

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

A Regular Meeting of the Governing Board of Maxwell Unified School District will be held on September 9, 2020 in the Library at Maxwell High School in Maxwell, CA at 5:00 p.m. at the above address.

Welcome to the meeting of the Board of Trustees of Maxwell Unified School District. Citizen participation in the form of oral or written communications is encouraged. Persons wishing to participate are requested to, but are not required to, sign up on the public information sheet available at the back of the meeting room. A file of the documents and backup information concerning the agenda items is also available to the public in the rear of the meeting room. The exhibit agenda binder file is not to be removed from the meeting room.

The public may comment on any item listed on the agenda prior to or during consideration of that item by the Board of Trustees. The Board welcomes a written synopsis of individual presentations.

All Board of Education meetings are digitally recorded and kept on file for 30 days after Board approval of the meeting minutes. The public is welcome to come into the District Office to listen to these tapes. Please call to make arrangements.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Kristie Pearson, Executive Secretary at the Maxwell Unified School District Office at least three working days prior to any public meeting.

General Agenda Information

(Exhibits) Items so marked have supporting documents which have been distributed to the Board of Trustees. A public exhibit copy is available at the District Office and a copy will also be available for review at the back of the Board meeting room on the exhibit table.

(HO) Items so marked will have supporting documents handed out at the time the agenda item is addressed.

Unmarked items have no supporting documents.

NOTE: This meeting is being agendized to allow staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020.

Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically to all members of the public and staff in effort to observe social distancing recommendations. Members of the public are encouraged to participate in the teleconference. You can listen to the meeting by dialing the teleconference number below:

Phone: 1.669.900.6833

Meeting ID: 920 2786 4891#

Passcode: 653231

Please mute your phone when you are not speaking.

AGENDA

- 1. CALL TO ORDER _____ p.m.**
ROLL CALL
Board Present:
Board Absent:
- 2. PLEDGE OF ALLEGIANCE**
- 3. APPROVAL OF AGENDA (Action Item)**

4. PUBLIC DISCUSSION

The Public Discussion item on the agenda allows for input to the Board on issues that are not on the published agenda.

The Governing Board wishes to obtain complete information on all matters which are of proper concern to the Board. Generally, persons wishing to address the Board are requested to sign up on the public information sheet available at the back of the meeting room prior to this item appearing on the agenda. Signing up, however, is not required. Time allotted to speakers may be limited. Speakers are requested to state their name and address for the Board’s information. Board members may question speakers. Except under statutorily defined circumstances, action will not be taken regarding public commentary until referred to the appropriate administrative level.

5. REPORTS

A. School Reports

Maxwell Unified School District

- 1) Business Manager
- 2) Elementary/Middle School Principal
- 3) Superintendent/Principal
- 4) Maintenance/Facilities/Transportation

B. Other Reports

- 1) Governing Board
- 2) Solar Project
- 3) Bus Barn
- 4) CTE Course Report

6. CONSENT AGENDA (Action Item)

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request that specific items be discussed and/or removed from the Consent Agenda.

- A. Accounts Payable for the Month of August-** *(Accounts payable batches are available in the District office for anyone who wishes to review any or all warrants listed on the payable batches. Please call prior to coming in to review warrants.)*
- B. Interdistrict Transfer(s) Outgoing (12)**
- C. Interdistrict Transfer(s) Incoming (11)**
- D. Minutes:** [MUSD Regular Board Meeting August 12, 2020](#); [MUSD Special Board Meeting August 26, 2020](#)

7. PUBLIC HEARING ITEM(S)

OPEN PUBLIC HEARING

Open Time: _____

A. [Learning Continuity and Attendance Plan](#)

CLOSE PUBLIC HEARING

Close Time: _____

OPEN PUBLIC HEARING

Open Time: _____

B. [Resolution #20-21-03 Adoption of Gann Limit](#)

CLOSE PUBLIC HEARING

Close Time: _____

OPEN PUBLIC HEARING

Open Time: _____

C. [Resolution #20-21-04 Resolution Regarding Sufficiency or Insufficiency of Instructional Materials](#)

CLOSE PUBLIC HEARING

Close Time: _____

8. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS

A. 2020-2021 Fall Sport Season Update (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

B. Back to School Update- Discussion Item (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

C. Edunet Internet Update- Discussion Item (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

D. Learning Continuity and Attendance Plan (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

E. Footsteps to Brilliance (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

F. Memorandum Of Understanding Between Colusa County Office of Education (CCOE) and Maxwell Unified School District (MUSD) for Services of the Education Program at S. William Abel Academy (SWAA) (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

G. Declaration of Need (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

H. Unaudited Actuals (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

I. Resolution #20-21-03 Adoption of Gann Limit (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

J. Resolution #20-21-04 Resolution Regarding Sufficiency or Insufficiency of Instructional Materials (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

K. Memorandum of Understanding Maxwell Unified School District and California School Employees Association Chapter #560 (Exhibit)

- a. Public Discussion – 10 minutes
- b. Board Deliberation and Action

9. ITEMS FOR NEXT BOARD OF TRUSTEE MEETING

- **Williams Uniform Complaint Procedure Quarterly Report July 2020- September 2020**
- **Coaching Duties Completion Certification**

10. **BOARD OF TRUSTEES REQUEST FOR INFORMATION**

11. **OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS WITHIN THE CLOSED SESSION PORTION OF THE AGENDA**

12. **CONVENE TO CLOSED SESSION** Start Time _____p.m.

A. Negotiations- California School Employee Association Gov't Code 54957

B. Public Employment Gov't Code 54957

Certification	Position	Status
Classified	Paraeducator	Resignation
Classified	ASES Paraeducator	Resignation
Classified	Establish Custodial Position	Vacant

13. **RECONVENE TO OPEN SESSION** End Time _____p.m.

14. **ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION AND OF THE ROLL CALL ON THE ACTIONS**

15. **ADJOURNMENT**

Checks Dated 08/01/2020 through 08/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00415033	08/07/2020	Accrediting Commissions Schools	01-5300	WASC Mid Cycle visit		1,450.00
00415034	08/07/2020	American Floor Mats	01-4300	touch free hand sanitizer		1,508.90
00415035	08/07/2020	Battery Systems Inc	01-4300	batteries for fire alarm		98.14
00415036	08/07/2020	California's Valued Trust	01-9514	Cert Ins Aug		26,495.72
00415037	08/07/2020	Close & Son Inc	01-4300	maintenance supplies		74.83
00415038	08/07/2020	DE Lage Landen	01-5600	copier lease		587.81
00415039	08/07/2020	Employment Development Dept	01-9515	Ui school employment fund		1,661.55
00415040	08/07/2020	Follett School Solutions	01-4200	library books		10,144.23
00415041	08/07/2020	Gold Star Foods	13-5800	storage Commod		34.20
00415042	08/07/2020	Grow West	01-4300	sprinklers		57.25
00415043	08/07/2020	Incident IQ	01-4300	asset tracking service		4,438.75
00415044	08/07/2020	Mitel Net Solutions	01-5900	long distance		138.11
00415045	08/07/2020	Office Depot	01-4300	name plates	81.48	
				stamps	73.89	
				supplies	188.25	343.62
00415046	08/07/2020	Rosen Publishing	01-4200	mission books B/O		50.33
00415047	08/07/2020	School Specialty	01-4300	certificates		5.78
00415048	08/07/2020	Top Tier Datacom	01-4300	wiring for sign		343.35
00415049	08/07/2020	Walmart Community	01-4300	summer reading supplies		251.69
00415050	08/07/2020	Willows Ace Hardware	01-4300	supplies		543.77
00415166	08/14/2020	Access Information Protected	01-5800	shredder		36.75
00415167	08/14/2020	DE Lage Landen	01-5600	copier lease		277.75
00415168	08/14/2020	Edgenuity	01-4300	Annual Edgenuity License	18,990.00	
			01-5200	Annual Edgenuity License	1,000.00	19,990.00
00415169	08/14/2020	Jessica Evans	01-4300	school supplies		247.24
00415170	08/14/2020	Johnson Controls Fire Protect	01-5800	Fire Ext Inspection and product	610.25	
				Fire Ext Inspection product	234.88	845.13
00415171	08/14/2020	Kami	01-4300	KAMI District llcense		2,226.00
00415172	08/14/2020	Maximum Pest Control	01-5800	pest control		510.00
00415173	08/14/2020	Maxwell Public Utility Dist	01-5510	water and sewer		1,074.00
00415174	08/14/2020	MJB Welding	01-5600	welding cylinder gas		66.50
00415175	08/14/2020	Nearpod, Inc	01-4300	Nearpod District License		4,000.00
00415176	08/14/2020	Rochelle Laird	01-5800	Bus Driver Documention 19-20		100.00
00415177	08/14/2020	Small School Districts Assn.	01-5200	Negotiation Training		500.00
00415178	08/14/2020	Teacher Synergy LLC	01-4300	Interactive writin 4th and 5th		140.00
00415422	08/28/2020	CDW Government Inc	01-4300	Document Cameras	4,504.50	
				GoGuardian Renewal	5,685.00	

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

ESCAPE ONLINE

Checks Dated 08/01/2020 through 08/31/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00415422	08/28/2020	CDW Government Inc	01-4300	Monitors	3,256.62	
			01-4400	21 laptops	18,235.61	31,681.73
00415423	08/28/2020	CPM Educational Program	01-4100	Textbook/ eBook Subscription		2,872.75
00415424	08/28/2020	Danielle Wilson	01-4400	board room fridge		143.72
00415425	08/28/2020	Department of Motor Vehicles	01-5800	Taxes for Transfer of Bus		2,393.00
00415426	08/28/2020	Flinn Scientific Inc	01-4300	Science Supplies		844.73
00415427	08/28/2020	Hometown Sports & Music	01-4300	Music		649.11
00415428	08/28/2020	L&H Airco	01-5800	EMHS Support Agreement		3,300.00
00415429	08/28/2020	Lane Chiropractic	01-5822	DOT Bus Drivers Physical		170.00
00415430	08/28/2020	Les Schwab Tire Center	01-4300	Vehicle Battery and Installation		153.97
00415431	08/28/2020	Office Depot	01-4300	Copy Paper	3,431.14	
				Copy Paper for Reports	54.21	
				Office Supplies	295.70	
				Science Supplies	59.76	
				time clock/calendar/name plate	31.09	
			13-4300	time clock/calendar/name plate	160.85	4,032.75
00415432	08/28/2020	Rochelle Laird	01-5800	Miller/Womble Bus Driver Class		150.00
00415433	08/28/2020	Screencast-O-Matic	01-4300	Screen recordings software		390.00
00415434	08/28/2020	TCSIG	01-9514	aug ins	18,319.00	
				july ins	14,235.00	
				TCSIG health ins	25,104.00	57,658.00
00415435	08/28/2020	Victoria Wilson	01-4300	Art Kits		193.50
Total Number of Checks					45	182,874.66

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund/county Sch.srv.fc	44	182,679.61
13	Cafeteria Fund	2	195.05
Total Number of Checks		45	182,874.66
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			182,874.66

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

ESCAPE ONLINE

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

Regular Meeting
August 12, 2020

The Board of Trustee's meeting was accessible via phone and/or video.
To join the meeting dial 1-470-215-1764 and enter PIN 145 748 011# (be sure to include the # in the PIN)
Please remember: to mute or unmute your phone, press *6
Text first and last name to: 530-212-0697 for public comment

MINUTES

1. **CALL TO ORDER 6:00 p.m.**
ROLL CALL
Board Present: (5) Diana Kemp-Azevedo, Cristy Edwards, Kelly Haywood, Jason Bowen, and Tom Charter
Board Absent: (0)
2. **PLEDGE OF ALLEGIANCE**
The Pledge of Allegiance was led by Cristy Edwards.
3. **APPROVAL OF AGENDA (Action Item)**
A motion was made to approve the agenda by Kelly Haywood and seconded by Cristy Edwards; motion carries.
4. **PUBLIC DISCUSSION**
None
5. **REPORTS**
 - A. **School Reports**
Maxwell Unified School District
 - 1) ASB Representative- None
 - 2) Business Manager- Danielle Wilson deferred until later in the meeting.
 - 3) Elementary/Middle School Principal- Staci deWit reported that a middle school teacher resigned, resulting in staff assignment changes. Mrs. Cinquini will be reassigned to the middle school, she will teach Science 7, Literature 7, and History 8. Mrs. Neuerburg will teach fifth grade. Mrs. Boggs and Mrs. Townzen will split the third-grade class. Letters went home to third grade parents today notifying students of which teacher they were assigned.
 - 4) Superintendent/Principal- Summer Shadley thanked the staff for their hard work in transitioning to distance learning. The high school is working on enrollment, Mrs. Lausten is meeting with students to finalize their schedules. Mrs. Shadley gave an update on DSA projects.
 - 5) Maintenance/Facilities/Transportation- Jeff Hoskins reported that maintenance has installed 12 automated hand sanitizers in common areas and automated paper towel dispensers have been installed in all staff restrooms. Seventy automated hand sanitizers are currently on backorder. The tree at the back entrance of the high school has been removed. The transportation department has serviced and washed all district vehicles.
 - B. **Other Reports**
 - 1) Governing Board- None

- 2) Solar Project- Jeff Hoskins gave an update on the solar project.
- 3) Bus Barn- Summer Shadley gave an update on the bus barn project.

6. CONSENT AGENDA (Action Item)

All matters listed under the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request that specific items be discussed and/or removed from the Consent Agenda.

- A. Accounts Payable for the Month of July-** *(Accounts payable batches are available in the District office for anyone who wishes to review any or all warrants listed on the payable batches. Please call prior to coming in to review warrants.)*
- B. Interdistrict Transfer(s) Outgoing (10)**
- C. Interdistrict Transfer(s) Incoming (25)**
- D. Minutes:** MUSD Regular Board Meeting July 8, 2020, MUSD Special Board Meeting July 21, 2020, and MUSD Special Board Meeting July 29, 2020
A motion was made to approve the consent agenda by Jason Bowen and was seconded by Kelly Haywood; motion carries.

7. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS

- A. Back to School Update- Discussion Item**
Summer Shadley led discussion on Back to School.
- B. Edunet Internet Update- Discussion Item**
Summer Shadley gave an update on Edunet Internet.
- C. COVID 19 Site Specific Plans- Informational Item**
Summer Shadley reviewed the COVID 19 Site Specific Plans. The plans are available on the district website.
- D. 45 Day Budget Revise**
A motion was made to approve the budget revision by Kelly Haywood and was seconded by Jason Bowen; motion carries.
- E. 2020-2021 MUSD Meal Rate Increase**
A motion was made to approve the 2020-2021 MUSD meal rate increase by Kelly Haywood and was seconded by Tom Charter; motion carries.
- F. Attendance Supervisor**
A motion was made to approve the Attendance Supervisor by Tom Charter and was seconded by Kelly Haywood; motion carries.
- G. BP3311 Business and Noninstructional Operations**
A motion was made to approve BP3311 Business and Noninstructional Operations by Tom Charter and was seconded by Kelly Haywood; motion carries.
- H. AR3311 Business and Noninstructional Operations**
A motion was made to approve AR3311 Business and Noninstructional Operations by Tom Charter and was seconded by Cristy Edwards; motion carries.

I. Resolution #20-21-02 Resolution Authorizing Election Under Public Contract Code Section 22030 to Become Subject to the California Uniform Public Construction Cost Accounting Procedures
 A motion was made to approve Resolution #20-21-02 Resolution Authorizing Election Under Public Contract Code Section 22030 to Become Subject to the California Uniform Public Construction Cost Accounting Procedures by Tom Charter and was seconded by Cristy Edwards; motion carries.

8. **ITEMS FOR NEXT BOARD OF TRUSTEE MEETING**

- **EduNet**
- **Unaudited Actuals**
- **Gann Limit**
- **Sufficiency of Textbooks**

9. **BOARD OF TRUSTEES REQUEST FOR INFORMATION**

None

10. **OPPORTUNITY FOR THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS WITHIN THE CLOSED SESSION PORTION OF THE AGENDA**

None

11. **CONVENE TO CLOSED SESSION**

Start Time: 5:36 p.m.

- A. Anticipated Litigation Gov't Code 54957.9
- B. Public Employment Gov't Code 54957

Certification	Position	Status
Coach	Football Coach	Resignation
Classified	Technology Coordinator	Resignation
Coach	Football Coach	Hiring
Classified	Technology Coordinator	Hiring
Certificated	Middle School Teacher	Resignation

12. **RECONVENE TO OPEN SESSION**

End Time: 5:58 p.m.

