	July 1, 1998
Reviewed by Board	November 5, 2003
Revised by Board:	May 2, 2007
Reviewed by Board	April 14, 2021
Revised by Board:	

# BOARD ACTION ITEM

DATE:	May 12, 2021
TOPIC:	Board Policy with Administrative Regulation 5131.2: BULLYING
ISSUE:	Second reading of BP/AR 5131.2 Bullying
BACKGROUND:	Education Code 234.4 mandates districts to adopt procedures for preventing acts of bullying, including cyberbullying. The following administrative regulation contains procedures that fulfill this mandate and have been revised to reflect district practice. The following reflects definitions and examples of bullying and cyberbullying contained in the California Department of Education's (CDE) Bullying Module and may be revised to reflect district practice. This Policy was last updated in 2013.
RESOURCE:	Joy Santos Interim Assistant Superintendent, Ed Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	The administration recommends adoption of BP/AR 5131.2 Bullying.

# Kings County Board of Education and County Superintendent of Schools Board/Superintendent Policy

BP/SP 5131.2 **Students** 

#### **BULLYING**

The Kings County Office of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The County Office employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

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(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
```

The County Office prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics described in section 422.55 of the Penal Code and Section 220, and mental or physical disability, gender, gender identity, gender expression, national origin, race or ethnic group identification, religion, age, ancestory, color, sex or sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent of the County Office.

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

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(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)
```

BP/SP 5131.2 Bullying Page ~ 2 ~

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

### (cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

### (cf. 5116.1 - Intradistrict Open Enrollment)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

**EDUCATION CODE** 

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

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254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

**COURT DECISIONS** 

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

**CSBA PUBLICATIONS** 

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

AB 1156 amends Education Code section 48900, subdivision (r), to define "bullving" as:

Severe or pervasive physical or verbal act or conduct, including communication made inwriting or by means of an electronic act, and including one or more acts committed by apupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property;
- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- (C) Causing a reasonable pupil to experience substantial interference with his or heracademic performance; or
- (D) Causing a reasonable pupil to experience substantial interference with his or herability to participate in or benefit from the services, activities, or privileges provided by a school

For purposes of the definition of a victim of bullying and the act of bullying under section-48900, "reasonable pupil" is defined to mean a:

Pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age with his or her exceptional needs.

AB 1156 also established a "priority consideration" for interdistrict transfer for students who are/were victims of bullying as now defined.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

# **Bullying Prevention**

To the extent possible, Kings County Office of Education's strategies shall focus onprevention of bullying by establishing clear rules for student conduct and strategies toestablish a positive, collaborative school climate. Students shall be informed, throughstudent handbooks and other appropriate means, of County Office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The County Office may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

#### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect

BP/SP 5131.2 Bullying Page ~ 5 ~

that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

# Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7—Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

# **Complaint Process**

Students shall be informed that they should immediately contact a staff member if they feel they are being bullied. Within 24 hours, staff shall report complaints of bullying to the principal or designee or to another district administrator. Staff shall similarly report any such incidents they may observe, even if the bullied student has not complained. Any school employee who observes any incident of bullying involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of bullying involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the

Superintendent or designee.

**Investigation and Complaints** 

- 1. The principal or designee shall promptly investigate all complaints of bullying. In so-doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of bullying
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information-
- 2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying, and put his/her complaint inwriting.
- 3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged bully is a student, his/her parent/guardian-
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - e. Child protective agencies responsible for investigating child abuse reports-
  - f. Legal counsel for the County Office
- 4. When the student who complained and the alleged bully so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
- 5. In reaching a decision about the complaint, the principal or designee may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account-
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of bullying by the alleged harasser
- e. Evidence of any past bullying complaints that were found to be untrue
- 6. To judge the severity of the bullying, the principal or designee may take intoconsideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of bullying
  - e. The subject(s) of bullying
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of bullying that were not related to gender-
- 7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
- 8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that bullying occurred, this report shall describe the actions taken to end the bullying, address the effects of the bullying on the student bullied, and prevent retaliation or further bullying.
- 9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

The County Office prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of bullying shall-

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be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

#### **Enforcement**

The Superintendent or designee shall take appropriate actions to reinforce the bullying policy. As needed, these actions may include any of the following:

- 1. Providing staff inservice and student instruction or counseling.
- 2. Notifying parents/guardians of the actions taken.
- 3. Notifying child protective services.
- 4. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of bullying which he/she knew was not true.

