

District Goals

2014-2020

Curriculum & Instruction

All AVS students will receive powerful education establishing a strong foundation for college and career readiness in the 21st Century

Professional Development

The District will maintain a highly professional and expert staff with annual professional development plans

Fiscal Responsibility

The District will maintain an undesignated unrestricted balance equal to 30% of annual expenditures and reserves for specific contingencies

Facilities

All AVS students will learn in a state of the art learning environment that is safe and excellently maintained

Emergency Response

The District will implement, maintain and improve the comprehensive emergency response plan.

Alexander Valley Union School District

Board of Trustees Meeting

January 11, 2021 at 5:30PM

Trustees in Remote Locations

Dial-In Phone Number: 707-431-7611 Conference ID: 95448 Participate Pin: 12345

The Alexander Valley Union School District Board of Trustees meetings are open to the public, except for certain subjects that are addressed in closed executive session in accordance with the Brown Act. If any member of the public wishes to attend, and requires special accommodations due to handicapping conditions as outlined in the Americans with Disabilities Act, please contact the Superintendent-Principal in the Alexander Valley School Office at least 2 working days prior to the meeting.

Agenda

1.0 Call to Order: President Laura Hawkes

2.0 Roll Call

3.0 Approval of the Agenda

4.0 Comments from the Audience

In accordance with Board Bylaw 9323, visitors will be provided the opportunity to address the Board for through email as public comment, or by public voice comment not to exceed two minutes. The Superintendent designee will read public comment email(s) allowed on topics, including open and closed session items. Individuals wishing to speak shall keep comments not to exceed two minutes in total length. The Board does not respond or take action on submitted email or verbal comments. All public email comments submitted will be read first by the Superintendent designee. Individuals who wish to speak shall submit their email indicating the wish to speak at the Board Meeting by 4:30pm on Monday, January 11th, 2021 to jsloan@alexandervalleyusd.org. Emails submitted will be read first, then individuals who submitted a request to speak email will be provided up to two minutes for their individual public comment.

5.0 Reports and Correspondence

5.1 Alexander Valley School Faculty Report: Mrs. Rash (RSP)

5.2 Alexander Valley Union School District Trustees' Reports

5.3 Superintendent's Report

January is School Board Recognition Month

Covid-19 Update: California Safe Schools for All Proposal

Current Enrollment Update

Williams Quarterly Report

Word of the Month: Inclusiveness

6.0 Consent items

Consent items are routine, non-controversial agenda items that will be approved or rejected as whole, without extensive discussion or debate.

6.1 Approval of Vendor Warrants

6.2 Approval of the minutes: December 14, 2020 Regular meeting of Board

6.3 Approval of the LEA Board for Sonoma County SELPA Local Plan Section B: Governance and Administration

7.0 Curriculum and Instruction

7.1 Action: Staff Technology Needs

Mr. Reno will seek the Board's approval of purchasing technology for our classroom teachers

8.0 Facilities

8.1 Information/Discussion: RGMK & Dan Hardin

The Construction team will present information on the Alexander Valley School construction project including the schedule and Jan. 13th, 2021 bid/award process.

9.0 Personnel and Fiscal

9.1 Information/Discussion: Budget Updates

The Board will consider approval of a series of updates to the budget

9.2 Action: Approval of the 2019/2020 School accountability Report Card (SARC)

The Board will consider approving the 2019/2020 SARC report

10.0 Governance

10.1 Information: Provisional Trustee Sub Committee, Posting, & Interview Process

Mr. Reno will request approval of the Provisional Trustee appointment process and packet to be given to each candidate.

11.0 Future Meetings and Agenda Items

At this point, Trustees can request that specific items be placed on the agenda for future meetings. Members of the audience may request that the Board consider specific items, as well.