13. **ANNOUNCEMENT OF ACTIONS TAKEN IN CLOSED SESSION AND OF THE ROLL CALL ON THE ACTIONS**

- A. No Action
- B. The Board of Trustees approved Public Employment

Certification	Position	Status
Coach	Football Coach	Resignation
Classified	Technology Coordinator	Resignation
Coach	Football Coach	Hiring
Classified	Technology Coordinator	Hiring
Certificated	Middle School Teacher	Resignation

14. **ADJOURNMENT**

The meeting was adjourned at 5:58 p.m.

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street, P.O. Box 788
Maxwell, CA 95955
(530) 438-2291

Special Board Meeting
August 26, 2020

NOTE: This meeting is being agendized to allow staff and the public to participate in the meeting via teleconference, pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020. Executive Order N-29-20 authorizes local legislative bodies to hold public meetings via teleconference and to make public meetings accessible telephonically to all members of the public and staff in effort to observe social distancing recommendations. Members of the public are encouraged to participate in the teleconference. You can listen to the meeting by dialing the teleconference number below:

Phone: 1.669.900.6833

Meeting ID: 956 2368 3515#

Please mute your phone when you are not speaking.

MINUTES

- 1. CALL TO ORDER 5:00 p.m.**
ROLL CALL
Board Present: (5) Diana Kemp-Azevedo, Cristy Edwards, Kelly Haywood, Tom Charter and Jason Bowen
Board Absent: (0)
- 2. PLEDGE OF ALLEGIANCE**
The Pledge of Allegiance was led by Kelly Haywood
- 3. APPROVAL OF AGENDA (Action Item)**
A motion was made to approve the agenda by Kelly Haywood and was seconded by Jason Bowen; motion carries.
- 4. PUBLIC DISCUSSION**
None
- 5. PRESENTATION/DISCUSSION AND/OR ACTION ITEMS**
 - A. School Reopening to in Person Update/Waiver Process (Exhibit)**
Mrs. Shadley led discussion on school reopening to in person and the waiver process.
 - B. Consolidated Application for Funding (Exhibit)**
A motion was made to approve the Consolidated Application for Funding by Kelly Haywood and was seconded by Cristy Edwards; motion carries.
 - C. Architect Agreement with Gary Underhill for New Transportation Building (Exhibit)**
A motion was made to approve the Architect Agreement with Gary Underhill for New Transportation Building by Kelly Haywood and was seconded by Tom Charter; motion carries.
- 6. ITEMS FOR NEXT BOARD OF TRUSTEE MEETING**
Edunet Installation Proposals
Swimming Pool
- 7. ADJOURNMENT**
The meeting was adjourned at 5:36 p.m.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maxwell Unified School District	Summer Shadley, Superintendent	summershadley@maxwell.k12.ca.us

General Information

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

The COVID-19 pandemic has affected the entire Maxwell Unified School District (MUSD) community and drastically altered the lives of our students, families, and staff in unimaginable ways. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. Since March, families have had to make arrangements for their students to participate in virtual learning. This has put an enormous level of strain on our families as they balance working, and providing for their family, with the educational needs of their children. Virtual learning has been very challenging due to the rural location of our District and remote areas that our students live in and lack of internet access available for students in these remote areas. Students living in the town of Maxwell also experience roadblocks in regards to internet due to the poor service they receive from Frontier. The quality and speed of internet in our District has access to is far inferior to the quality of internet found in more populated areas, or areas where large corporations benefit from. Unfortunately, our rural community lacks the internet infrastructure needed to provide virtual learning to all students. In addition, the closure of schools has impacted many students and families by challenging their ability to access basic services. We are a rural community and many of our students rely on the school to provide basic needs and targeted support services that are typically provided in-person. These services include supports for English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. In addition, the loss of learning that has taken place since March far exceeds anything we have ever experienced in education and will negatively impact our students and community for years to come. In addition the decrease in required instructional minutes has negatively impacted curriculum pacing as teachers have to pull essential standards out of the curriculum to ensure students are learning most important standards within their grade levels as it's impossible to cover all standards with the reduction in instructional minutes. Furthermore, traditional methods of instruction, and assessments of student learning have also been disrupted and have posed challenges for administrators, staff and students. In developing the Learning Continuity and Attendance Plan, MUSD has acknowledged the pandemic's disproportionate impacts on all students and families as well as the students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students who are economically disadvantaged.

Stakeholder Engagement

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

MUSD has solicited stakeholder feedback through a number of surveys that have been provided to parents and staff since the pandemic hit our rural communities. The first survey was sent out to parents on June 14. The survey was completed by 37% of the families at MUSD. This survey asked parents specific questions about the success of distance learning in the spring and what strategies could be implemented in the future to make the experience more positive for students and parents. 60% of the parents requested more live instruction, 62% requested an adopted weekly schedule for students to follow, 60% requested more guidance on critical assignments, 53% requested more feedback on assignments, 60% requested a summary of standards/topics that students need to have mastered, 38% requested tips to help their student be successful during distance learning. We also surveyed parents to determine who had reliable internet service. 21% of those who responded reported having no internet or a connection that isn't reliable enough to support distance learning. On June 4, a survey was sent to staff regarding the need for professional development if we were to resume distance learning in the fall. 61% of the responses indicated they wanted additional professional development. Respondents requested professional development in the following areas: Google Classroom, Zoom, curriculum, video producing and editing, access to e-books, student engagement, use of technology, best practices, student accountability, special education, etc. Additional surveys were sent out on July 15th to staff and parents requesting input on returning to face-to-face instruction. We also sent out a survey to all teachers regarding the technology needs of each teacher. In this survey 68% reported their laptop is older than 5 years and 50% reported the laptop as having issues and not working properly. 86% requested a tablet to help facilitate their online teaching, 45% reported the need for speakers, 20% reported that they need a new document camera or they don't have one at all. Letters were also mailed to each as well as emailed to the email address on file. The letter encouraged those with questions, comments, or concerns about Distance Learning to contact the superintendent by phone or email provided.

The DELAC committee met on September 8, 2020 for stakeholder engagement. September 10, 2020 the Parent Advisory Committee (PAC) met for an opportunity to provide stakeholder engagement. The plan was also posted on the District website on September 4, 2020 and a public hearing was held on September 9, 2020 at our regularly scheduled board meeting. The plan is scheduled to be adopted at a special board meeting on September 17, 2020. The superintendent will respond in writing to all comments received.

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

Maxwell Unified stakeholders are provided information regarding public meetings and public hearings through our District website and social media. Parents are also notified through our school messaging system. Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were offered in a digital format through Zoom. Board meeting and access information are provided to the public on the <https://maxwell-ca.schoolloop.com/> website and at the Maxwell Post Office. Both options allow for participation in public hearings.

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

Data review of the survey demonstrated a need for live instruction to be offered, an adoption of a weekly schedule that was consistent, guidance from teachers on essential assignments and standards that are essential and need to be mastered as part of a building block for future learning, parents requested feedback on assignments, and tips for helping students be successful during distance learning. Parents and staff requested we look at strategies to increase our meal participation rate as many of our students were not utilizing the program. Teachers requested additional staff development and access to technology to support their teaching.

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

The entire Learning Continuity and Attendance Plan was influenced by the stakeholders in our school community. Feedback from the stakeholders helped shape learning continuity and access to education for students. We created a schedule for each site in the district that includes live instruction daily for each class in TK-5 and live instruction for each class every other day in grades 7-12. Teachers are also available daily from 1:00-3:30 to help students. We also enhanced our meal program after receiving feedback from staff and parents about the availability of meals. We are now serving meals at 3 different locations 2 days a week and are delivering to students on both of our bus routes. We also amped up our technology access and provided Chromebooks to every student prior to the start of Chromebook. We also provided hotspots to all students that fell within the T-Mobile boundary. We have also worked closely with AT&T to provide internet to students in the Stonyford area. For teachers we included staff development that was relevant to Distance Learning and we also analyzed technology for staff and we provided necessary technology to effectively provide Distance Learning for our students. Staff and parents have expressed concerns for the social and emotional well being of students so we have made arrangements for paraeducators to meet with homeless youth, foster youth, and youth who are at risk. We have also worked closely with our School Resource Officer (SRO) to do welfare checks on students who are not participating in Distance Learning.

Continuity of Learning

In-Person Instructional Offerings

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

MUSD has applied for a waiver that would allow our TK-6 grade students to attend in-person. As soon as the waiver is approved and processes are set-up we will begin in-person instruction. In addition we are offering the high school library as a location for students to attend in order to access the internet. Teachers are also available from 1-3 PM to support students in-person as needed. Teachers in TK-12 will also offer intervention to students who are at risk of learning loss. These in-person opportunities will be offered in 7-12 grade in cohorts of 14 until our schools are able to open in-person instruction. It is the goal of the District to get students back in the classroom for in-person instruction as soon as we are allowed. In the meantime, we will take advantage of every opportunity to get students in the classroom for live instruction.

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

Description	Total Funds	Contributing
Purchase barriers for staff for social distancing	\$1061.71	N
Purchase barriers for students in large classes to promote social distancing	\$2500	Y
Purchase touchless hand sanitizer dispenser, paper towel dispensers, and sanitizer	\$2500	Y
Purchase of floor cleaning machines	\$7817.35	Y

Distance Learning Program

Continuity of Instruction

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

It is the goal of MUSD to create learning continuity for all students regardless of how the instruction is being delivered. MUSD is utilizing the adopted curriculum for all students and is supplementing through platforms that offer engaging lesson outlines. In TK and K the students are participating in synchronous learning for 120 minutes a day and asynchronous for 60 minutes daily. Grades 1-3 are receiving 165 minutes of synchronous learning and 65 minutes of asynchronous daily. Students in grades 4-8 are receiving 210 minutes of synchronous and 30 minutes of asynchronous. Students in grades 9-12 are receiving 225 minutes of synchronous learning and 15 minutes of asynchronous on Monday, Wednesday and Friday and 210 minutes of synchronous and 30 minutes of asynchronous on Tuesday and Thursday. MUSD utilizes Google Classroom and Zoom to provide continuity of instruction for all students.

We have students with unique circumstances due to the remote locations that our students live in. For some students, internet access suitable for online learning is not an option at their homes because it simply isn’t offered by any company. For these students and in a handful of other special circumstances, classroom teachers are creating learning packets for students. These packets are returned and collected on a weekly basis. These students are also receiving daily contact from the classroom teacher to ensure access and understanding of curriculum.

Access to Devices and Connectivity

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

MUSD has made access to devices and technology a top priority. Prior to the start of school we deployed 150 hotspots giving internet access 80% of our families. We have also ordered an additional 30 hotspots with a different carrier that will reach our most remote students. In addition, MUSD is working collaboratively with Colusa County Office of Education (CCOE) to complete the EduNet project in Maxwell.

CCOE has partnered with T-Mobile to leverage underutilized LTE spectrum in our county to deploy the EduNet. We have also partnered with Maxwell Public Utility to place our LTE radios and antennas on the water tower to broadcast our LTE signal throughout the community. This will allow CCOE to extend their network to the homes of the students safely and securely. Students near our signal will receive it on their district provided LTE Router and convert it to Wi-Fi to work with their county or district provided device.

Upon completion of this project, students living within a 7-mile radius of the District will have access to free internet. Some of the families in our county cannot afford the price to have internet at home. The EduNet would help provide these students safe and secure CIPA compliant internet access. The cost of the EduNet is substantially less than the cost of “out of the box” vendor solutions with greater coverage.

This is a huge financial commitment and will cost the District approximately \$125,000. This is expensive however the District is projected to pay approximately \$40,000 a year in hotspot contracts. So in 3 years we will be able to offer internet to all students free with the District owned equipment.

In addition to providing internet access to all students, we also reached the 1:1 ratio with Chromebooks in the District. We have offered a Chromebook to every student so they can access their instruction and curriculum.

Pupil Participation and Progress

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

Teachers are taking attendance in Aeries on a daily and period basis. When students are absent from class the office is calling to verify the absence. All students are receiving daily synchronous learning as discussed in the Continuity of Learning section. Teachers are keeping logs of the students who participated in their Zoom meetings, these Zoom meetings are considered asynchronous learning. In addition, we have a myriad of reports in Google Classroom that allow us to see student participation and engagement. These reports are run on a weekly basis for records. In addition, teachers are filling out the attendance log put out by CDE for students in each of their classes. These attendance logs are signed and turned in on Friday.

Distance Learning Professional Development

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

Prior to the start of school, teachers were offered 2 days of staff development focused on the Distance Learning platforms. Every teacher in the District attended the training. Teachers received professional development in the following areas: Google Classroom, Kami, Screencast-o-matic, Zoom, Nearpod, Seesaw, and School Messenger. In addition, the Superintendent is sending a weekly message focused on instructional strategies that teachers can utilize in their classrooms. The technology director has also been available to troubleshoot technology issues as they arise.

Staff Roles and Responsibilities

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

COVID-19 has forced all staff to shift away from their typical job duties prior to the pandemic. Teachers were forced to make immediate and drastic changes to the way they deliver instruction. In the spring they did this on limited resources and professional development. Administration has also had to prioritize tasks within the District and focus on how to get our students safely back on campus. We also had to completely build a Distance Learning platform from the ground up with very little preparation time. Attendance accounting is now a major role that will have to be taken on by teachers and administrators due to what the state is requiring and what will be auditable.

Supports for Pupils with Unique Needs

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

MUSD recognizes that these students are the most vulnerable during this pandemic. Teachers are available everyday from 1-3 for intervention and support for every student. Our ASES program is working directly with our homeless and foster youth to create a safe place and environment for students every day. Students have the option of coming in person or participating through Zoom. We have also opened up our high school as a learning hub for students needing a quiet-safe place to access their distance learning. In addition, most teachers are teaching on campus and are available for students requesting additional support. We have also revamped our meal distribution program to ensure we are providing food security during this time. We have also partnered with our SRO to act as a bridge between our foster youth as well as students with exceptional needs that need additional supports.

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

Description	Total Funds	Contributing
Hotspot acquisition T-Mobile and AT&T (will be prorated when EduNet is up and running)	\$ 36,000	Y
EduNet infrastructure purchase	\$125,000	Y
Purchase laptops needed to efficiently implement distance learning	\$18243.23	Y
Purchase earbuds for students	\$400	Y
Purchase Zoom for Education	\$2290	Y
Purchase IncidentIQ	\$4438.75	N
Purchase labels and label writer for technology	\$191.93	N

Description	Total Funds	Contributing
Purchase Google Chromecast	\$771.94	Y
Purchase Document Cameras	\$4504.50	Y
Purchase additional monitors for dual screen for distance learning	\$3121.62	Y
Kami district license for online submitting and completing work	\$2226	Y
Purchase Nearpod interactive lesson subscription	\$4000	Y
Purchase Seesaw app for K-3	\$589.88	Y
Purchase screen recording software	\$390	Y

Pupil Learning Loss

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

MUSD has adopted the NWEA Measurement of Academic Performance and Progress (MAP) assessment and has been implementing it for the past 2 years as a way to measure student progress. This platform allows us to test in reading, language, and mathematics. We are working with NWEA to develop a plan that would allow us to continue to use the platform even during this time of distance learning. We also utilize Edgenuity which is an individualized program that prescribes lessons to a student based on the students current level. This program works collaboratively with the MAP assessment and is utilized to track student growth. In addition, classroom teachers will continue to track student progress at the classroom level and will develop intervention plans for students who are below grade level standards. The District is working on a plan to complete the initial assessment of our English Learners in TK and K and for those new to U.S. schools. We will use the data from this assessment to provide individualized support for these students.

Pupil Learning Loss Strategies

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

MUSD strives to provide a rigorous curriculum and instructional program that meets the needs of all students. English learners, low-income, foster youth, homeless students, and pupils with exceptional needs may require individualized strategies to meet their educational needs. Students will be evaluated to determine individual learning needs. Teachers will collaborate to create an intervention plan that fits the needs

of the individual student. This plan may include face-to-face intervention throughout the school day or an asynchronous plan that will be communicated between student and parent and monitored by teachers. This will be determined based on the needs of the student. Teachers will create an action plan for each student participating in intervention. This plan will include a pre and post-test along with goals the student is to achieve during intervention. Plans will be turned in to administration at a date determined by teacher and administrator. Our foster and homeless liaison will work collaboratively with teachers, parents and students to ensure students are benefiting from the education and accelerating.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The NWEA MAP test will be given 3 times throughout the year to determine student growth and progress. The results of the assessment will be utilized to create an action plan for students. In addition, teachers will monitor student progress through Edgenuity and Acellus to identify growth and areas of support needed. As mentioned above action plans will be turned in for students that will include a pre and a post test related directly to the area targeted in intervention. Administration will also be monitoring daily attendance and engagement of students through Aeries and Google Classroom.