# **Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes, or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with County Office policies and regulations. If the complainant disagrees with the resolution, he/she can appeal the decision.

The Superintendent also prohibits retaliatory behavior or action against Kings County Office of Education employees or students who complain, testify or otherwise participate in the complaint process established pursuant to this policy. The Assistant Superintendent of Human Resources ensures that all complainant identities will remain confidential as appropriate.

# **Legal References:**

#### **EDUCATION CODE**

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

# **PENAL CODE**

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE. TITLE 47

BP/SP 5131.2 Bullying Page ~ 9 ~

254 Universal service discounts (e-rate)

Legal References (con't):

**COURT DECISIONS** 

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719

Adopted by Board: <u>June 12, 2013</u>

# Kings County Board of Education Exhibit

E 5131.2 Students **Bullying Report** To: Kings County Superintendent of Schools ----- 114 West Lacey Blvd. — Hanford, CA 93230 From: Name(s) Address Telephone Number (s) \_\_\_\_\_ Name of Person(s) against whom report is made: Nature of Report - In your own words, please describe the incident(s) that occurred. Please include all names, dates, and places necessary for a complete understanding of the incident(s). (You may attach additional paper as necessary) Have you discussed this incident(s) with any one else? If so, please list those you have spoken to:\_\_\_\_\_ Were there witnesses to the incident(s)?

If so, please list those who were witnesses. I/We understand that the Superintendent or designee may request further information about this complain and as such information is available, I/We will provide it upon request.

I/We certify under penalty of perjury that the above documentation is true and correct.

Sexual Harrassment	
Page ~ 11 ~	
Executed this day of California.	, 20, at,
Signature(s):	

AR 5145.7

Administrative Regulation Bullying

AR 5131.2 Students

# **Examples of Prohibited Conduct**

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression) (cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

- 1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- 2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- 3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- 4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

**Measures to Prevent Bullying** 

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

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(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)
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- 2. Providing information to students, through student handbooks, district and school web sites and social media, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
- 3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
- 4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
- 5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

# **Staff Development**

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

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(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
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The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

- 1. Discuss the diversity of the student body and school community, including their varying immigration experiences
- 2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
- 3. Identify the signs of bullying or harassing behavior
- 4. Take immediate corrective action when bullying is observed
- 5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

#### Information and Resources

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

(cf. 5141.52 - Suicide Prevention)

- 2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- 3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6
- 4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- (cf. 5145.3 Nondiscrimination/Harassment)
- (cf. 5145.7 Sexual Harassment)
- (cf. 5145.9 Hate-Motivated Behavior)
- 5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
- 6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

(cf. 1113 - District and School Web Sites)

#### Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

# **Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

# (cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

# **Discipline/Corrective Actions**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

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(cf. 5116.2 - Involuntary Student Transfers)
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(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

# **Support Services**

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

# (cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

(5/19) 12/19

#### **BOARD ACTION ITEM**

DATE:	May 12, 2021
TOPIC:	Expanded Learning Opportunities Grant Plan
ISSUE:	The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board at a public meeting on or before June 1, 2021, and must be submitted to the California Department of Education, within five days of adoption, as applicable.
BACKGROUND:	Funding provided to county offices of education (COE), school districts, charter schools and state special schools to assist with offering in-person instruction to the greatest extent possible during the 2020-21 school year; and to expand in-person instructional time and provide academic interventions and pupil supports to address barriers to learning, and accelerate progress to close learning gaps in accordance with the In-Person Instruction and Expanded Learning Opportunities Grants [43520 - 43525], added by Section 2 of Assembly Bill 86 (Ch. 10, 2021).
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	The administration recommends that you adopt the Expanded Learning Opportunities Grant Plan



## **Expanded Learning Opportunities Grant Plan**

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
	•	joy.santos@kingscoe.org, (559)589-7068 jamie.dial@kingscoe.org, (589)7091

The following is the local educational agency's (LEA's) plan for providing supplemental 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.

Kings County Office of Education has made continuous efforts to solicit stakeholder feedback and is committed to the idea that meaningful stakeholder engagement is an integral part of developing effective plans. As such, the Kings County Office of Education used a variety of meetings and activities to involve stakeholders in the Expanded Learning Opportunities Grant Plan process including the discussion and review of goals, district data, and proposed actions and services. The following stakeholders were actively involved in the Expanded Learning Opportunities Grant Plan development process: students, staff, parents, community, bargaining units (to include certificated and classified personnel), district administration, site principals, and the Special Education Local Plan Area (SELPA). Stakeholder feedback was solicited via, the Learning Continuity and Attendance Plan stakeholder feedback process, Local Indicators self-assessment results, and surveys.

Kings County Court School: J.C. Montgomery

J.C. Montgomery provided surveys in January 2021 and again in April 2021 to parents, students, and staff. The surveys were provided electronically to staff and students. Surveys in English and Spanish for parents were mailed home and/or parents were personally contacted

Expanded Learning Opportunities Grant Plan for Kings County Office of Education

in an effort to solicit feedback. Reminders were sent via Blackboard and social media. Community input was solicited during a public hearing. Bargaining units met in-person to provide input and were also a part of the survey efforts. Kings County Office of Education district administration, the site principal, and the SELPA director collaborated virtually and in-person regarding the Expanded Learning Opportunities Grant Plan throughout April and May. The collaboration will continue on a monthly basis throughout the remainder of the 2020-2021 school year. The school site council held a hybrid meeting where attendees were able to provide input in person or via Zoom. English learner committee feedback was obtained during the school site council meeting. Stakeholder engagement was considered as we collaboratively reviewed the most recent state and local data and identified the root causes behind equitable access. The Local Indicator self-assessment was also completed and reviewed to identify possible areas of growth that could be supported through these actions. Regarding the seven priority areas, J.C. Montgomery students, staff, and parents felt most strongly about the following:

- 2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
- 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 to support learning acquisition
- 7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' socialemotional health needs and academic needs.
- 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.

(Note: Areas 3 and 7 although important, scored less than areas 2, 5, and 6.)

Kings County Special Education: Shelly Baird School

When the program was utilizing distance learning only, there was an ongoing process for teachers and instructional assistants to be in constant contact with parents to ask questions regarding food, technology (inquiring about both device and internet access), academic and social-emotional needs. These calls happened every two to three weeks to make sure changes were being monitored appropriately. Openended questions were devised to make sure each family need was addressed. Information gathered was documented in a Google Form. Families in need of food, diapers, or clothing items were offered information regarding community resources. Bilingual staff was able to garner information from families that speak languages other than English. For any families who required special considerations, the staff was able to ask questions orally and rephrase if needed. Parents were surveyed regarding their desire for their child to participate in in-person learning prior to beginning our cohort reopening and then full reopening due to our county color tier status. This initial survey was to determine what parents felt needed to be in place to ensure their child would be safe at school. Teachers and other instructional staff were also surveyed to determine what supports need to be in place to help them feel comfortable being back on campus with students present. While full distance learning continued, Instructional Assistants, Nurses, and other support staff met regularly to plan for distance learning needs. Both union (Certificated and Classified) groups, as well as other non-union staff, met regularly to discuss needs and solutions regarding how to address student and family concerns. An additional survey went out to all staff members of Shelly Baird asking about their experience with Distance Learning and program needs for re-opening. Surveys were sent out in January 2021 and again in April 2021 to parents, students, and teachers/staff. Stakeholder engagement was considered as we collaboratively reviewed the most recent state and local data and identified the root causes behind equitable access. The Local Indicator self-assessment was also completed and reviewed to identify possible areas of growth that could be supported through these actions.