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

Description	Total Funds	Contributing
Cost of teachers providing intervention outside of their regular contract day	\$10,000	Y

Mental Health and Social and Emotional Well-Being

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

MUSD recognizes the importance of supporting mental health and the social emotional well-being of its staff and students. While approaches may vary, the underlying principle to keep students and staff healthy is at the forefront of all schools. MUSD supports the emotional and mental well-being through daily contact with the teacher and administration when needed. We do not have a counselor on staff due to the small size of our District but students needing additional support are referred to county agencies. When students are in danger the appropriate agency will be notified immediately. The staff participated in a social and emotional training on August 17th. The training was presented by Dr. Victor Rios and covered the topic of social and emotional supports for students as well as trauma informed practices. Superintendent will also be sharing strategies with staff on a bi-weekly basis. The focus of the District staff development will be in the area of social and emotional learning and trauma informed practices for both students and staff.

Pupil and Family Engagement and Outreach

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

MUSD believes that communication is essential for students to have success in and out of the classroom. The first tier to engage students is with the teacher, student and parent. In this tier the teacher attempts to make contact via phone or email and attempts to relate with the student and family on a personal level to determine why student isn't engaged in class. If after that contact, or if not contact has been successful tier 2 would involve the administrator, student and parent. In this tier the administrator would attempt to make contact by phone or email. If not contact was successful, the administrator would make a home visit to determine how the school can support the student in their educational needs. The parent would be reminded that education is compulsory and required by law. The administrator, student and parent would meet to create a plan that meets the individual need of the student. Administrator would then work with teacher to ensure the plan is working and student is engaged in education. If the plan was not successful or if administrator is not able to make personal contact with the family the administrator would contact the SRO and ask to do a welfare check on the child. Attendance is documented daily in the attendance program, Aeries and in the Distance Learning Log. In addition, parent letters are sent in English and Spanish when students are not meeting compulsory education requirements and who have missed more than 60% of instructional days during any given week. Intervention strategies, home visits, and follow up conferences with students and parents are scheduled immediately to avoid the risk of learning loss. Due to the small student population, regular communication with parents is common practice.

School Nutrition

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

In order to meet the nutritional needs of all students MUSD modified their meal distribution plan from spring to fall. We now offer meal pick up on Monday and Wednesday at 3 different locations in town. On each day students are receiving meals for multiple days. In addition, we are also delivering meals to students in Stonyford and to students who lie on the outskirts of Maxwell and who may not have a way to get to town due to parents working outside of the home or who lack transportation. At the start of the school year we were offering meals to every student but students not free were having to pay for the meals. In September we applied for a waiver that allows us to provide meals to all school-age children 18 years and younger at no cost. We also will be purchasing water bottle filling stations to increase access to water to students without

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

Section	Description	Total Funds	Contributing
N/A	Purchase bottle filling stations to eliminate sharing of drinking fountains during COVID-19	\$6000	Y
School Nutrition	Purchase vehicle identification magnets for vehicles delivering lunches	\$150	N
School Nutrition	Purchase uniforms for employees providing lunches to students off campus to ensure safety and proper identification	\$500	N
N/A	Purchase Health Assist software for staff health screening	\$1150	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.75%	\$18348

Required Descriptions

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

MUSD provides the following actions on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

*District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low-income students. Topics include engagement and assessment, instructional strategies, equity and access and trauma informed practices. This training occurs over a staff development day at the beginning of the school year, and

will continue ongoing throughout the 2020-21 school year. Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students.

*Devices and connectivity are provided to all students. All students TK through 12th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.

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

Services for Foster Youth, English Learners and low-income students are being increased or improved using the strategies mentioned above and taking into consideration the expenditures incurred to meet the improved service percentage of 26.69%. The services and supports listed above are robust, culturally responsive and leverage the various supplemental resources that we have acquired in technology programs, targeted professional development opportunities and curriculum. Curriculum utilized has imbedded integrated and designated ELD. Any group experiencing difficulties accessing curriculum including English Learners will be provided targeted interventions to ensure they have the necessary support to be successful. Counseling and mental health services are also available for students to ensure social well-being during this pandemic as well as during the regular school year.

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street
Maxwell, California 9595

**RESOLUTION #20-21-03
ADOPTION OF GANN LIMIT**

WHEREAS, in November 1979, the California Electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits" for public agencies, including school districts: and,

WHEREAS, the District must establish a Gann Limit for 2019-20 fiscal year and a projected Gann Limit for 2020-21 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED, that the Maxwell Unified School District Board of Trustees does provide public notice that the attached calculations and documentation of the 2019-20 and 2020-21 Gann Limit are made in accord with applicable constitutional and statutory law;

BE IT FURTHER RESOLVED, that the Board of Trustees of the Maxwell Unified School District does hereby declare that the appropriations in the 2019-20 and the 2020-21 budget do not exceed the limitations imposed by the Gann Amendment;

AND BE IT FURTHER RESOLVED, that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

THIS RESOLUTION EXECUTED THIS 9th day of September, 2020, by the following vote of the Governing Board:

AYES:

NOES:

ABSENT:

Signed _____
Summer Shadley, Secretary to the Governing Board

MAXWELL UNIFIED SCHOOL DISTRICT
BOARD RESOLUTION #20-21-04

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL
MATERIALS

WHEREAS, the governing board of Maxwell Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 9, 2020, at 5:00 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and ;

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

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

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, it is resolved that for the 2020-21 school year, the Maxwell Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED as a resolution of the Maxwell Unified School District, at a meeting held on the September 9, 2020, by the following roll call vote:

Ayes:
Noes:
Absent:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

Date

Diana Azevedo
Board President

Summer Shadley
Secretary of the Governing Board

FALL SPORTS 2020-2021 Five Star League	Practice start date	Competition Start Date	Sit out Date student becomes eligible	League Competition End Date	Section Final Concluded by	State Final Date
Volleyball		Mar. 1		May 8		
Football (Cascade Valley League) Cheer	Dec. 14	Jan 7	Jan 28	Feb. 19	Mar. 5	No NorCal
SPRING SPORTS 2020-2021 Five Star League	Practice start date	Competition Start Date	Sit out Date student becomes eligible	League Competition End Date	Section Final Concluded by	State Final Date
Boy Basketball		Feb.22	Mar. 17	Apr. 9	Apr. 23-24	No NorCal
Girls Basketball		Jan. 4		Feb. 19		
Track		Mar. 29		Jun. 11		
Baseball		May 7	May 24	Jun. 11	Jun. 19	
Softball		May 7	May 24	Jun. 11	Jun. 19	
*League games only						
Colusa County Fair	June 10-13					
Parent Drivers Info: Nov 1st						
						Updated 9/1/20

Maxwell Unified School District

P. O. Box 788 / 515 Oak St., Maxwell, CA 95955

Phone (530) 438-2052 Fax (530) 438-2693

Summer Shadley, Superintendent

September 3, 2020

Dear Families of Maxwell Unified School District,

I hope this letter finds you and your family well. We have been working collaboratively as a District to give parents the “choice” to choose whether face-to-face instruction or distance learning is better for their child and family. It is with excitement that I announce our waiver, for TK-6 grade to return to face-to-face instruction, has been approved by Colusa County Public Health. While we were hoping to have the waiver extended to 7-12 grade as well, given the size of our school and makeup of our campuses, this has not been possible at this point. For now, we celebrate that our youngest students will have the option to return to campus very soon.

I want to thank you for taking the time to complete the parent survey and deciding if face-to-face instruction or distance learning suited your family needs better. We had over 95% of our families in the District complete the survey. The results were as follows: 78% of families opt for face-to-face instruction and 22% chose to remain in distance learning.

Please expect communication from Principal, Staci deWit, on September 4, 2020 regarding the details, schedule, and expectations for re-opening. We will be starting in person instruction on September 14. Please note we will be providing transportation to and from school and we will be following the Covid-19 Industry Guidance for Schools and School-Based Programs published by California Department of Public Health. I apologize in advance for the short notice and lack of communication, but this process has been a bit of a roller-coaster and things were changing daily, as you may be aware.

While we know school may look a bit different for students who have chosen to return to the campus, we also know that students are missing their friends, their teachers, individual services, and routines. Their education and social-emotional well-being have suffered. We also know that parents have been highly inconvenienced during this time and are trying to shuffle jobs while also being there to support their education in this distance learning model. We appreciate you and we will continue to do what is best for kids!

If you have any questions, comments, or concerns please do not hesitate to reach out to me at 530-438-2052 ext 12155 or by email at summershadley@maxwell.k12.ca.us.

Sincerely,



Summer Shadley
Superintendent

Board of Trustees: Diana Kemp Azevedo • Cristy Edwards • Kelly Haywood • Jason Bowen • Tom Charter
President Vice-President Clerk Member Member

Maxwell Unified School District

School Reopening Plan

Fall 2020

Maxwell Unified School District Schools will reopen for in person attendance on September 8, 2020.

Distance Learning will be an option for those students whose families choose not to send their child back to school due to COVID-19 concerns.

This plan addresses the safety measures that will be put into place at our school sites to protect the physical and social-emotional needs of our students.

We understand the need to provide a safe and healthy environment for our students and staff. We also believe that everyone has the opportunity and right to choose which safety protocols should be put in place for their own children and selves. We will provide all personal protective equipment for students, staff, and guests on campus.

Please note that conditions are changing rapidly, and this plan can be adapted to meet new conditions as they arise.

MUSD Meets the California Department of Education's Checklist for Reopening Schools

- **Staff Training and Family Education**
- **Healthy Hygiene Practices**
- **Health Screenings for Students and Staff**
- **Physical Distancing**
- **Cleaning and Disinfection**
- **Face Coverings and other Essential Protective Gear**
- **Cohorting**
- **Entrance, Egress, and Movement within the School**
- **Identification and Tracing of Contacts**
- **Testing of Students and Staff**
- **Communication Plan**
- **Triggers for Switching to Distance Learning**

Section 1: Staff Training and Family Education

Please see our Site Specific Plans for Maxwell Elementary, Maxwell Middle School and Maxwell High School, located on the school website at <https://maxwell-ca.schoolloop.com/>. Plans have been distributed to all staff.

Person Responsible for implementing this plan:

Summer Shadley, Principal at Maxwell High School and Staci deWit at Maxwell Middle and Elementary School are responsible for implementing the plan.

Risk Assessment:

Maxwell Unified School District Employees are classified as medium exposure risk per the OSHA Classifications.

Control Measures to Prevent the Spread of the Virus:

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

1. Individual Control Measures & Screening

- a. Employees will be provided face masks, face shields, disposable gloves, and hand sanitizer/soap, as needed. Signage to help guide employees as per safety measures will be placed all over the campus.
- b. Employees will complete a symptom screening daily prior to coming on site. [Symptom screenings and/or temperature checks.](#)
- c. [Workers who are sick or exhibiting symptoms of COVID-19 to stay home.](#)
- d. [Encourage Frequent hand washing and use of hand sanitizer.](#)
- e. [Provide disposable gloves to workers using cleaners and disinfectants if required.](#)
Consider gloves a supplement to frequent hand washing for other cleaning, tasks such as handling commonly touched items or conducting symptom screening.
- f. Require cloth face covers according to the [State Public Health Guidance.](#)
- g. Close or increase distance between tables/chairs in breakrooms or provide break areas in open space to ensure physical distancing.
- h. Visitors & members of the public will use face masks/covers.

2. Cleaning & Disinfecting Protocols

- a. Perform cleaning and disinfecting of frequently touched surfaces and in high traffic areas. [Frequently disinfect commonly used surfaces and personal work areas.](#)
- b. Clean and sanitize shared equipment between each use.
- c. Clean touchable surfaces between shifts or between users, whichever is more frequent.
- d. Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- e. Ensure that restroom facilities stay operational and stocked at all times.
- f. Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- g. Provide schedule for employees to implement cleaning and disinfecting practices.

3. Physical Distancing Guidelines

- a. Implement measures to physically separate workers by at least six feet using measures such as physical partitions or visual cues (e.g., floor markings, colored tape, or signs to indicate to where workers should stand).
- b. Reconfigure office spaces, staff rooms, etc. and decrease maximum capacity for conference and meeting areas.
- c. In-person meetings, if they are necessary, to ensure physical distancing.
- d. Stagger employee breaks, in compliance with wage and hour regulations, if needed.
- e. Reconfigure, restrict, or close common areas and provide alternative where physical distancing can be practiced, if needed.

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

Employee and Family Training:

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

1. Employees shall watch safety video “COVID-19: How to Protect Yourself and Others” on TCSIG safety training videos which covers the information below. **Click on** the underlined items below to go to CDC/CDPH/ and other source.
 - a. [Information on COVID-19](#)
 - b. [Preventing the Spread](#)
 - c. [Vulnerable/High Risk Individuals](#)
 - d. [Self-Screening Instructions/Symptom Checks based on the CDC Guidelines](#)
 - e. [Sick Employees](#):: The importance of not coming to work if employees have a frequent cough, fever, difficulty breathing, chills, muscle pain, headache, sore throat, recent loss of taste or smell, or if they or someone they live with have been diagnosed with COVID-19.
 - f. [When to seek medical attention](#): Look for emergency warning signs* for COVID-19. If someone is showing any of these signs, seek emergency medical care immediately, trouble breathing, persistent pain or pressure in the chest, new confusion, inability to wake or stay awake, bluish lips or face. **This list is not all possible symptoms.* Please call your medical provider for any other symptoms that are severe or concerning to you. Call 911 or call ahead to your local emergency facility: Notify the operator that you are seeking care for someone who has or may have COVID-19.
 - g. [The importance of hand washing](#)
 - h. [The importance of physical distancing](#), both at work and off work time.
2. Face Coverings
 - a. [Face coverings, masks, and respirators](#)– Information & Overview
 - b. [Face coverings, masks and respirators](#)– Handout
 - c. [Use of cloth face coverings to help slow the spread of COVID-19](#)– CDC Recommendations
3. Employees are assigned the flowing safety videos on [Healthy Schools Act](#)- Integrated Pest Management Training. This video is assigned [to all teachers, staff, and volunteers who use sanitizing wipes or sprays.](#)

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

- Optional Training: “Managing Stress and Anxiety during the Coronavirus Pandemic”
- Optional Training: “COVID-19: How to Clean and Disinfect Your School”

Employees can find additional resources at:

These additional training videos can be found on your TCSIG safety video portal. You will find these videos under “Available Courses” in alphabetical order. Please see your site administrator If you have any questions.



Section 2: Healthy Hygiene Practices

- Hands should be washed often with soap and water for at least 20 seconds especially if you have been in a public place, after blowing your nose, coughing or sneezing.
- If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
- Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid touching your eyes, nose and mouth with unwashed hands. If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
- Throw used tissues in trash.
- Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.

Section 3: Health Screenings for Students and Staff

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

This document provides guidance to K-12 schools on COVID-19 symptom screening as part of a school reopening process. The guidance detailed here is intended only for **students in K-12** school settings. The number of reported children with SARS-CoV-2 (the virus that causes COVID-19) infection who experience symptoms, the types of symptoms they experience, and the severity of those symptoms differs from adults. Additionally, the consequences of excluding students from essential educational and developmental experiences differ from excluding individuals from other settings. Therefore, the considerations described here are different than those for other settings and populations.

We learn more about COVID-19 every day, and as more information becomes available, CDC will continue to update and share information. As our knowledge and understanding of COVID-19 evolves, this guidance may change. However, based on the best available evidence at this time:

- CDC does not currently recommend universal symptom screenings (screening all students grades K-12) be conducted by schools.
- Parents or caregivers should be strongly encouraged to monitor their children for signs of infectious illness every day.
- Students who are sick should not attend school in-person.

Passive screening will take place at Maxwell Unified School District

- Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19. Use the CDC Self-checker to help you. <https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html>
- Take your temperature daily before coming on to campus or district vehicle.
- Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Each classroom and office will have a touchless thermometer to use on students and staff who appear to have a fever.
- If you are sick.....STAY HOME and notify the school immediately.

Section 4: Physical Distancing

- To the degree practicable, all student desks and tables should be arranged to allow for maximum student to student distancing.

- All students should face the same direction rather than sitting in groups or facing each other.
- In shops, gyms, etc. consider taking attendance and providing instruction in larger spaces or outdoors rather than classroom seating.
- Large band, choir, etc. classes may want to make arrangements for larger spaces or outdoor practice when possible.
- Classrooms need to be free of any additional or unnecessary furniture or clutter that may get in the way of distancing or disinfecting practices.
- During this time consider assignments and projects that reduce the need for collaboration and sharing of materials.
- Barriers will be placed in school office, library and cafeteria to have barrier between staff who see multiple cohorts
- Areas will be clearly marked with reminders to distance along with general safety.
- Students in close proximity or close physical contact will be asked to separate.
- Lines will be marked for distancing.
- Dining in the cafeteria will be thoroughly spaced to limit close contact.
- Food lines will not require touching a keypad. Students will give their number to the Food service worker.

Section 5: Cleaning and Disinfection

MUSD Maintenance and Operations takes great pride in the care and cleanliness of our facilities. Detail as to all cleaning practices and procedures can be found in our district custodial guide and in our Injury and Illness Prevention Program (IIPP). In this plan we highlight some key areas on which we are focusing, and additional procedures, equipment, and practices being added to ensure a safe return to school due to COVID-19.

- Hand Sanitizing Stations in all classrooms, gyms, labs, offices, etc.
- Disinfecting Spray Bottles and paper towels in all classrooms, gyms, shops, offices, etc. for student and staff interim disinfecting.
- Disinfecting staff and student bathrooms, sinks, light switches, etc. every two hours.
- Disinfecting pump sprayers on site for daily disinfecting.
- Soap and paper towel dispensers checked and stocked regularly.
- Notices posted for disinfecting where needed.
- Classroom furniture arrangements to improve distancing capabilities where possible.
- Student and staff face coverings available for those who request or require them for their own personal use at school or work.
- Removal of unnecessary furnishings and clutter from classrooms and office areas.
- Ensure equipment cleaning and disinfecting practices by students and staff in gyms, labs, and shops are followed.
- Disinfecting solution and towels will be in every classroom, office, and common area for staff to sanitize areas as needed.

Section 6: Face Coverings and other Essential Protective Gear

- Students in grades TK-2 are not required to wear face masks but are encouraged to.
- Students in 3rd-12th grade should wear face masks when social distancing is not an option.
- All staff on campus should wear face masks.
- Face masks and other PPE will be provided by the District.
- Face masks are available in all school offices, classrooms, and other gathering areas.

Masks are a preventive measure and are **most** essential in times when social distancing is difficult. If masks cannot be used, make sure to take other measures to reduce the risk of COVID-19 spread, including

social distancing, frequent hand washing, and cleaning and disinfecting frequently touched surfaces. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html#feasibility-adaptations>

Students and staff on campus with a medical, sensory sensitivities, and/or mental health conditions should consult with health care provider for advice on wearing masks. If students in class are not able to wear a mask the unmasked students will be seated together in a location that prohibits them from breathing toward masked students/staff.

Section 7: Cohorting

Students will be in the following cohorts (Max numbers below as some students will opt to remain distance learning:

- Tk/K- 17 students
- 1- 22 students
- 2- 24 students
- 3A- 16 students
- 3B- 16 students
- 4- 25 students
- 5- 33 students
- 6- 23 students

Students will have recess and lunch with their prospective cohorts. Students will report directly to their classrooms in the morning to prevent cross contamination of cohorts. Students on Stonyford and Valley Bus routes will be identified as a cohort and will belong to more than one cohort.

Section 8: Entrance, Egress, and Movement within the School

We will have one-way entrance and exit into the school for drop off, pickup and in the cafeteria. Please see map below.



School Bus:

- Disinfecting and cleaning after each route.
- Hand sanitizer on each bus. Students will be given hand sanitizer while entering the bus.
- Open windows on buses as much as practicable, weather permitting
- Seat students with siblings when possible
- Seat students at least every other seat or in an arrangement that allows for the most social distancing

Section 9: Identification and Tracing of Contacts

Superintendent, Summer Shadley, is the designated contact person to support Public Health with contact tracing. She can be reached at 530-438-2052 or by email at summershadley@maxwell.k12.ca.us.

Section 10: Testing of Students and Staff

Maxwell Unified School District will not be requiring testing of students or staff. If a student or staff member is sick with COVID-19 symptoms, staff and students will be directed toward Public Health or their primary doctor for testing. If the District believes an employee has been exposed to COVID-19 the District may require the employee to be tested prior to returning to work.

Section 11: Communication Plan

The COVID-19 virus is spreading throughout our community and will continue to do so until either a vaccine or herd immunity ends the spread altogether. As we learn more and more about the virus, we now know that our youth are least affected and generally recover quickly. We also know much more about how the disease spreads and for how long a person may be contagious. With that knowledge, we are well prepared for what to do when a student or staff member exhibits symptoms or tests positive for COVID-19. Students, staff, and parents need to remember to self-screen daily. If they are exhibiting symptoms, they need to stay home and schedule an appointment with their health care provider to determine if they need to be tested. The CDC offers this Self-Checker to aide in this decision:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

If a student, staff member, or family member within the household tests positive for COVID-19:

1. Seek medical care from your healthcare provider in accordance with Colusa County Public Health Guidelines.
2. Alert the school administration as quickly as possible to ensure the student can be provided with resources and to get started on Independent Study.
3. Student should not come to school until they have been cleared to do so by your healthcare provider. If a family member is the one who is sick, you must follow the guidance from Colusa County Public Health prior to returning to school.

If a student becomes sick while at school or begins to exhibit any symptoms:

Student will be sent directly to the office where they will be:

- a. Evaluated by administrator or designee.
- b. Recommended for testing for COVID-19. School will contact public health to determine next steps.
- c. Asked whom they have been in close physical contact with (i.e. shared food or beverage, sports, hugged, etc.)
- d. Held in isolation area until a parent/guardian come to pick them up.
- e. Holding room will be sanitized along with classroom and common areas on campus immediately after identification.
- f. Asked to remain home until test results either clear the student to return or confirm a positive case.

Guidance based on community exposure, for people exposed to people with known or suspected COVID-19 or possible COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>

Person	Exposure to	Recommended Precautions for the Public
<ul style="list-style-type: none"> Individual who has had close contact (< 6 feet)** for ≥15 minutes*** 	<ul style="list-style-type: none"> Person with COVID-19 who has symptoms (in the period from 2 days before symptom onset until they meet criteria for discontinuing home isolation; can be laboratory-confirmed or a clinically compatible illness) Person who has tested positive for COVID-19 (laboratory confirmed) but has not had any symptoms (in the 2 days before the date of specimen collection until they meet criteria for discontinuing home isolation). <p>Note: This is irrespective of whether the person with COVID-19 or the contact was wearing a mask or whether the contact was wearing respiratory personal protective equipment (PPE)</p>	<ul style="list-style-type: none"> Stay home until 14 days after last exposure and maintain social distance (at least 6 feet) from others at all times Self-monitor for symptoms <ul style="list-style-type: none"> Check temperature twice a day Watch for fever*, cough, or shortness of breath, or other symptoms of COVID-19 Avoid contact with people at higher risk for severe illness from COVID-19 Follow CDC guidance if symptoms develop
All U.S. residents, other than those with a known risk exposure	<ul style="list-style-type: none"> Possible unrecognized COVID-19 exposures in U.S. communities 	<ul style="list-style-type: none"> Practice social distancing and other personal prevention strategies Be alert for symptoms <ul style="list-style-type: none"> Watch for fever*, cough, or shortness of breath, or other symptoms of COVID-19 Check temperature if symptoms develop Follow CDC guidance if symptoms develop

Students sent home for exhibiting symptoms or awaiting test results will be provided Distance Learning opportunities (Short-Term Independent Study) while they are out. Only students who were in close physical contact with any student who tests positive or exhibits symptoms will be monitored by health staff. Being in the room with someone who was ill does not constitute close physical contact.

Section 12: Triggers for Switching to Distance Learning

Superintendent will remain in close contact with Colusa County Public Health (CCPH) should a potential exposure occur. With the help of CCPH we will determine if a cohort should be quarantined. If this is the case, the cohort would switch to distance learning platform using Google Classroom and Zoom just as we did the start of the school year.



SONIA Y. ANGELL, MD, MPH
State Public Health Officer & Director

State of California—Health and Human Services Agency
California Department of Public Health



GAVIN NEWSOM
Governor

What measures should be taken when a student, teacher or staff member has symptoms, is a contact of someone infected, or is diagnosed with COVID-19?

	Student or Staff with:	Action	Communication
1.	COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) Symptom Screening: Per CA School Sector Specific Guidelines	<ul style="list-style-type: none"> • Send home • Recommend testing (If positive, see #3, if negative, see #4) • School/classroom remain open 	<ul style="list-style-type: none"> • No Action needed
2.	Close contact (+) with a confirmed COVID-19 case	<ul style="list-style-type: none"> • Send home • Quarantine for 14 days from last exposure • Recommend testing (but will not shorten 14-day quarantine) • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification of a known contact
3.	Confirmed COVID-19 case infection	<ul style="list-style-type: none"> • Notify the local public health department • Isolate case and exclude from school for 10 days from symptom onset or test date • Identify contacts (+), quarantine & exclude exposed contacts (likely entire cohort (++) for 14 days after the last date the case was present at school while infectious • Recommend testing of contacts, prioritize symptomatic contacts (but will not shorten 14-day quarantine) • Disinfection and cleaning of classroom and primary spaces where case spent significant time • School remains open 	<ul style="list-style-type: none"> • School community notification of a known case
4.	Tests negative after symptoms	<ul style="list-style-type: none"> • May return to school 3 days after symptoms resolve • School/classroom remain open 	<ul style="list-style-type: none"> • Consider school community notification if prior awareness of testing

Sample Letter Notifying Families About Exposure to COVID-19

Maxwell Unified School District

P. O. Box 788 / 515 Oak St., Maxwell, CA 95955

Phone (530) 438-2052 Fax (530) 438-2693

Summer Shadley, Superintendent

Date:

Dear _____,

We would like to inform you that we have recently received information about a confirmed case of Coronavirus Disease 2019 (COVID-19) in a student or staff person at _____. Cleaning and disinfecting of the exposed location have been completed. We urge you to take necessary precautions to limit coronavirus spread in our community.

How You Can Help

Be proactive about reducing the number of interactions that students and staff have with one another by practicing physical (or social) distancing (staying at least 6 feet apart) to limit the spread of the coronavirus. In addition to physical distancing, another important tool to prevent the spread of coronavirus is to practice good hygiene. Important public health prevention messages include:

- **Stay home when you are sick.** Anyone with symptoms consistent with COVID 19 should remain at home in isolation for a minimum of 10 days plus at least 3 days after the resolution of fever (without fever-reducing medication) and improvement in other symptoms.
- **Wash your hands often with soap and water for at least 20 seconds.** Sing the Happy Birthday song to help know when it has been 20 seconds. If soap and water are not available, use alcohol-based hand sanitizers that contain at least 60% alcohol.
- **Cover your coughs and sneezes with a tissue, and then dispose of the tissue and clean your hands immediately.** If you do not have a tissue, use their sleeve, not your hands, to cover their coughs and sneezes.
- **Limit close contact with people who are sick, and avoid sharing food, drinks, or utensils.**
- **Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipes.**
- All students and staff should **wear a mask or face covering while in the Educational Setting.**

Health screenings of COVID-19 performed at home prior to students and staff arriving on campus will help keep our educational setting safe. If you do not have a thermometer at home please make arrangements with the school office to have your child's temperature taken before entering the classroom.

Public Health Actions

All confirmed cases should be isolated and close contacts quarantined for 14 days from last exposure in order to prevent illness in new persons. "Close contact" means being a household member, intimate contact, or caregiver of a confirmed or suspected COVID-19 case; within 6 feet of the confirmed or suspected COVID-19 case for more than 15 minutes, even if wearing a non-medical face covering; or having unprotected contact with the infected person's body fluids and/or secretions, for example, being coughed or sneezed on.

Please note that all information, including the name(s) of ill persons, shared regarding any Public Health investigation is confidential in order to protect patient privacy.

For additional questions about COVID-19, please visit the Colusa County Public Health Department COVID-19 webpage at: at <http://www.countyofcolusa.org/99/Public-Health>.
 If you have any questions or concerns please contact me directly at 530-438-2052, extension 12155.

Sincerely,

Summer Shadley
 Superintendent

Schedule for In-Person Instruction for TK-6th Grade:

MUSD In-Person Instruction Schedule for TK-6 Grade

	TK/K	1	2	3	4	5	
Instruction	8:15-9:00 (45)	8:15-9:00 (45)	8:15-9:15 (60)	8:15-9:30 (75)	8:15-9:45 (90)	8:15-10:00 (105)	
Recess	9:00-9:20 (ASES) (20)	9:00-9:15 (15)	9:15-9:30 (15)	9:30-9:45 (15)	9:45-10:00 (15)	10:00-10:15 (15)	
Instruction	9:20-10:20 (60)	9:15-11:00 (105)	9:30-11:15 (105)	9:45-11:30 (105)	10:00-11:45 (105)	10:15-12:00 (105)	
Recess	10:20-10:40 (ASES) (20)	11:00-11:15 (15)	11:15-11:30 (15)	11:30-11:45 (15)	11:45-12:00 (15)	12:00-12:15 (15)	
Instruction	10:40-11:15 (35)	11:15-12:05 (50)	11:30-12:05 (35)	11:45-12:10 (25)	12:00-12:30 (30)	12:15-12:45 (30)	
Lunch	11:15-11:45	12:00-12:30 (30)	12:05-12:25	12:10-12:30	12:30-12:50	12:45-1:00	
Required		180	230	230	230	240	240
In Person		180	230	230	235	255	270
6th Grade							
Instruction	8:15-9:15 (60)						
Recess	9:15-9:30 (15)						
Instruction	9:30-10:30 (60)						
Recess	10:30-10:45 (15)						
Instruction	10:45-11:45 (60)						
Study Hall	11:45-12:15 (30)						
Lunch	12:15 (grab and go)						
Required		240					
In Person		240					



WAV LLC
 2380-A Prospect Drive
 Aurora IL 60502-7815
 United States
 (800) 678-2419

ESTIMATE

Number Q136749
 Date 8/31/2020
 Expires 9/30/2020

Bill To	Ship To
Maxwell Unified School District 515 Oak St PO Box 788 Maxwell CA 95955 United States	Maxwell Unified School District 515 Oak St PO Box 788 Maxwell CA 95955 United States

Customer #	Terms	Sales Rep	Sales Rep Email	Sales Rep Phone
9050666	Credit Card	Ilan Yifrach	ilany@wavonline.com	(630) 818-1022

Line	Item	Qty	List Price	Rate	Amount (USD)
1	EG2030C-M1 Atom ID04 2.5GHz 6dBi Gen2, Indoor CPE - CAT 4, 1T2R, 6 dBi antenna, Band 40/41	240	\$174.99	\$174.99	\$41,997.60
7	Tariff/Duty Tariff for item: EG2030C-M1	1	\$0.00	\$1,080.00	\$1,080.00
2	EG7035E-M1 ATOM OD04 2.5 GHz - Outdoor CPE, CAT 4, 1T2R, 14 dBi Antenna, Band 40/41, Gen2	25	\$249.99	\$249.99	\$6,249.75
8	Tariff/Duty Tariff for item: EG7035E-M1	1	\$0.00	\$178.25	\$178.25
3	1103000242 Wifi Router EP3011, IEEE 802.11b/g/n/ac WIFI, 2.4GHz and 5GHz dual band radios with PoE output	25	\$69.99	\$69.99	\$1,749.75
9	Tariff/Duty Tariff for item: 1103000242	1	\$0.00	\$75.00	\$75.00
4	WCA-HDMB-28 Heavy Duty Universal Mount, 28 x 3 OD mast, includes (2) 3 heavy duty screws, (4) 2 heavy duty screws, (2) house clamps, and (1) grounding screw	25	\$14.00	\$14.00	\$350.00
5	BAICELLS-SIMCARD-100 SIM Card, 100-Pack - 1 Required per CPE	3	\$599.99	\$599.99	\$1,799.97
10	Tariff/Duty Tariff for item: BAICELLS-SIMCARD-100	1	\$0.00	\$225.00	\$225.00

Thank You for The Opportunity!

Subtotal	\$53,705.32
Tax Total	\$3,780.68
Total (USD)	\$57,486.00

Terms and Conditions of Sale:

<https://www.wavonline.com/Terms-and-Conditions.html>

Where applicable, a 2.75% convenience fee may be charged for credit card transactions.

Select items may incur tariffs. Subject to change based on US federal regulations. Contact your sales representative for further details.