Regarding the seven priority areas, Shelly Baird School students, staff, and parents felt most strongly about the following:

- 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: b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both. c. Educator training, for both certificated 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.
- 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' socialemotional health needs and academic needs.

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

Kings County Office of Education will identify and assess the needs of students through local measures:

Kings County Court School: J.C. Montgomery

Students at J.C. Montgomery have had in-person instruction the majority of the last school year and will remain open for in-person instruction for the 21-22 school year. Students will be identified by local diagnostic assessments in reading and math. The ability to track student progress is possible through benchmark assessments, classroom assignments and assessments, classroom observations, grades, and Edgenuity credit recovery logs. Each student will receive individualized support from their assigned teacher, the site transition specialist, and classified support staff.

Kings County Special Education: Shelly Baird School

Prior to reopening, all students were offered assessment in person at least three times per guarter to help monitor progress towards goals and grade-level standards. Teachers were creating lesson plans that were individualized to adhere to goals and minutes in a student's IEP. Due to the nature of the disability of our students, many students were not able to meaningfully engage in a virtual lesson, which is the reason the school moved toward in-person instruction so quickly. While students were still on distance learning, parent interviews and staff observations were used to evaluate the time value of student work. Teachers based interview questions for parents on individual student goals as well as standards-based instruction. The appropriate time value of student work completed by students who have emotional disabilities was measured by the work completed and submitted to the teacher or through the Google classroom. Synchronous learning time was determined based on the student's age and disability. Students with less severe disabilities had longer duration synchronous learning lessons; as well, the duration of lessons was lengthened as the age of the students increased. Identified students and families were notified of their qualification for services via mail and phone calls in the students/parents preferred language. Once the school was open for inperson instruction these same strategies were continued for those families who selected to have their child continue on distance learning.

Teachers provided instruction both to students in person and on distance learning sometimes through simultaneous means and others at separate times. All instruction has continued to be driven by the Individual goals of students based upon their IEPs.

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

Parents will be informed of the opportunities for supplemental instruction and support through numerous communications:

Kings County Court School: J.C. Montgomery

Students and parents will be contacted via mail and phone call in both English and Spanish. Plans and opportunities for input will be provided via School Site Council meetings and through site surveys. All information will be posted on the school website, in both English and Spanish.

Kings County Special Education: Shelly Baird School

Students and parents will be contacted via mail and phone call in both English and Spanish. Plans and opportunities for input will be provided via School Site Council meetings and at English Learners Advisory Committee meetings. All information will be posted on the school website, in both English and Spanish.

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

Kings County Office of Education plans to provide supplemental instruction and support to identified students in the seven strategy areas as follows:

Kings County Court School: J.C. Montgomery

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to - c) Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. - Tier I support for all students Kings County Office of Education Memorandum of Understanding (MOU) - Media Arts/Storytelling Extension (Stories with Style) 10 days (\$10,000): Additional 10 days of consulting services to lead students through social-emotional learning-based ELA/media art lessons that teach students positive self-expression, working collaboratively, self-awareness, and social awareness. Tier I support for all students Kings County Office of Education Memorandum of Understanding (MOU) - Integrated Science, Technology, Engineering, the Arts and Mathematics (STEAM) Unit Lesson Design and Demonstrations for 30 Days (\$30,000): 10 days of planning and 20 days of instruction to design and demonstrate project-based, Universal Design for Learning (UDL) aligned STEAM units designed around a culturally responsive framework created by Dr. Gholdy Muhammad (who is working with J.C. Montgomery staff this year). Tier I support 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. These actions would also support - 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.

Movement Be (\$3,475): Provides social-emotional learning/mental health support through narrative writing opportunities, which will also improve student writing abilities. Pricing includes an online platform, physical books, staff training, and a student assembly. Tier I support including all students.

Professional Development: Behaviorist (\$2,000): J.C. Montgomery staff training from SELPA/Baird personnel on working with emotionally disturbed students. Two 1/2 day training sessions plus one day of in-situation coaching/support. Staff training to include Kings County Office of Education consultants who will provide follow-up support to J.C. Montgomery staff. Tier I support including all students.