For additional assistance, please email: salessupport@wavonline.com

** Freight is an estimate and actual costs may vary.**



Last Mile Gear
 1119 11th Ave.
 Longview WA 98632
 United States

ESTIMATE

Number Q136759
 Date 8/31/2020
 Expires 9/30/2020

Bill To	Ship To	Comments
Maxwell Unified School District 515 Oak St PO Box 788 Maxwell CA 95955 United States	Maxwell Unified School District 515 Oak St PO Box 788 Maxwell CA 95955 United States	Shipping costs are to be determined

Customer #	Terms	Sales Rep	Sales Rep Email	Sales Rep Phone
9050667-L	Credit Card	Russell Cornelison	russ@lastmilegear.com	(360) 442-4457

Line	Item	Qty	Rate	Amount (USD)
1	EG2030C-M1 Atom ID04 2.5GHz 6dBi Gen2, Indoor CPE - CAT 4, 1T2R, 6 dBi antenna, Band 40/41	240	\$174.99	\$41,997.60
7	Tariff/Duty Tariff for item: EG2030C-M1	1	\$1,080.00	\$1,080.00
2	EG7035E-M1 ATOM OD04 2.5 GHz - Outdoor CPE, CAT 4, 1T2R, 14 dBi Antenna, Band 40/41, Gen2	25	\$249.99	\$6,249.75
8	Tariff/Duty Tariff for item: EG7035E-M1	1	\$178.25	\$178.25
3	1103000242 Wifi Router EP3011, IEEE 802.11b/g/n/ac WIFI, 2.4GHz and 5GHz dual band radios with PoE output	25	\$69.99	\$1,749.75
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10	Tariff/Duty Tariff for item: BAICELLS-SIMCARD-100	1	\$225.00	\$225.00

Thank You for The Opportunity!

Subtotal	\$53,705.32
Tax Total	\$3,780.68
Total (USD)	\$57,486.00

Terms and Conditions of Sale:

<https://www.lastmilegear.com/terms-of-use-privacy-policy/>

Where applicable, a 2.75% convenience fee may be charged for credit card transactions.

Select items may incur tariffs. Subject to change based on US federal regulations. Contact your sales representative for further details.

For additional assistance, please email: salessupport@wvonline.com

** Freight is an estimate and actual costs may vary.**

Quote



Red Rover Ltd
748 South Meadows Parkway, Suite A9-52
Reno, NV 89511

Quote Number 08.31.2020 Student Devices

Bill To:

Customer Name	Maxwell Unified School District
Contact Name	Summer Shadley
Address	146 North St
City, State ZIP	Maxwell, CA 95955
Country	USA
Contact Phone	530-438-2052
Contact Email	

Ship To:

Company Name:	Maxwell Unified School District
Contact Name:	Summer Shadley
Address:	146 North St
City, State, Zip	Maxwell, CA 95955
Country:	USA
Contact Phone:	530-438-2052

End User Details:

Company Name:	Maxwell Unified School District
Contact Name:	Summer Shadley
Address:	146 North St
City, State, Zip	Maxwell, CA 95955
Country:	USA
Contact Phone:	530-438-2052

Terms	Ship Method	Incoterms	Created By	Quote Valid Till
N30	Ground Fed Ex	N/A	Name: Steve Rovarino Date: 8/31/20	10/5/20

Item	Part No_Model No.	Description	Leadtime	Unit Price	Qty	Extended Price
Maxwell CPE/Student Equipment						
1	EG2030C-M1	Atom ID04 2.5GHz 6dBi Gen2, Indoor CPE - CAT 4, 1T2R, 6dBi antenna, Band 40/41		\$ 157.49	240	\$ 37,797.60
2	EG7035E-M1	ATOM OD04 2.5 GHz - Outdoor CPE, CAT 4, 1T2R, 14 dBi Antenna, Band 40/41, Gen2		\$ 199.99	25	\$ 4,999.75
3	EP3011	WIFI Router EP3011, IEEE 802.11b/g/n/ac WIFI, 2.4GHz, 5G dual-bands with POE output		\$ 64.00	25	\$ 1,600.00
4	Roof top pole mount	Direct TV style roof mount for item 2 above		\$ 12.90	25	\$ 322.50
5	BAICELLS-SIMCARD-100	SIM Card, 100-Pack - 1 Required per CPE		\$ 576.00	3	\$ 1,728.00
Total:						\$ 46,447.85
Estimated Costs						
1	Tariff/Duty Estimated	Tariff for Baicells Technologies Co., Ltd 7.5%		\$ 2,036.00	1	\$ 2,036.00
2	Shipping Estimated	Shipping		\$ 800.00	1	\$ 800.00
3	CA Sales Tax	Williams @ 7.25%		\$ 3,367.47	1	\$ 3,367.47
Total Estimated:						\$ 6,203.47
Special Instructions:						
Date Needed:						
Revision: 1.0 1/30/12						
Grand Total:						\$52,651.32

TERMS AND CONDITIONS OF PURCHASE
Red Rover Ltd.

- PRICES.** All prices are F.O.B. Red Rover Ltd's facility in Reno, NV. Prices do not include installation. Installation can be quoted separately and based on an agreed Statement of Work (SOW). Quotes are only valid for 30 days.
- ACCURACY OF QUOTE:** The accuracy of a Sales Quote from Red Rover Ltd is dependent largely upon factors at Customer's site and the particulars of the Customer's specific network and hardware configuration. Red Rover does not warrant the accuracy of its quotes in terms of configuration, cabling, porting, and other details specific to Customer's Network. Pricing may differ based upon configuration at the installation site. Service pricing may change based upon changes in configuration or site location.
- DESIGN CHANGES.** Red Rover Ltd reserves the right to change designs and features without prior notification.
- RETURNED GOODS OR CANCELLED/MODIFIED ORDERS.** All cancelled or modified orders must be communicated in writing. Any changes or cancellation prior to the shipment of the goods will not be subject to any restocking fees except for a forfeit of 20% of any deposits, unless otherwise specified in writing by Buyer and Red Rover Ltd. Orders modified or cancelled after shipment will be subject to a restocking fee of 20% of the total purchase price and any outstanding shipping charges. All returned goods must be accompanied with a Returned Material Authorization (RMA) number. Contact Red Rover Ltd Technical Support for an RMA number. RMA numbers are only valid for 30 days after issuance.

3. **PAYMENT.** Red Rover Ltd will send invoices for all goods shipped to customers with pre-approved credit; all others will pay in full before shipment. Unless otherwise specified by Red Rover Ltd, invoiced amounts will be due 30 days after the date of the invoice. Pricing is exclusive of, and Customer agrees to pay, any applicable federal, state, local or foreign sales or use taxes, tariffs, customs, duties, and other Governmental charges, and shipping charges. Payments must be made in immediately available U.S. Dollars, without deduction or offset. Any amounts not paid by the due date will be subject to a finance charge at a rate equal to the lesser of 1.5% per month or the maximum rate allowed by law.

4. **SHIPPING.** All orders are F.O.B. Red Rover Ltd's facility in Reno, NV. Or drop shipped from the Distributor to the customer as determined in advance and in writing on the Quote. Shipping cost to Buyer's location is not included. Unless otherwise specified, Red Rover Ltd will ship via "best method" based on cost and transit time. If the Buyer prefers to ship via other methods, detailed shipping instructions should be included on the purchase order.

5. **TITLE TO GOODS.** Title to and risk of loss for the goods shall pass to Buyer upon shipment from Red Rover Ltd's facility in Reno, NV.

6. **DELAYS IN DELIVERY.** Red Rover Ltd will not be liable for damages for delays or non-performance by reason of strikes, government interference or regulation, riots, act of God, war, or other force majeure.

7. Subject to Red Rover Ltd's written approval, Customer may cancel an order or any part of an order for standard products at any time prior to thirty (30) days before shipment when shipment is not delayed. This cancellation right is subject to a restocking fee of fifteen percent (15%) of the product price.

10. **LIENS.** Red Rover Ltd agrees to deliver to Buyer the goods covered by this order free and clear of all liens, claims, and encumbrances.

11. **THIRD PARTY PRODUCT.** Products sold to Customer by Red Rover that is the branded product of a third party ("third party products"), regardless of whether it is identified as Third Party Product on the sales quote issued by Vendor, shall be warranted directly to Customer by the third party. Red Rover makes no representations or warranties regarding third party products, and shall have no ongoing obligations to Customer for support or maintenance of Third Party Products unless expressly in writing.

12. **LIMITED WARRANTY.** Red Rover Ltd hereby assigns to Buyer all warranties provided by the manufacturers of all components of the Product(s). RED ROVER LTD MAKES NO WARRANTIES, EXPRESS OR IMPLIED, WITH RESPECT TO COMPONENTS MANUFACTURED BY OTHERS, AND BUYER ACCEPTS THOSE COMPONENTS "AS IS" AND "WITH ALL FAULTS" AND AGREES THAT ITS SOLE REMEDY FOR ANY DEFECT THEREIN SHALL BE TO PURSUE ANY AVAILABLE WARRANTY CLAIM AGAINST THE MANUFACTURER THEREOF. RED ROVER LTD MAKES NO WARRANTY OF MERCHANTABILITY AND, EXCEPT AS HEREIN STATED, MAKES NO WARRANTIES WITH RESPECT TO THE PRODUCT(S). EXPRESS OR IMPLIED.

13. **CONSEQUENTIAL DAMAGES.** In no event shall either party be liable for consequential damages.

14. **JURISDICTION.** This Agreement shall be governed by the laws of, and all actions hereunder shall be brought in, the state of Nevada and venue shall be in the County of Washoe.

15. **ATTORNEYS' FEES.** In the event a party must retain an attorney to enforce this Agreement, or in the event of litigation which arises as a result of any controversy, dispute, breach or construction of this Agreement, the prevailing party shall be entitled to recover, from the other party, all costs, expenses and reasonable attorney's fees incurred in connection with the enforcement efforts or litigation.

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Maxwell Unified School District	Summer Shadley, Superintendent	summershadley@maxwell.k12.ca.us

General Information

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

The COVID-19 pandemic has affected the entire Maxwell Unified School District (MUSD) community and drastically altered the lives of our students, families, and staff in unimaginable ways. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. Since March, families have had to make arrangements for their students to participate in virtual learning. This has put an enormous level of strain on our families as they balance working, and providing for their family, with the educational needs of their children. Virtual learning has been very challenging due to the rural location of our District and remote areas that our students live in and lack of internet access available for students in these remote areas. Students living in the town of Maxwell also experience roadblocks in regards to internet due to the poor service they receive from Frontier. The quality and speed of internet in our District has access to is far inferior to the quality of internet found in more populated areas, or areas where large corporations benefit from. Unfortunately, our rural community lacks the internet infrastructure needed to provide virtual learning to all students. In addition, the closure of schools has impacted many students and families by challenging their ability to access basic services. We are a rural community and many of our students rely on the school to provide basic needs and targeted support services that are typically provided in-person. These services include supports for English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. In addition, the loss of learning that has taken place since March far exceeds anything we have ever experienced in education and will negatively impact our students and community for years to come. In addition the decrease in required instructional minutes has negatively impacted curriculum pacing as teachers have to pull essential standards out of the curriculum to ensure students are learning most important standards within their grade levels as it's impossible to cover all standards with the reduction in instructional minutes. Furthermore, traditional methods of instruction, and assessments of student learning have also been disrupted and have posed challenges for administrators, staff and students. In developing the Learning Continuity and Attendance Plan, MUSD has acknowledged the pandemic's disproportionate impacts on all students and families as well as the students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students who are economically disadvantaged.

Stakeholder Engagement

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

MUSD has solicited stakeholder feedback through a number of surveys that have been provided to parents and staff since the pandemic hit our rural communities. The first survey was sent out to parents on June 14. The survey was completed by 37% of the families at MUSD. This survey asked parents specific questions about the success of distance learning in the spring and what strategies could be implemented in the future to make the experience more positive for students and parents. 60% of the parents requested more live instruction, 62% requested an adopted weekly schedule for students to follow, 60% requested more guidance on critical assignments, 53% requested more feedback on assignments, 60% requested a summary of standards/topics that students need to have mastered, 38% requested tips to help their student be successful during distance learning. We also surveyed parents to determine who had reliable internet service. 21% of those who responded reported having no internet or a connection that isn't reliable enough to support distance learning. On June 4, a survey was sent to staff regarding the need for professional development if we were to resume distance learning in the fall. 61% of the responses indicated they wanted additional professional development. Respondents requested professional development in the following areas: Google Classroom, Zoom, curriculum, video producing and editing, access to e-books, student engagement, use of technology, best practices, student accountability, special education, etc. Additional surveys were sent out on July 15th to staff and parents requesting input on returning to face-to-face instruction. We also sent out a survey to all teachers regarding the technology needs of each teacher. In this survey 68% reported their laptop is older than 5 years and 50% reported the laptop as having issues and not working properly. 86% requested a tablet to help facilitate their online teaching, 45% reported the need for speakers, 20% reported that they need a new document camera or they don't have one at all. Letters were also mailed to each as well as emailed to the email address on file. The letter encouraged those with questions, comments, or concerns about Distance Learning to contact the superintendent by phone or email provided.

The DELAC committee met on September 8, 2020 for stakeholder engagement. September 10, 2020 the Parent Advisory Committee (PAC) met for an opportunity to provide stakeholder engagement. The plan was also posted on the District website on September 4, 2020 and a public hearing was held on September 9, 2020 at our regularly scheduled board meeting. The plan is scheduled to be adopted at a special board meeting on September 17, 2020. The superintendent will respond in writing to all comments received.

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

Maxwell Unified stakeholders are provided information regarding public meetings and public hearings through our District website and social media. Parents are also notified through our school messaging system. Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were offered in a digital format through Zoom. Board meeting and access information are provided to the public on the <https://maxwell-ca.schoolloop.com/> website and at the Maxwell Post Office. Both options allow for participation in public hearings.

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

Data review of the survey demonstrated a need for live instruction to be offered, an adoption of a weekly schedule that was consistent, guidance from teachers on essential assignments and standards that are essential and need to be mastered as part of a building block for future learning, parents requested feedback on assignments, and tips for helping students be successful during distance learning. Parents and staff requested we look at strategies to increase our meal participation rate as many of our students were not utilizing the program. Teachers requested additional staff development and access to technology to support their teaching.

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

The entire Learning Continuity and Attendance Plan was influenced by the stakeholders in our school community. Feedback from the stakeholders helped shape learning continuity and access to education for students. We created a schedule for each site in the district that includes live instruction daily for each class in TK-5 and live instruction for each class every other day in grades 7-12. Teachers are also available daily from 1:00-3:30 to help students. We also enhanced our meal program after receiving feedback from staff and parents about the availability of meals. We are now serving meals at 3 different locations 2 days a week and are delivering to students on both of our bus routes. We also amped up our technology access and provided Chromebooks to every student prior to the start of Chromebook. We also provided hotspots to all students that fell within the T-Mobile boundary. We have also worked closely with AT&T to provide internet to students in the Stonyford area. For teachers we included staff development that was relevant to Distance Learning and we also analyzed technology for staff and we provided necessary technology to effectively provide Distance Learning for our students. Staff and parents have expressed concerns for the social and emotional well being of students so we have made arrangements for paraeducators to meet with homeless youth, foster youth, and youth who are at risk. We have also worked closely with our School Resource Officer (SRO) to do welfare checks on students who are not participating in Distance Learning.

Continuity of Learning

In-Person Instructional Offerings

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

MUSD has applied for a waiver that would allow our TK-6 grade students to attend in-person. As soon as the waiver is approved and processes are set-up we will begin in-person instruction. In addition we are offering the high school library as a location for students to attend in order to access the internet. Teachers are also available from 1-3 PM to support students in-person as needed. Teachers in TK-12 will also offer intervention to students who are at risk of learning loss. These in-person opportunities will be offered in 7-12 grade in cohorts of 14 until our schools are able to open in-person instruction. It is the goal of the District to get students back in the classroom for in-person instruction as soon as we are allowed. In the meantime, we will take advantage of every opportunity to get students in the classroom for live instruction.

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

Description	Total Funds	Contributing
Purchase barriers for staff for social distancing	\$1061.71	N
Purchase barriers for students in large classes to promote social distancing	\$2500	Y
Purchase touchless hand sanitizer dispenser, paper towel dispensers, and sanitizer	\$2500	Y
Purchase of floor cleaning machines	\$7817.35	Y

Distance Learning Program

Continuity of Instruction

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

It is the goal of MUSD to create learning continuity for all students regardless of how the instruction is being delivered. MUSD is utilizing the adopted curriculum for all students and is supplementing through platforms that offer engaging lesson outlines. In TK and K the students are participating in synchronous learning for 120 minutes a day and asynchronous for 60 minutes daily. Grades 1-3 are receiving 165 minutes of synchronous learning and 65 minutes of asynchronous daily. Students in grades 4-8 are receiving 210 minutes of synchronous and 30 minutes of asynchronous. Students in grades 9-12 are receiving 225 minutes of synchronous learning and 15 minutes of asynchronous on Monday, Wednesday and Friday and 210 minutes of synchronous and 30 minutes of asynchronous on Tuesday and Thursday. MUSD utilizes Google Classroom and Zoom to provide continuity of instruction for all students.