KCOE Memorandum of Understanding (MOU) - Social-Emotional Learning Lesson Series 15 days (\$15,000): To co-plan (5 days) and coteach (10 days) social-emotional learning series around self-regulation, self-awareness, relationship skills, and responsible decision making with J.C. Montgomery staff. Tier II and III support for students.

5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility. This action would also support - 6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

Additional Special Education Instructional Aide Support for J.C. Montgomery (\$18,000): To provide additional daily academic support to students one-on-one or in small groups. Tier II and III support for students.

#### Kings County Special Education: Shelly Baird School

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.

Extended instructional time (\$250,000): Extended summer learning opportunities provided to students with special needs identified as requiring additional support to maintain growth towards Individual Education Program goals; Summer 2020-2021 and 2021-2022. Tier I support including all special needs students.

Extended instructional time (\$25,000): Intersession instructional program provided to students with special needs identified as requiring additional supports to maintain growth towards Individual Education Program goals; Winter 2021. Tier I support including all special needs students.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to - b) Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both, c)Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students. This would also support 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.

Educator training (\$27,000): Registered Behavior Technician training program to develop staff skills to address learning gaps related to behavior caused by student disabilities. Tier I support including all special needs 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.

Registered Behavior Technician positions (\$120,000): Three (3) Registered Behavior Technicians (RBT) to work with our students with the most significant behavioral needs to address those behaviors which are barriers to learning. Tier I support including all special needs students.

Mental-Health Therapist position (\$25,000/year = \$50,000): One .2 FTE Mental-Health Therapist to address other barriers to learning, such as the provision of counseling or mental health services, access to other community-based assistance programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs. Student re-engagement will also be a priority of this position. Tier II and III support including all special needs students.

6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning. Additional time for Instructional Aide Support at Shelly Baird (\$40,275): To provide additional daily academic support to students one-on-one or in small groups. Tier I support including all special needs students.

All services delivered to students with disabilities will be delivered in accordance with an applicable individualized education program. All services will be provided through a program of engaging learning experiences in a positive school climate. These engaging learning experiences include but are not limited to Media Arts/Storytelling Extensions, Integrated Science, Technology, Engineering, the Arts and Mathematics (STEAM) Unit Lessons, as well as extended learning opportunities that will focus on student interests to support areas of need.

### **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.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$275,000	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$67,000	
Integrated student supports to address other barriers to learning	\$190,475	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$0	
		41

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$18,000	
Additional academic services for students	\$40,275	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$0	
Total Funds to implement the Strategies	\$590,750	

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

Elementary and Secondary School Emergency Relief Funds (ESSER) provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 are federal categorical funds. These funds will be used to supplement the activities outlined in the Expanded Learning Opportunities (ELO) Grant. Funds will be used for activities not covered by the Expanded Learning Opportunities Grant Plan, such as but not limited to 1) coordination of preparedness and response to the coronavirus, 2) providing principals and other school leaders with the resources necessary to address the needs of their individual schools or 3) any activity allowed under ESEA, IDEA, AEFLA, Perkins, or McKinney-Vento Title VIIB. These funds may also include additional services such as additional supports and interventions, contracted services to support students' social-emotional needs, professional development, or other activities. The determination of specific ESSER-funded actions will be based on needs that have been identified through the Local Control and Accountability Plan (LCAP) process of stakeholder discussions and evaluation of student academic data, while taking into account the social-emotional needs of families and staff 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 ELOGrants@cde.ca.gov.mailto: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, creditdeficient 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 certificated 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 certificated 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' socialemotional 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

#### BOARD DISCUSSION ITEM

DATE:	May 12, 2021
TOPIC:	Charter Oversight Reports
ISSUE:	Review of annual oversight letters prepared for the State Board of Education.
BACKGROUND:	The County Superintendent of Schools provides oversight for three all district-wide charter schools in Kings County. An annual report is prepared and submitted to the State Board.
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	Discussion item. No action required.