We have students with unique circumstances due to the remote locations that our students live in. For some students, internet access suitable for online learning is not an option at their homes because it simply isn’t offered by any company. For these students and in a handful of other special circumstances, classroom teachers are creating learning packets for students. These packets are returned and collected on a weekly basis. These students are also receiving daily contact from the classroom teacher to ensure access and understanding of curriculum.

Access to Devices and Connectivity

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

MUSD has made access to devices and technology a top priority. Prior to the start of school we deployed 150 hotspots giving internet access 80% of our families. We have also ordered an additional 30 hotspots with a different carrier that will reach our most remote students. In addition, MUSD is working collaboratively with Colusa County Office of Education (CCOE) to complete the EduNet project in Maxwell.

CCOE has partnered with T-Mobile to leverage underutilized LTE spectrum in our county to deploy the EduNet. We have also partnered with Maxwell Public Utility to place our LTE radios and antennas on the water tower to broadcast our LTE signal throughout the community. This will allow CCOE to extend their network to the homes of the students safely and securely. Students near our signal will receive it on their district provided LTE Router and convert it to Wi-Fi to work with their county or district provided device.

Upon completion of this project, students living within a 7-mile radius of the District will have access to free internet. Some of the families in our county cannot afford the price to have internet at home. The EduNet would help provide these students safe and secure CIPA compliant internet access. The cost of the EduNet is substantially less than the cost of “out of the box” vendor solutions with greater coverage.

This is a huge financial commitment and will cost the District approximately \$125,000. This is expensive however the District is projected to pay approximately \$40,000 a year in hotspot contracts. So in 3 years we will be able to offer internet to all students free with the District owned equipment.

In addition to providing internet access to all students, we also reached the 1:1 ratio with Chromebooks in the District. We have offered a Chromebook to every student so they can access their instruction and curriculum.

Pupil Participation and Progress

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

Teachers are taking attendance in Aeries on a daily and period basis. When students are absent from class the office is calling to verify the absence. All students are receiving daily synchronous learning as discussed in the Continuity of Learning section. Teachers are keeping logs of the students who participated in their Zoom meetings, these Zoom meetings are considered asynchronous learning. In addition, we have a myriad of reports in Google Classroom that allow us to see student participation and engagement. These reports are run on a weekly basis for records. In addition, teachers are filling out the attendance log put out by CDE for students in each of their classes. These attendance logs are signed and turned in on Friday.

Distance Learning Professional Development

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

Prior to the start of school, teachers were offered 2 days of staff development focused on the Distance Learning platforms. Every teacher in the District attended the training. Teachers received professional development in the following areas: Google Classroom, Kami, Screencast-o-matic, Zoom, Nearpod, Seesaw, and School Messenger. In addition, the Superintendent is sending a weekly message focused on instructional strategies that teachers can utilize in their classrooms. The technology director has also been available to troubleshoot technology issues as they arise.

Staff Roles and Responsibilities

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

COVID-19 has forced all staff to shift away from their typical job duties prior to the pandemic. Teachers were forced to make immediate and drastic changes to the way they deliver instruction. In the spring they did this on limited resources and professional development. Administration has also had to prioritize tasks within the District and focus on how to get our students safely back on campus. We also had to completely build a Distance Learning platform from the ground up with very little preparation time. Attendance accounting is now a major role that will have to be taken on by teachers and administrators due to what the state is requiring and what will be auditable.

Supports for Pupils with Unique Needs

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

MUSD recognizes that these students are the most vulnerable during this pandemic. Teachers are available everyday from 1-3 for intervention and support for every student. Our ASES program is working directly with our homeless and foster youth to create a safe place and environment for students every day. Students have the option of coming in person or participating through Zoom. We have also opened up our high school as a learning hub for students needing a quiet-safe place to access their distance learning. In addition, most teachers are teaching on campus and are available for students requesting additional support. We have also revamped our meal distribution program to ensure we are providing food security during this time. We have also partnered with our SRO to act as a bridge between our foster youth as well as students with exceptional needs that need additional supports.

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

Description	Total Funds	Contributing
Hotspot acquisition T-Mobile and AT&T (will be prorated when EduNet is up and running)	\$ 36,000	Y
EduNet infrastructure purchase	\$125,000	Y
Purchase laptops needed to efficiently implement distance learning	\$18243.23	Y
Purchase earbuds for students	\$400	Y
Purchase Zoom for Education	\$2290	Y
Purchase IncidentIQ	\$4438.75	N
Purchase labels and label writer for technology	\$191.93	N

Description	Total Funds	Contributing
Purchase Google Chromecast	\$771.94	Y
Purchase Document Cameras	\$4504.50	Y
Purchase additional monitors for dual screen for distance learning	\$3121.62	Y
Kami district license for online submitting and completing work	\$2226	Y
Purchase Nearpod interactive lesson subscription	\$4000	Y
Purchase Seesaw app for K-3	\$589.88	Y
Purchase screen recording software	\$390	Y

Pupil Learning Loss

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

MUSD has adopted the NWEA Measurement of Academic Performance and Progress (MAP) assessment and has been implementing it for the past 2 years as a way to measure student progress. This platform allows us to test in reading, language, and mathematics. We are working with NWEA to develop a plan that would allow us to continue to use the platform even during this time of distance learning. We also utilize Edgenuity which is an individualized program that prescribes lessons to a student based on the students current level. This program works collaboratively with the MAP assessment and is utilized to track student growth. In addition, classroom teachers will continue to track student progress at the classroom level and will develop intervention plans for students who are below grade level standards. The District is working on a plan to complete the initial assessment of our English Learners in TK and K and for those new to U.S. schools. We will use the data from this assessment to provide individualized support for these students.

Pupil Learning Loss Strategies

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

MUSD strives to provide a rigorous curriculum and instructional program that meets the needs of all students. English learners, low-income, foster youth, homeless students, and pupils with exceptional needs may require individualized strategies to meet their educational needs. Students will be evaluated to determine individual learning needs. Teachers will collaborate to create an intervention plan that fits the needs

of the individual student. This plan may include face-to-face intervention throughout the school day or an asynchronous plan that will be communicated between student and parent and monitored by teachers. This will be determined based on the needs of the student. Teachers will create an action plan for each student participating in intervention. This plan will include a pre and post-test along with goals the student is to achieve during intervention. Plans will be turned in to administration at a date determined by teacher and administrator. Our foster and homeless liaison will work collaboratively with teachers, parents and students to ensure students are benefiting from the education and accelerating.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The NWEA MAP test will be given 3 times throughout the year to determine student growth and progress. The results of the assessment will be utilized to create an action plan for students. In addition, teachers will monitor student progress through Edgenuity and Acellus to identify growth and areas of support needed. As mentioned above action plans will be turned in for students that will include a pre and a post test related directly to the area targeted in intervention. Administration will also be monitoring daily attendance and engagement of students through Aeries and Google Classroom.

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

Description	Total Funds	Contributing
Cost of teachers providing intervention outside of their regular contract day	\$10,000	Y

Mental Health and Social and Emotional Well-Being

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

MUSD recognizes the importance of supporting mental health and the social emotional well-being of its staff and students. While approaches may vary, the underlying principle to keep students and staff healthy is at the forefront of all schools. MUSD supports the emotional and mental well-being through daily contact with the teacher and administration when needed. We do not have a counselor on staff due to the small size of our District but students needing additional support are referred to county agencies. When students are in danger the appropriate agency will be notified immediately. The staff participated in a social and emotional training on August 17th. The training was presented by Dr. Victor Rios and covered the topic of social and emotional supports for students as well as trauma informed practices. Superintendent will also be sharing strategies with staff on a bi-weekly basis. The focus of the District staff development will be in the area of social and emotional learning and trauma informed practices for both students and staff.

Pupil and Family Engagement and Outreach

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

MUSD believes that communication is essential for students to have success in and out of the classroom. The first tier to engage students is with the teacher, student and parent. In this tier the teacher attempts to make contact via phone or email and attempts to relate with the student and family on a personal level to determine why student isn't engaged in class. If after that contact, or if not contact has been successful tier 2 would involve the administrator, student and parent. In this tier the administrator would attempt to make contact by phone or email. If not contact was successful, the administrator would make a home visit to determine how the school can support the student in their educational needs. The parent would be reminded that education is compulsory and required by law. The administrator, student and parent would meet to create a plan that meets the individual need of the student. Administrator would then work with teacher to ensure the plan is working and student is engaged in education. If the plan was not successful or if administrator is not able to make personal contact with the family the administrator would contact the SRO and ask to do a welfare check on the child. Attendance is documented daily in the attendance program, Aeries and in the Distance Learning Log. In addition, parent letters are sent in English and Spanish when students are not meeting compulsory education requirements and who have missed more than 60% of instructional days during any given week. Intervention strategies, home visits, and follow up conferences with students and parents are scheduled immediately to avoid the risk of learning loss. Due to the small student population, regular communication with parents is common practice.

School Nutrition

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

In order to meet the nutritional needs of all students MUSD modified their meal distribution plan from spring to fall. We now offer meal pick up on Monday and Wednesday at 3 different locations in town. On each day students are receiving meals for multiple days. In addition, we are also delivering meals to students in Stonyford and to students who lie on the outskirts of Maxwell and who may not have a way to get to town due to parents working outside of the home or who lack transportation. At the start of the school year we were offering meals to every student but students not free were having to pay for the meals. In September we applied for a waiver that allows us to provide meals to all school-age children 18 years and younger at no cost. We also will be purchasing water bottle filling stations to increase access to water to students without

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

Section	Description	Total Funds	Contributing
N/A	Purchase bottle filling stations to eliminate sharing of drinking fountains during COVID-19	\$6000	Y
School Nutrition	Purchase vehicle identification magnets for vehicles delivering lunches	\$150	N
School Nutrition	Purchase uniforms for employees providing lunches to students off campus to ensure safety and proper identification	\$500	N
N/A	Purchase Health Assist software for staff health screening	\$1150	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.75%	\$18348

Required Descriptions

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

MUSD provides the following actions on an LEA-wide basis but are specifically designed to meet the needs of our unduplicated student populations:

*District wide professional development for all certificated staff which addresses the instructional needs of all of our students, but with a focus on supporting English learners, foster youth, and low-income students. Topics include engagement and assessment, instructional strategies, equity and access and trauma informed practices. This training occurs over a staff development day at the beginning of the school year, and

will continue ongoing throughout the 2020-21 school year. Additional professional development and training will be provided that will support teachers in diagnosing and addressing learning and in accelerating academic progress for all students.

*Devices and connectivity are provided to all students. All students TK through 12th grade receive a Chromebook, and families can request internet access through a district-provided wireless hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment.

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

Services for Foster Youth, English Learners and low-income students are being increased or improved using the strategies mentioned above and taking into consideration the expenditures incurred to meet the improved service percentage of 26.69%. The services and supports listed above are robust, culturally responsive and leverage the various supplemental resources that we have acquired in technology programs, targeted professional development opportunities and curriculum. Curriculum utilized has imbedded integrated and designated ELD. Any group experiencing difficulties accessing curriculum including English Learners will be provided targeted interventions to ensure they have the necessary support to be successful. Counseling and mental health services are also available for students to ensure social well-being during this pandemic as well as during the regular school year.



**A Consortium Service Expansion Proposal to Leverage the
Power of Mobile Learning Bilingual Technologies
and Research-Based Educational Strategies
to
Prepare Children, Students, Parents, Educators, and Residents of
Colusa County, CA that are served by the Colusa County Office of
Education in partnership with the county's school districts,
agencies, and community-based organizations
for Early Learning Success with the Footsteps2Brilliance Initiative**

December 23, 2019

Presented to:

Mr. Michael P. West, County Superintendent
Colusa County Office of Education, CA



Presented by:

Dr. Gregory A. Spencer


Vice President, Strategic Partnerships


Bilingual Early Learning Literacy & Equity Access Initiatives

Footsteps2Brilliance*, Inc.

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Partnership & Consortium Extension

This partnership is expanding its current services to include all school districts and key agencies within Colusa County, CA.

Our joint initiative will serve the schools and school districts of Maxwell Elementary/Maxwell Unified and Williams Elementary/Williams Unified. Additionally, the following CCOE and Private Pay Partners will also be served: State & Head Start/Colusa County Office of Education, Family Childcare, Homes/Private Pay, E-Center – Williams/Arbuckle/Private Pay, Our Lady of Lourdes/Private Pay, Liz Kids/Private Pay, Hand in Hand/Colusa Indian Private Pay, First 5/CCOE.

Footsteps2Brilliance's Comprehensive Suite of PreK through 3rd Grade Programs in English and Spanish

The Footsteps2Brilliance Early Learning Mobile Technology Platform accelerates student achievement by uniting the power of mobile game technology with the latest in cognitive research. Our technological innovation not only leverages the explosive adoption of mobile technology, such as Apple, Android, and Kindle Smartphones and Tablets, but also includes traditional computers available throughout our schools and homes. Our ability to build content once and deliver it on any smart device provides schools and districts with unprecedented scalability to reach beyond the four walls of the classroom to connect school and home.

With Footsteps2Brilliance:

Children are motivated to become active learners through engaging, animated eBooks and innovative games.

Teachers can instantly track student progress, differentiate instruction, and engage in collaborative learning through a professional development network.

Parents are given the tools they need to extend classroom learning into everyday life.

Our unique approach at Footsteps2Brilliance always gives you:

- 24/7 learning by leveraging the smartphones, tablets, and computers at schools and home – without requiring Wi-Fi!
- **100% English and Spanish Support** with books and games that toggle between languages with the touch of a button.
- Increase teacher effectiveness with robust, just-in-time teacher resources and professional development.



**Model Innovation
Community Center
by Footsteps2Brilliance**






**Footsteps2Brilliance,
School Edition, Bilingual**

**A transformative citywide literacy solution to
Increase Kindergarten Readiness and 3rd Grade
Reading Proficiency by Strengthening
Relationships with Parents and Community**

- **Create a community-wide culture that supports early learning** by giving all schools, families, and educational partners throughout your jurisdiction complete access to Footsteps2Brilliance apps.
- **Support learning before children enter district schools** by reaching families through preschool waiting lists, feeder preschools or daycare centers, pediatricians, and a variety of effective strategies.
- **Effectively serve rural, underserved, and hard-to-reach populations** with high-quality curriculum that remove the common barriers of caregiver illiteracy, language skills, and technology ownership.
- **Strengthen school-to-home partnerships** by simplifying and unifying the approach for parent engagement.
- **Strengthen and better leverage the influence of church communities and businesses** to impact learning by providing tangible ways that they can support families throughout the community.

**Comprehensive Pre-K – Grade 3
Bilingual Literacy Library to
Increase 3rd Grade Reading Proficiency**

- **Flagship product** that aligns to standards and the school district's curriculum.
- **Fills the teaching gaps** left by many reading programs by providing thousands of books and games in English and Spanish proven to increase 3rd grade reading proficiency.
- **Increases instructional rigor and teacher effectiveness** with thinking maps, project-based learning, and a focus on writing using digital tools.
- **Engages parents** regardless of their learning background, native language, or technology ownership.
- **Meets the unique needs of each student** with research-based, high-interest content.
- **Supports oral language development** with highly interactive books and carefully scaffolded instructions that can be repeated and even stopped in time.
- **Supports dual language development** regardless of your staff's Spanish skills.
- **Develops all areas of literacy**, including writing and critical thinking skills.
- **Uses data to track student success** and develop personalized learning.
- **Makes learning fun again!**

 <p>Clever Kids University: Pre-Reader, Bilingual</p>	 <p>Clever Kids University: I Can Read 1, Bilingual</p>	 <p>Summer Climb: Rising 1st - 3rd Graders, Bilingual</p>
<p>Daily Bilingual Lessons to Prepare Every Child for Kindergarten</p>	<p>Daily Beginning Reading Lessons to Help Every Student Learn to Read</p>	<p>A Complete Summer School Solution to Eradicate the Summer Slide</p>
<ul style="list-style-type: none"> • Provide uniform, high-quality early learning regardless of building capacity or staffing. • Enable every student to be kindergarten ready with a comprehensive, research-based curriculum presented in a highly effective spiraling sequence that covers: <ul style="list-style-type: none"> ○ Alphabet knowledge ○ Nursery Rhymes and phonemic awareness ○ Print concepts ○ Numbers and mathematics ○ Science concepts ○ Creativity ○ Cognitive development ○ Social and emotional skills • Enrich classroom instruction with printable game cards, lesson plans, and activity sheets. • Support dual language learning with complete English/Spanish content. • Engage parents as their child's first and most important teacher. 	<ul style="list-style-type: none"> • Enable every student to establish a solid literacy foundation with a balanced reading curriculum presented in a highly effective spiraling sequence that covers: <ul style="list-style-type: none"> ○ Phonics ○ Phonemic Awareness ○ Vocabulary ○ Comprehension ○ Fluency ○ Print Concepts & Grammar ○ Writing • Support struggling readers before they fail with multisensory learning where students see, hear, manipulate, and blend sounds. • Prepare students for rigor with high-interest STEM books to build background knowledge, vocabulary, and comprehension strategies. • Develop writing skills early with writing activities integrated into every phonics lesson. • Enrich classroom instruction with a library of printable decodable books, game cards, graphic organizers and activity sheets. 	<ul style="list-style-type: none"> • Accelerate learning over summer break with a complete summer school curriculum utilizing Footsteps2Brilliance apps in combination with lessons and resources developed to: • Enable any level of teacher to deliver intensive literacy instruction through easy-to-use lesson plans with fun thematic units that will keep students engaged. • Advance writing and critical thinking skills through daily writing practice using digital publishing tools. • Maintain student progress all summer long by leveraging the devices that parents own to continue practicing skills at home—and on the go. • Increase teacher effectiveness with robust just-in-time professional development.