#### Todd Barlow - County Superintendent of Schools

TO: State Board of Education

FROM: Kings County Office of Education
Joy Santos, Assistant Superintendent

**DATE:** May 3, 2021

**RE: Information Memo for Pioneer Union Elementary School District** 

- Charter District CAASPP: Due to the COVID-19 pandemic and the subsequent cancelation of the 2020
  California Assessments of Student Performance and Progress (CAASPP), the most recent State assessments by
  which the Pioneer district can demonstrate comparability with similar districts is the 2019 administration of the
  CAASPP. The District has consistently ranked high in comparing students' performance in relation to other
  districts within Kings County.
- 2. Learning Continuity and Attendance Plan (LCP): The COVID-19 pandemic presented unprecedented challenges to local educational agencies throughout the state. The Pioneer Union Elementary School District took significant measures to mitigate the impacts of the COVID-19 pandemic on the education of the students. The District addressed the following areas and supported these actions through the Learning Continuity Plan published in September of 2020 Pioneer Union Elementary School District:
  - Continuity of learning
  - Ensuring access to devices and connectivity to support distance learning
  - Address learning loss
  - Provided social emotional supports
- 3. Charter District Annual Site Visit: The County Office of Education charter team visited Pioneer school sites on January 28, 2021.
- 4. Success of the Charter District: The Pioneer District Charter emphasizes the well-rounded education of our students. Through the Local Control Accountability Plan (LCAP) and consistent with its charter, the Pioneer Union Elementary Charter School District has identified and implemented actions to provide the highest quality education for its students. The relative high performance of the Pioneer district is evidence of the effectiveness of the district's charter. Offering and delivering an exceptional educational program allows students and subgroups to perform at high levels. Additionally, a fundamental premise at the inception of California Charter Act governing charter schools was the opportunity charter schools and districts offered parents when making educational decisions for their children. The Pioneer Charter affords the opportunity, not only to residents of the district but to families from outside the district's boundaries, to access the high quality program offered within Pioneer District and, thereby, fulfilling a principle tenet of the California charter law.
- 5. County Office Acknowledgement: The Kings County Office of Education has commendations for the educational programs offered at all three schools. All school sites have participated in MTSS professional development and have refined their practices to meet the social emotional needs of students. District and school staff are committed to professional learning, and have planned for training in trauma informed practices. The Associated Student Body (ASB) hosts activities to promote school connectedness. All school sites explored ways in which traditional activities could be held following safety protocols. As a charter, parental involvement is a high priority. This includes ongoing parental committees, parental education, and student events. Our team is fortunate to work and learn from the district's staff and students.