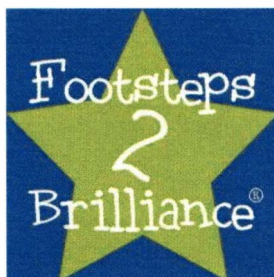
**Investment Summary for Colusa
County Office of Education Consortium**

**Perpetual License Access for
ALL Colusa County Consortium Students & Residents**

Quantity	Serving Up to 1,640 Licensed Birth thru 3rd Grade CCOE, Williams & Maxwell School Districts, & Community Partner Students Plus, FREE Community Access for ALL 25,000+ Colusa County, CA Residents
Term	Perpetual License Access
Product	Footsteps2Brilliance Enterprise App, School Edition, Bilingual Edition
Initiatives & Programs Included	8
License Fees, Services & In-Kind Grant Value	\$5,294,119.00
Equity In-Kind Grant Free Perpetual Community Access Codes for all 25,000+ Residents for the following Initiative, Apps, & Programs	
<ul style="list-style-type: none"> • Model Innovation County Initiative • Free Licenses for Newly Enrolled Students • Footsteps2Brilliance Enterprise App • Clever Kids University: Pre-Reader • Clever Kids University: I Can Read • Summer Climb Program • Spring Program • Winter Break Program 	-\$4,804,655.00
Credit Carryover from Current Agreement that ends on 3.1.21	-\$30,600.00
Equity In-Kind Grants & Carry Over Total	-\$4,835,255.00
License Fee Due: Total	\$458,864.00
Professional Development Service Package & Sessions Include: Up to 90 days to be used for Implementation Planning, Curriculum Alignment, Customized Services, Assigned Client Success Manager, On-Site Professional Development, Social Media Campaigns, Classroom Coaching, Parent Trainings, Hosting, Tech Support, Data Management System & Analytics, Monthly Check- In Calls, Community Outreach, Reporting, Advisory Group Support Services, Software Upgrades	Up to 90 Sessions
Net 30 Day Terms - Total Due	\$458,864.00**
Annual Payment Option	Annual Fee with 3 Year Payment Option \$165,038.29
Note: CCOE's 1st Payment is Deferred and Due 1 Year from Approval	CCOE's Annual Payment Equates to Just: <ul style="list-style-type: none"> • \$100.63 Per Licensed Student, Per Year • \$8.39 Per Licensed Student, Per Month • \$.28 Cents Per Licensed Student, Per Day

Pricing is Valid for 30 Days. Full upfront payment required.

**Financing May Be Available



Financing Administered by Government Capital Corporation

December 5, 2019

Colusa County Office of Education

345 5th Street, Suite A
Colusa, CA 95932
Phone: (530) 458-0350
Fax: (530) 458-8054

Thank you for the opportunity to present proposed financing. I am submitting for your review the following proposed structure:

USER	Colusa County Office of Education
FINANCING STRUCTURE	Tax Exempt Financing
PROJECT COST	\$ 458,864.00
TERM	3 Years
PAYMENT AMOUNT	\$ 165,038.29
LEASE RATE	2.906%
PAYMENTS BEGINNING	One Year from signing & Annually Thereafter

The above terms are subject to qualifications under 265(b)3 of the Internal Revenue Code, underwriting approval and mutually acceptable documentation.

All terms subject to change if funding occurs more than 14 days from proposal date.

Financing payment includes all costs associated with the transaction with closing costs estimated at 2%.

Our finance programs are flexible and my goal is customer delight. If you have any questions regarding other payment terms, frequencies or conditions, please do not hesitate to call.

With Best Regards,

Tara Clawson

Tara Clawson
Vice President
Office 817-421-5400
Cell 817-988-9880
Tara.clawson@govcap.com

The transaction described herein is an arm's length, commercial transaction between you and Government Capital Corporation ("GCC"), in which GCC: (i) is acting solely for its own financial and other interests that may differ from yours; (ii) is not acting as your municipal advisor or financial advisor, and has no fiduciary duty to you with respect to this transaction; and (iii) is not recommending that you take an action with respect to this transaction.

From: [Summer Shadley](#)
To: [Kristie Pearson](#); [Danielle Wilson](#)
Subject: FW: Footsteps 2 Brilliance info
Date: Thursday, August 27, 2020 1:16:13 PM
Attachments: [Footsteps - Colusa COE - 1,640 Students - Perpetual License - 12.23.19.pdf](#)
[image001.png](#)

Kristie,

Please put this on the board agenda for September. Also, please include the email strand below as well as the contract attached in the packet. Thanks!

Summer Shadley

Superintendent, Maxwell Unified School District
Principal, Maxwell High School
530-438-2052 Ext: 12155

From: Michael P. West <mwest@ccoe.net>
Sent: Thursday, August 27, 2020 1:12 PM
To: Summer Shadley <summershadley@maxwell.k12.ca.us>
Cc: Aaron Heinz <aheinz@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>
Subject: RE: Footsteps 2 Brilliance info

I understand Summer.

I would be happy to address the Board if that will help.

I have attached the agreement with F2B.

We have already made full payment to F2B through a financing group called Government Capital.

We are spacing our payments to them over three years as was an option given to us as well as Williams and Maxwell.

To avoid any issues in the future, I will be sure to get to specifics via an MOU or other written agreement.

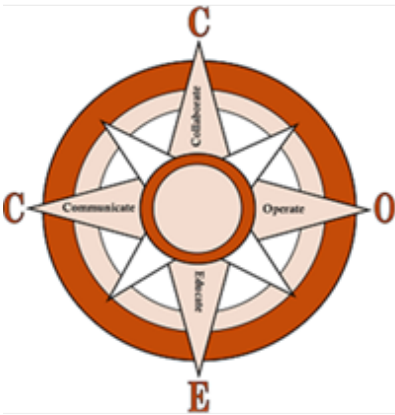
Regards,

Michael P. West

Michael P. West
Superintendent of Schools
Colusa County Office of Education
345 5th Street
Colusa, CA 95932

(530) 458-0350 – Main
(530) 458-8054 – Fax
mwest@ccoe.net

CCOE Education Village
499 Margurite
Williams, CA 95987
(530) 473-1350
www.ccoe.net – Website



MISSION STATEMENT

As an advocate for educated, socially responsible citizens,
Colusa County Office of Education will

- C**ommunicate Effectively
- C**ollaborate Cooperatively
- O**perate Efficiently
- And
- E**ducate Totally

From: Summer Shadley <summershadley@maxwell.k12.ca.us>
Sent: Thursday, August 27, 2020 1:05 PM
To: Michael P. West <mwest@ccoe.net>
Cc: Aaron Heinz <aheinz@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>
Subject: Re: Footsteps 2 Brilliance info

Ok, I will speak to the board about it at our September meeting. As per my previous email I will tell you that Zach told them the total cost would be 9k. He did not tell the board it was over a 3 year period as per the recording of the meeting. Is there a a contract you have with F2B about the perpetual license? Does it have a limit to years? What happens if company folds? Sorry, if Zach didn't

give all the information to the board but I can tell you they will want answers. I know this is a program that the teachers use regularly and something they want to see continued. We will make it work, just think the process needs to be more clear in the future with MOUs, contracts, etc.

Summer

Sent from my iPhone

On Aug 27, 2020, at 12:51 PM, Michael P. West <mwest@ccoe.net> wrote:

In seeking clarity about the F2B commitment, I spoke to Mr. Thurman, today, to refresh my thinking about Maxwell Unified' s opportunity with Footsteps2Brilliance Perpetual Licensing.

Zach and I had originally discussed the number of children in the TK-3rd grade being near the 100 figure and that the \$279.80 per child was what the perpetual licensing cost would be.

Zach relayed that the amount of \$28,259.80 would be a burden on the budget, and we then agreed that MUSD could pay for that cost over a three years period.

During our phone call, he clearly recalls that conversation as do I.

No, we do not have an MOU nor do we have anything in writing relating to the F2B Licensing, however, that was our understanding and the discussions Zach had with the Board.

I am sorry for the confusion and hope that this clears up our agreement with MUSD.

Thanks.

Regards,

Michael P. West

Michael P. West
Superintendent of Schools
Colusa County Office of Education
345 5th Street
Colusa, CA 95932

(530) 458-0350 – Main
(530) 458-8054 – Fax

mwest@ccoe.net

CCOE Education Village
499 Margurite
Williams, CA 95987
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www.ccoe.net – Website
<image001.png>

MISSION STATEMENT

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Colusa County Office of Education will

Communicate Effectively

Collaborate Cooperatively

Operate Efficiently

And

Educate Totally

From: Summer Shadley <summershadley@maxwell.k12.ca.us>

Sent: Thursday, August 27, 2020 10:32 AM

To: Aaron Heinz <aheinz@ccoe.net>; Michael P. West <mwest@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>

Subject: RE: Footsteps 2 Brilliance info

Do you have any documentation of communication with Zach about the cost agreed upon? I just listened to the board meeting in December when the board approved the cost and he told them it was \$9000 which is what they approved.

Summer Shadley

Superintendent, Maxwell Unified School District
Principal, Maxwell High School
530-438-2052 Ext: 12155

From: Aaron Heinz <aheinz@ccoe.net>

Sent: Thursday, August 27, 2020 8:44 AM

To: Summer Shadley <summershadley@maxwell.k12.ca.us>; Michael P. West <mwest@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>

Subject: RE: Footsteps 2 Brilliance info

And one more part to add, we can break up Maxwell's repayment over multiple years if that would help. Just let me know.

Aaron

Aaron Heinz
Associate Superintendent, Administrative Services
Colusa County Office of Education
345 5th Street, suite A
Colusa, CA 95932
(530) 458-0350, x10357
aheinz@ccoe.net

From: Aaron Heinz
Sent: Thursday, August 27, 2020 8:33 AM
To: Summer Shadley <Summershadley@maxwell.k12.ca.us>; Michael P. West <mwest@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>
Subject: RE: Footsteps 2 Brilliance info

And we can send over an MOU if you'd like, too.

Thanks,
Aaron

Aaron Heinz
Associate Superintendent, Administrative Services
Colusa County Office of Education
345 5th Street, suite A
Colusa, CA 95932
(530) 458-0350, x10357
aheinz@ccoe.net

From: Aaron Heinz
Sent: Thursday, August 27, 2020 8:33 AM
To: Summer Shadley <Summershadley@maxwell.k12.ca.us>; Michael P. West <mwest@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>
Subject: RE: Footsteps 2 Brilliance info

I just checked and it's in your December 2019 board minutes.

Aaron

Aaron Heinz
Associate Superintendent, Administrative Services
Colusa County Office of Education
345 5th Street, suite A
Colusa, CA 95932
(530) 458-0350, x10357
aheinz@ccoe.net

From: Summer Shadley <summershadley@maxwell.k12.ca.us>

Sent: Thursday, August 27, 2020 8:27 AM

To: Michael P. West <mwest@ccoe.net>; Aaron Heinz <aheinz@ccoe.net>; Danielle Wilson <dwilson@maxwell.k12.ca.us>

Subject: RE: Footsteps 2 Brilliance info

Ok, that's interesting. I can tell you that as Principal I was working with the county for the at least all of last year regarding free access to Footsteps. If I'm not mistaken it may have even been prior to that, but I don't have access to my Pierce email account to verify. They contacted me and wanted it pushed out to my students at Arbuckle Elementary. They even came and did presentations in my classrooms, parent nights, etc. At that time it was stated that the program was purchased on a grant and was free for all students infant-grade 3 as part of the early literacy initiative through the county. I will pull Maxwell minutes to see exactly what our board agreed to originally. I do know that per my CBO we do not have it in the MUSD budget at this time. Obviously, I wasn't here when this was passed so let me do some digging.

Do you have any contractual agreement from MUSD that you can send to me?

Summer Shadley

Superintendent, Maxwell Unified School District

Principal, Maxwell High School

530-438-2052 Ext: 12155

From: Michael P. West <mwest@ccoe.net>

Sent: Wednesday, August 26, 2020 5:33 PM

To: Aaron Heinz <aheinz@ccoe.net>; Summer Shadley <summershadley@maxwell.k12.ca.us>; Danielle Wilson <dwilson@maxwell.k12.ca.us>

Subject: RE: Footsteps 2 Brilliance info

Thanks Summer.

The access was given by Footsteps2Brilliance Founder, Ilene Rosenthal, to allow all students in the Country free access for 90 days.

I believe that term is up August 31.

At that time, use of the original F2B offering and the use of all the new programs, will be allowed for Williams, Maxwell, and CCOE.

If other Districts choose to participate, there will be a consideration from F2B and negotiation with them for future use.

If you have other questions, let me know.

Regards,

Michael P. West

Michael P. West
Superintendent of Schools
Colusa County Office of Education
345 5th Street
Colusa, CA 95932

(530) 458-0350 – Main
(530) 458-8054 – Fax
mwest@ccoe.net

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499 Margurite
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<image004.png>

MISSION STATEMENT

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Communicate Effectively

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Operate Efficiently

And

Educate Totally

From: Aaron Heinz <aheinz@ccoe.net>

Sent: Wednesday, August 26, 2020 10:18 AM

To: Summer Shadley <summershadley@maxwell.k12.ca.us>; Danielle Wilson
<dwilson@maxwell.k12.ca.us>

Cc: Michael P. West <mwest@ccoe.net>; Aaron Heinz <aheinz@ccoe.net>

Subject: RE: Footsteps 2 Brilliance info

Importance: High

Hi Summer,

I'm forwarding your question over to Mike to address.

Thanks,
Aaron

Aaron Heinz
Associate Superintendent, Administrative Services
Colusa County Office of Education
345 5th Street, suite A
Colusa, CA 95932
(530) 458-0350, x10357
aheinz@ccoe.net

From: Summer Shadley <summershadley@maxwell.k12.ca.us>
Sent: Wednesday, August 26, 2020 10:08 AM
To: Danielle Wilson <dwilson@maxwell.k12.ca.us>; Mike Lawless <mlawless@dcsbusiness.com>; Aaron Heinz <aheinz@ccoe.net>
Subject: FW: Footsteps 2 Brilliance info

Thanks for the information. I need some clarification as I am coming from a different District. I understand that Maxwell and Williams agreed to onboard with this project early on and agreed to pay their portion. Where I have confusion is, how are Pierce and Colusa able to give access to their students for free because they waited until the county paid the full license fee. Does this mean that those Districts are accessing for free while Maxwell and Williams have to pay? I know this was the case for Pierce when I was at Arbuckle Elementary School last year.

Summer Shadley
Superintendent, Maxwell Unified School District
Principal, Maxwell High School
530-438-2052 Ext: 12155

From: Aaron Heinz <aheinz@ccoe.net>
Sent: Wednesday, August 26, 2020 10:02 AM
To: Summer Shadley <summershadley@maxwell.k12.ca.us>; Danielle Wilson <dwilson@maxwell.k12.ca.us>
Cc: Michael P. West <mwest@ccoe.net>; Aaron Heinz <aheinz@ccoe.net>
Subject: Footsteps 2 Brilliance info

Good morning,

After talking with Mike it sounds like there might be some confusion regarding the cost of the Footsteps 2 Brilliance (F2B) program, and I just wanted to share the information I'm working from. Attached is the final proposal we received from Greg in December 2019, which uses 1,640 students total between Maxwell, Williams, and CCOE, at a total cost of \$458,864. The cost per student works out to $\$458,864 / 1,640 = \279.80 per

student. The costs were allocated out as follows:

<image005.png>

In January of this year, CCOE financed this perpetual licensing agreement through Government Capital Corporation, and F2B was paid in full. CCOE will be paying off this loan over the next three years, and is fully covering the additional amounts in interest above and beyond the principle amount financed at zero cost to Maxwell or Williams.

We will be forwarding over an invoice soon to Maxwell for the full amount as indicated above, \$28,259.80. In speaking with Mike, he said that Zach and the Board approved the expenditure and it is already in the MUSD budget. However, CCOE is agreeable to any kind of repayment plan you would like to utilize (ie. 50%-50% over 2 years, 33%-33%-33% over 3 years, etc). Please let me know what kind of repayment plan works best for Maxwell, and we will move forward with that. If you have any questions regarding any of this, please feel free to email or call me.

Thanks,
Aaron

Aaron Heinz
Associate Superintendent, Administrative Services
Colusa County Office of Education
345 5th Street, suite A
Colusa, CA 95932
(530) 458-0350, x10357
aheinz@ccoe.net

**MEMORANDUM OF UNDERSTANDING
BETWEEN
COLUSA COUNTY OFFICE OF EDUCATION (CCOE) and
MAXWELL UNIFIED SCHOOL DISTRICT (MUSD)
FOR
SERVICES OF THE EDUCATION PROGRAM AT
S. WILLIAM ABEL ACADEMY (SWAA)**

This Memorandum of Understanding (MOU) between the Maxwell Unified School District and the Colusa County Office of Education is for the purpose of documenting that the parties agree to work collaboratively to implement the education program at the CCOE- S.William Abel Academy.

The parties acknowledge per Welfare and Institutions Code Section 889 and Education Code Section 48645.2 that *the County Superintendent of Schools and the County Board of Education are responsible for the administration and operation of public schools in SWAA.*

Section 48960 of the California Education Code requires *each County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county.*

The mutually developed goals and objectives outlined below are to be reviewed annually.

The Colusa County Office of Education (CCOE) will:

- Provide a hybrid schedule for students with 240 minutes of daily instructional time during the 8:30am-1:30pm school day three days per week; and the remaining two days per week provide Distance Learning. During the Distance Learning Days, each student will meet with his/her teacher at a predetermined time virtually to participate in individual instruction and lessons. In the event of an emergency or pandemic situation, all students will transition to a Distance Learning program and be provided virtual instruction.
- Provide instruction Monday-Friday excluding board approved holidays.
- Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession.
- Ensure that substitute teachers have appropriate materials and instructions to conduct class in the absence of the regularly assigned teacher.
- Provide standards-based instructional materials and instructional technology. CCOE will ensure policies regarding instructional materials, including instructional films, software, video, are followed.
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement.
- Identify youth with special needs (special education, 504 Plans, and English Language Development) and provide appropriate services to such youth.
- Provide counseling services for students for social emotional issues weekly or on an as needed basis.

- Provide assistance for students in making a smooth transition back to their home school.
- Provide districts with progress reports, end of the year updates, and notification of a student's change in residence, termination from the program or completion of requirements for graduation.

- Provide the following services:
 - Multi-Tiered System of Support (MTSS)
 - Opportunity or Remediation/Tutoring during school hours
 - Individual Learning Plan (ILP) meetings
 - Public Transit Passes
 - Nutritious breakfast & lunch while on campus as well as meals packaged for home
 - Mental Health Services
 - Educational Fieldtrips (Virtual and in person if available)
 - Career Technical Education (CTE)
 - Community College Concurrent Enrollment
 - Parent Contacts and Home Visits when necessary
 - Collaboration with Colusa Behavioral Health
 - Collaboration with Colusa County District Attorney
 - Independent Study Program option
 - Collaboration with Colusa County Probation Department
 - Collaboration with Colusa County Sheriff's Department

The Maxwell Unified School District will:

- Contact CCOE when the student is being expelled from their district and plans on attending SWAA.
- Maintain continuous communication with the parent and student until enrollment.
- Complete the referral process prior to sending students to the (CCOE) S. William Abel Academy. Which includes the following documents:
 - a. Completed county referral form
 - b. CSIS Number (California Statewide Student Identifier Number)
 - c. Expulsion Rehabilitation Plan
 - d. Attendance and discipline information
 - e. Current transcript
 - f. Most recent assessment data (SBAC, ELPAC, etc.)
 - g. IEP/504 Plan (if applicable)
 - h. Inter District Transfer Agreement
- Forward Student records to CCOE- Ed Services within one week of student enrolling at SWAA.
- Agree that revenue generated by the student ADA while in attendance at the S. William Abel Academy constitute the source of funding for the school.
- Agree to transfer Local Control Funding Formula dollars generated by attendance to CCOE.

- In the event the costs of operating programs that have been requested by the districts should exceed revenue generated by ADA and associated funds, excess may be billed back to the districts based on their share of program use and upon agreement between districts and county office.

The Colusa County Office of Education and Maxwell Unified School District will:

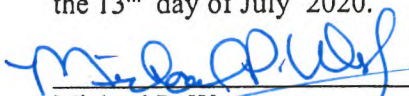
- Collaborate to ensure the safety and security of youth, staff, and outside providers of services.
- Collaborate to encourage and motivate parents and legal guardians to attend required Individual Education Plans (I.E.P.) meetings and other mandated education-related meetings.
- Collaborate to ensure students upon serving their expulsion orders return to their district schools.
- Ensure that I.E.P.s are conducted or completed by federal and state timelines.
- Have on-site staff participate in on-site meetings as needed to (a) identify and implement ways to deliver the instructional program in a comprehensive, coordinated and collaborative manner, (b) make more effective use of the school day, (c) discuss student performance and achievement, and (d) provide information relevant to the needs of the instructional and correctional staff.
- Maintain communication regarding the success of the student and transition plans for students to return to their district schools.
- Work collaboratively with the Colusa County Probation Department to ensure open communication when probation students transfer to SWAA.

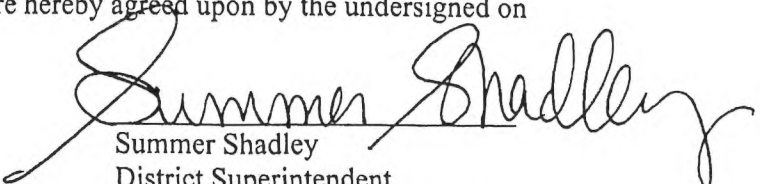
Dispute Resolution:

In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by an independent arbitrator.

Agreement:

This MOU shall remain in effect until June 30, 2021 or until such time as it is amended or terminated by mutual agreement of CCOE and Maxwell Unified School District. These terms and conditions stated above are hereby agreed upon by the undersigned on the 13th day of July 2020.


 Michael P. West
 Superintendent
 Colusa County Office of Education


 Summer Shadley
 District Superintendent
 Maxwell Unified School District



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2020-21

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Maxwell Unified School District District CDS Code: 06-61606

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 09 / 09 / 20 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Summer Shadley</u>	<u>Superintendent</u>	
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>(530)438-2693</u>	<u>(530)438-2291</u>	<u>09/09/20</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

P.O. Box 788, Maxwell, CA 95955
Mailing Address

summershadley@maxwell.k12.ca.us
E-Mail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ / ____ / ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	3 _____
Bilingual Authorization (applicant already holds teaching credential)	1 _____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____ _____
Teacher Librarian Services	1 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	3
Single Subject	5
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 0

If yes, list each college or university with which you participate in an internship program.

National University, Brandman University, and California State University, Chico

If no, explain why you do not participate in an internship program.

Saved for Unaudited Actuals

MAXWELL UNIFIED SCHOOL DISTRICT
515 Oak Street
Maxwell, California 9595

**RESOLUTION #20-21-03
ADOPTION OF GANN LIMIT**

WHEREAS, in November 1979, the California Electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits" for public agencies, including school districts: and,

WHEREAS, the District must establish a Gann Limit for 2019-20 fiscal year and a projected Gann Limit for 2020-21 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED, that the Maxwell Unified School District Board of Trustees does provide public notice that the attached calculations and documentation of the 2019-20 and 2020-21 Gann Limit are made in accord with applicable constitutional and statutory law;

BE IT FURTHER RESOLVED, that the Board of Trustees of the Maxwell Unified School District does hereby declare that the appropriations in the 2019-20 and the 2020-21 budget do not exceed the limitations imposed by the Gann Amendment;

AND BE IT FURTHER RESOLVED, that the Superintendent provide copies of this resolution along with appropriate attachments to interested citizens of this district.

THIS RESOLUTION EXECUTED THIS 9th day of September, 2020, by the following vote of the Governing Board:

AYES:

NOES:

ABSENT:

Signed _____
Summer Shadley, Secretary to the Governing Board

MAXWELL UNIFIED SCHOOL DISTRICT
BOARD RESOLUTION #20-21-04

RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL
MATERIALS

WHEREAS, the governing board of Maxwell Unified School District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 9, 2020, at 5:00 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and ;

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

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

WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments, and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

WHEREAS, sufficient laboratory science equipment was provided for science laboratory classes offered in grades 9-12, inclusive;

THEREFORE, it is resolved that for the 2020-21 school year, the Maxwell Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED as a resolution of the Maxwell Unified School District, at a meeting held on the September 9, 2020, by the following roll call vote:

Ayes:
Noes:
Absent:

I certify that the foregoing Resolution was duly introduced, and passed, and adopted as stated.

ATTESTED:

Date

Diana Azevedo
Board President

Summer Shadley
Secretary of the Governing Board

MEMORANDUM OF UNDERSTANDING
between the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS MAXWELL
CHAPTER NO. 560 (“CSEA”)
and
MAXWELL UNIFIED SCHOOL DISTRICT (“DISTRICT”)
REGARDING RETURN IMPACTS AND EFFECTS

This memorandum is agreed between the Maxwell Unified School District (“District”) and the California School Employees Association and its Maxwell Chapter No. 560 (“CSEA”) concerning the impacts and effects of resumed District operations under post-COVID 19 conditions.

The District and CSEA (together “Parties”) recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and staff. The Parties recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with COVID 19. Care should be taken to identify potential exposure and prevent the spread of the disease. The Parties further agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the pandemic.

To these ends, the Parties agree as follows:

RECITALS

1. The District will continue to follow the guidance/recommendations of Colusa County Public Health (“CCPH”) and the California Department of Public Health (CDPH).
(see attachment A).
2. The Parties acknowledge that the District has the following continuing obligations to maintain and implement:
 - a. Existing District Policies/Procedures;
 - b. Americans with Disabilities Act and Fair Employment & Housing Act;
 - c. HR 6201;
 - d. OSHA/Cal OSHA;
 - e. CSEA Collective Bargaining Agreement (CBA)

For any items not already covered within these existing polices/procedures, the District agrees to the following terms and conditions.

TERMS

1. To the extent that this MOU conflicts with the CBA or District policy, this MOU will prevail.
2. This MOU is a temporary agreement to address the circumstances created by COVID-19. This MOU shall remain in effect until the end of the day on January 31, 2021 or the lifting of the

statewide State of Emergency declared in March in response to COVID-19, whichever comes first.

3. All unit members are expected to perform their regularly scheduled work hours on campus. If for some reason a unit member is not able to meet this expectation, they can refer to the leaves available through HR6201. All unit members should talk with the superintendent to determine what options the unit members are able to exercise under current legislation, laws, and the CBA.
4. Unit members will be provided childcare for school aged children. The childcare will be available for essential workers from 7:45-3:15 as long as staffing ratios allow until face-to-face instruction resumes.

SAFETY

1. The District will ensure that all workspaces are cleaned and disinfected, as necessary, including but not limited to desks, tables, doorknobs, light switches, faucets, sinks, toilets, and other high touch fixtures using appropriate disinfectant
2. The District will provide appropriate physical distancing in accordance with the guidelines provided by CCPH and CDPH.
3. Hand Washing and Sanitizing
 - a) Hand sanitizer will be provided in all workspaces.
 - b) Hand washing/sanitizing supplies noted above or otherwise provided will be checked and restocked regularly.
4. The District will work with its HVAC professionals to ensure that HVAC systems are functioning properly, maximize air exchanges per hour, maximize outdoor air, and are maintained according to the manufacturer's recommendations.
5. Through posted signage, students, employees, and visitors will be encouraged to wash their hands or use hand sanitizer upon entering District sites and every time a classroom is entered.
6. The guidelines provided by CCPH and CDPH will be followed when working with visitors with symptoms consistent with COVID-19.
7. Personal Protective Equipment (PPE) will be provided to all unit members by the District. Unit members can request specialized PPE through the Superintendent.
8. In the interest of protecting community and workplace health, any employee may report, using the district online safety portal, any unsafe condition in the working environment. The system will notify their immediate supervisor. The supervisor shall, within two (2) working days, respond to the employee, stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why. This method of resolving safety concerns shall not displace the right to file OSHA or other administrative complaints or bring a grievance for violation of this agreement.

SCREENING

1. Unit members must self-screen before coming to work and parents will be instructed to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19

or if they have had close contact with a person diagnosed with COVID-19. Staff will be encouraged to self-screen prior to arriving on campus. All classrooms, offices and breakrooms will have touchless thermometers for employee and student use as needed.

- a. Unit members performing screening duties will be trained and given access to appropriate PPE.

TESTING AND TRACING

1. The District shall work with Colusa County Public health Officer to initiate contact tracing upon notification that an employee or student has been infected with COVID-19 and send all required notices. The District will ensure unit member confidentiality as required by law.
2. The District shall notify bargaining unit employees who have been exposed to COVID-19 at work.
3. The District shall provide COVID-19 testing at no expense to bargaining unit employees where potential exposure has occurred.
4. CSEA agrees to cooperate with the District in any necessary public health actions, such as contact tracing of infected individuals.

LEAVES

1. The parties recognize that the Federal “Families First Coronavirus Response Act,” also known as HR 6201, provides most employees with two weeks of paid leave for Covid-19-related absences, and extends Family Medical Leave Act (FMLA) leave.
2. A unit member who meets the conditions in HR 6201 and can’t complete job duties from home, will follow the Leaves below.
 - b. A unit member is entitled to leaves set forth under HR 6201-Families First Coronavirus Response Act, Emergency Paid Sick Leave before utilizing any accrued Leave (see attachment B)
 - c. In the event that a leave provided for in HR 6201 does not provide full pay, a unit member may utilize any previously accrued leave to fill any gap in pay resulting from the 2/3 formula in HR 6201.
 - d. Unit members may also use all available leaves set forth in Article XII and Article XIII of the CBA.
3. Employees may file a workers’ compensation claim that alleges their COVID-19 infection is caused by work exposure.

ACCOMMODATION

1. The District explicitly acknowledges that the interactive process may be required to make work safe for employees with health conditions that heighten the risk of severe outcomes with COVID-19.
2. The District shall provide reasonable accommodation for employees particularly vulnerable to COVID-19 due to a medical condition, including but not limited to:
 - a. Providing additional or enhanced personal protective equipment (PPE);
 - b. If duties permit, physical barriers may be placed to separate the vulnerable employee from coworkers or the public

- c. Eliminating, reducing, or substituting less critical, non-essential job functions that create more risk of exposure. Non-essential job functions are at the discretion of the Superintendent.
- d. Moving the employee workstations if feasible.
- e. Allow for working from home when duties permit.

DUTIES

1. The District and CSEA acknowledge that California Education Code §45101(a) and §88001(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature for the current conditions CSEA and the District recognize that some CSEA bargaining unit positions may be asked to temporarily perform duties not currently contained within their current job description.
 - i. Employees that hold a job classification that can't be fully utilized without students on campus may be asked to work in another classification until face-to-face instruction resumes in TK-12th grade for regular school hours. The following classifications may perform the following duties:
 - a. Paraeducator/Library Technician: prepare lunch, provide childcare to essential employees and help with sanitation.

INFORMATION AND FURTHER NEGOTIATIONS

The District will share with CSEA new information it receives from the CCPH and CDPH about COVID-19.

Compliance with further governmental orders: The parties recognize that the COVID-19 pandemic is evolving and so is governmental response. The parties will comply with further local, state or federal legislation or orders as they affect the terms and conditions of employment of bargaining unit employees and will bargain as needed over the effects of such further directives.

Violation of Agreement: Any alleged violation, misinterpretation, or misapplication of the safety terms of this MOU shall be subject to the grievance provisions in Article V of the CBA.

Dated: _____

By: _____

For District

Dated: _____

By: _____

For California School Employees Association