Respectfully submitted,

by Santos

Assistant Superintendent, Educational Services

Kings County Office of Education

559-589-7068

joy.santos@kingscoe.org

Todd Barlow - County Superintendent of Schools

TO: State Board of Education

FROM: Kings County Office of Education
Joy Santos, Assistant Superintendent

**DATE:** May 3, 2021

**RE: Information Memo for Island Union School District** 

- 1. Charter District Local Benchmarks: The 2020-2021 school site benchmark results for ELA and Math reflect that students scored above 70% meeting grade level standards. In the STAR Renaissance grade level equivalent, students improved by 1 year 3 months for the school total by the January assessments. The end of the first trimester results show the same percentage of students reading on grade level as both of the previous two years 52%. Thus, showing there has not been learning loss due to the COVID closure.
- 2. Learning Continuity and Attendance Plan (LCP): The unprecedented COVID-19 pandemic has affected the Island Union Elementary School District community, drastically altering the lives of students, families, and staff. The unexpected closure of schools in March 2020 impacted, and continues to impact the physical, emotional, social, educational and financial needs of students and families within the district, causing high levels of stress and trauma. The Island Union Elementary School district has worked to plan a variety of learning models including in-person instruction, a hybrid-model, and full remote learning. The 2020-21 Island Union board approved LCP may be found at: Island Union Elementary School District
- **3.** County Office Site Visit: The charter oversight team visited Island School District virtually on February 23, 2021.
- 4. County Summary of District's Data:
  - EL Development: EL students continue to improve per benchmark data.
  - <u>Chronic Absenteeism:</u> Our 2019-2020 CalPads data 14.1 show chronic absenteeism at 3%, which is an improvement from the previous year. The current rate of attendance is 97%.
  - <u>Suspension Rate:</u> Suspension rate per CalPads 7.16 county report for 2019-20 school year reflects 0%. The district currently has zero suspensions in 2020-2021 school year.
- 5. County Office Acknowledgement: The Kings County Office of Education has no concerns, and has commendations for Island School. Professional Development has targeted the needs of the teachers to improve distance learning instruction and have provided training on increasing the best use of our Professional Learning Community (PLC) to meet the needs of the students using data and then planning instruction accordingly. The Island Union Elementary School District continues to implement Multi-Tiered Systems of Support (MTSS). Modernization has begun with one building last spring, which is now two first grade classrooms. Currently, a second kindergarten classroom is being built. The district is preparing for a gym/cafeteria, and the replacement of six portables to new classrooms.

Respectfully submitted,

Joy Santos

Assistant Superintendent, Educational Services

Kings County Office of Education

559-589-7068

joy.santos@kingscoe.org

Todd Barlow - County Superintendent of Schools

TO: State Board of Education

**FROM:** Kings County Office of Education Joy Santos, Assistant Superintendent

**DATE:** May 3, 2021

RE: Information Memo for Kings River-Hardwick Elementary School District

- 1. Charter District CAASPP: Due to the COVID-19 pandemic, administration of the CAASPP was suspended for the spring of 2020. However, the district collected traditional local measures of student performance through March 13, 2020. Successes, upon review of the local indicators, include academic progress in ELA and Mathematics despite the challenges faced by students and staff during the third trimester of the school year, as well as the resiliency and support of our entire school community.
- 2. Learning Continuity and Attendance Plan (LCP): On March 13, 2020, Kings River-Hardwick made the decision to close all schools due to the COVID-19 pandemic after consulting with the Kings County Superintendent of Schools and the Kings County Department of Public Health and following the executive order of Governor Gavin Newsom. Initially, with three weeks until Spring Break, it was the district's goal to reopen the schools on April 14, 2020. The 2020-21 Kings River-Hardwick board approved LCP may be found at: Kings River-Hardwick Union Elementary School District
- **3.** County Office Site Visit: The charter oversight team visited Kings River-Hardwick virtually on March 4, 2021.
- 4. County Summary of District's Assessment: The district continues to utilize local benchmark assessments in the areas of English Language Arts and Mathematics. These assessments are developed, administered, and revised with input and support from grade level instructional teams, academic coaches, and district and site administrators working collaboratively. In addition to district benchmark assessments, KR-H continues to utilize the CAASPP Interim Assessments. Students standard assessment grades received on standards-based report cards also provide valuable information on the number of students who are exhibiting standards mastery at each grade level, each trimester. These standard grades of progress, in addition to benchmark and CAASPP Interim Assessments, continue to reflect progress and increased student achievement in addition to providing insight into areas where additional focus on improvement is needed.
- 5. County Office Acknowledgement: The Kings County Office of Education has no concerns, and has commendations for Kings River-Hardwick School. KR-H plans to continue offering professional development with a focus on Improvement Science, to enable the instructional staff to stay on the cutting-edge of research based instructional pedagogy and strategies and enhance their skills as expert instructors and instructional leaders. Kings River offers ongoing opportunities to keep students engaged and motivated to come to school each, and every day. Our team is fortunate to work and learn from the district's staff and students.

Respectfully submitted,

Joy Santos

Assistant Superintendent, Educational Services

Kings County Office of Education

559-589-7068

joy.santos@kingscoe.org

#### DISCUSSION ITEM

May 12, 2021

DATE:

TOPIC:	Quarterly Williams Complaint Report Summary
ISSUE:	Review of quarterly Williams Uniform Complaint report summary for Quarter 3: January 1, 2021 – March 31, 2021.
BACKGROUND:	The County Superintendent of schools, or designee, shall report summarized data on the nature and resolution of all complaints for office operated classes and programs on a quarterly basis to the County Board of Education. The report shall include the number of complaints by general subject area and the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting (Educational Code 35186).  A Williams Complaint is a type of Uniform Complaint (UCP), regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or miss-assignment and may be filed anonymously. County Offices and School Districts are required to have policies that describe the complaint process.
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	Discussion item. No action is necessary

# **Quarterly Report on Williams Uniform Complaints** [Education Code § 35186(d)]

County Office:					
Person completing this form:Title:					
Quarterly Repo	ort Submissi	on Month/Quarter:		October January April July	
Quarterly Repo	ort Submissi	on Year: <u>2020-2021</u>			
Date for inform	nation to be	reported publicly at governi	ing board me	eting: <u>5/1</u>	2/21
Please check th	e box that a	pplies:			
X	No compla above.	aints were filed with any sch	ool in the dis	trict during t	he quarter indicated
Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.					
General Sub	ject Area	Total # of Complaints	# Res	olved	# Unresolved
Textbook Instructional					
Teacher Vac Misassign					
Facilities Co	onditions				
TOTA	LS				
Print Name of County Superintendent					
Signature of C	ounty Super	rintendent		Date	
Please submit to: Genevieve Almanzar Kings County Office of Education Williams Compliance (559) 589-7035					

genevieve.almanzar@kingscoe.org

#### DISCUSSION ITEM

DATE:	May 12, 2021
TOPIC:	WILLIAMS COMPLIANCE MONITORING REPORT 2020-2021 – UPDATE
ISSUE:	County Superintendent is required to provide the Board of Education an annual report on the Williams review of decile 1-3 schools.
BACKGROUND:	Annual Williams Report letter summarizes the legislative requirements of the County Office and the summary of findings.
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	Discussion item. No action is necessary

May 12, 2021

To: Kings County Board of Education

From: Joy Santos, Assistant Superintendent, Educational Services

Re: 2020-2021 Final Williams Compliance Monitoring Report - Update

Dear Board Members:

#### **Background:**

California Education Code section 1240 requires that the County Office visit schools identified in our county and report the results of the visits to the County Board of Supervisors and the County Board of Education. This report provides a summary of our review process and a summary of findings. Individual district reports can be found at <a href="https://www.kingscoe.org/Page/513">https://www.kingscoe.org/Page/513</a>.

As you may remember, due to the COVID-19 Pandemic, Senate Bill No. 820 has made certain provisions in Section 1241. These provisions have been waived or modified during the 2020–21 school year: 1) All schools have been extended the opportunity to use a combination of visits and written teacher surveys to determine the sufficiency of textbooks and instructional materials. 2) For purposes of the annual report, a county superintendent of schools may rely on information obtained only through means other than a physical visit to the school site, including school administrator or teacher surveys. 3) The requirement to annually conduct a visit to schools for any school that does not offer in-person instruction from March 2020 to June 2021. This waiver applies only for the time during which the school does not provide in-person instruction. 4) The requirement that 25% of the visits be unannounced. An unannounced visit may be taken in compliance with any orders or guidance issued by any local or state public health official.

At this time, as all Williams identified school districts have not returned to campus for 100% in-person learning, we will be postponing our physical site visits for the remainder of the 2020-2021 school year. Instead, we are relying on the initial written teacher surveys to determine the sufficiency of textbooks and instructional materials. Additionally, regarding safe school facilities, we are relying on the district provided Facilities Inspection Reports. As such, per previously collected information, we have found all schools met requirements. There are no vacancies, misassignments, or instructional material deficiencies. All facilities were found to be in good or exemplary conditions. Uniform Complaint Procedures (UCP) procedures are in place and information aligns with the posted School Accountability Report Card (SARC) for all schools.

Sincerely,

Joy Santos

Assistant Superintendent, Educational Services

Kings County Office of Education

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