Tuesday, February 9th, 2021 Special Board Meeting @3:00pm (Posted 24 hours in advance)

- Interview Selected Candidates for the Role of Provisional Trustee

Tuesday, February 9th, 2021 Regular Board Meeting @5:30pm

- Make Selection of Provisional Trustee
- Consider any certificated layoffs.
- Construction Updates
- Technology Update: Student Devices (K-3)
- Accept Annual Audit
- Governor January Budget Updates

12.0 Future Date Information

Martin Luther King Jr. Day: No School	January 18, 2021
• Lincoln's Observance: No School	February 8, 2021
• Board of Trustees Mtg (Tues)	February 9, 2021
• Local Holiday & President's Day: No School	February 12 & 15, 2020

13.0 Adjourn to Closed Executive Session

13.1 Evaluation of the Superintendent-Principal; Mid-Year Goal Review (pursuant to Government Code [54957](#) and Board By Law 9321)

14.0 Adjourn to Open Session and Report Any Action Taken in Closed Session

15.0 Adjournment



Rising to **the *Challenge***

School Board Recognition Month

THANK YOU AVUSD TRUSTEES!!!!

From the first public school house in [an old church in San Francisco](#) in 1850, boards of education have grown to oversee more than 1,000 school districts and county offices of education in California. From the four students in San Benito County's Panoche Elementary School District to the more than 600,000 students in the Los Angeles Unified School District, trustees provide critical support for California's 6 million public school students.

This January, CSBA salutes local educational agency boards and encourages communities around California to do the same. Roughly 5,100 California school board trustees — the largest group of elected officials in the state — aid in supporting student success by establishing policy priorities and benchmarks. Trustees provide a critical accountability link between the schools and the community, and offer an accessibility to voters that is unrivaled by other public officeholders.

CSBA encourages LEAs, community organizations, mayors and other local officials to designate January as a time to recognize their hard-working board members and educate the public about the important role that school boards play in schools and communities.

California *Safe Schools for All*

Legislative Proposal

In order for plan to become law, it must first be approved by the legislature,
set to meet January 11th, 2021

Goal: Reopen Schools to In Person Learning by Feb./March

AVUSD Board Meeting: January 11th, 2021

State Guidance Changing Timeline

- Sonoma County School Districts move to Distance Learning Model: [March 23rd](#)
- Stronger Together: A Guidebook for the Safe Reopening of Cal. Public Schools*: [June 8th](#)
 - School Reopening Framework”Watchlist”: [July 17th](#)
 - Blueprint for a Safer Economy*: [August 28th](#)
 - Guidance Related to Cohorts: [September 4th](#)
- School Districts receive news that they are required to manage and pay for contact tracing/testing: [September 11th](#)
 - Four Tier School Reopening Options Chart Issued: [September 15th](#)
 - Revised Purple/Red Tier Structure (2 weeks in Purple, 2 Weeks in Red): [September 23rd](#)
 - Equity Health Index: [October 2nd](#) (third monitoring measure)
- Bay Area Regional Stay @Home Order Introduced & Issued: [December 12th-January 9th 2021](#)
 - Governor Newsome Proposes *California Safe Schools For All Plan*: [December 30th](#)

Proposed Overview

Gov. Newsome Introduced: 12/30/20

Legislature Mtg Review: 1/11/21

Follow Up Details Publicized: TBA

Goal: Reopen California Schools to In Person Learning in February/March 2021

Four Key Pillars



Funding

\$450-\$700 per student



Safety & Mitigation

- Includes new, rigorous testing requirements
- Updated safety plans for schools
- Formal safety guidelines will be released this week.



Oversight & Assistance

- Testing Support Plans for students and staff



Transparency & Accountability

- Dashboard for tracking school outbreaks.

Current Reopening Metrics



Sonoma County

Key Messages: Novel Coronavirus (COVID-19)

December 30, 2020

Key Messages are updated weekly, and used for County messaging to the community. Frequently Asked Questions and other relevant information is available at [SoCoEmergency.org](https://www.socoemergency.org).

Reopening metrics:

Based on this week's numbers, Sonoma County remains in the **purple tier** within California's **Blueprint for a Safer Economy**:

- Rate of new daily cases/100,000 population: **40.1** (must be less than 7 to move to the next less protective tier.)
- Testing positivity rate: **7.6 percent** (must be less than 8.0 percent to move to the next less protective tier.)
- Regional ICU availability is **7.5 percent** (must be more than 15 percent to avoid mandatory Regional Stay-Home Order.)
- Equity metric testing positivity rate is **12.2 percent**. (must be less than 8.0 percent to move to the next less protective tier.)

Newsome Proposal *California Safe Schools for All* Purple Tier Proposed Adjustments

Current Purple Tier Model

- 7+ new Covid 19 cases per 100K Sonoma County residents
- 240+ new cases per week

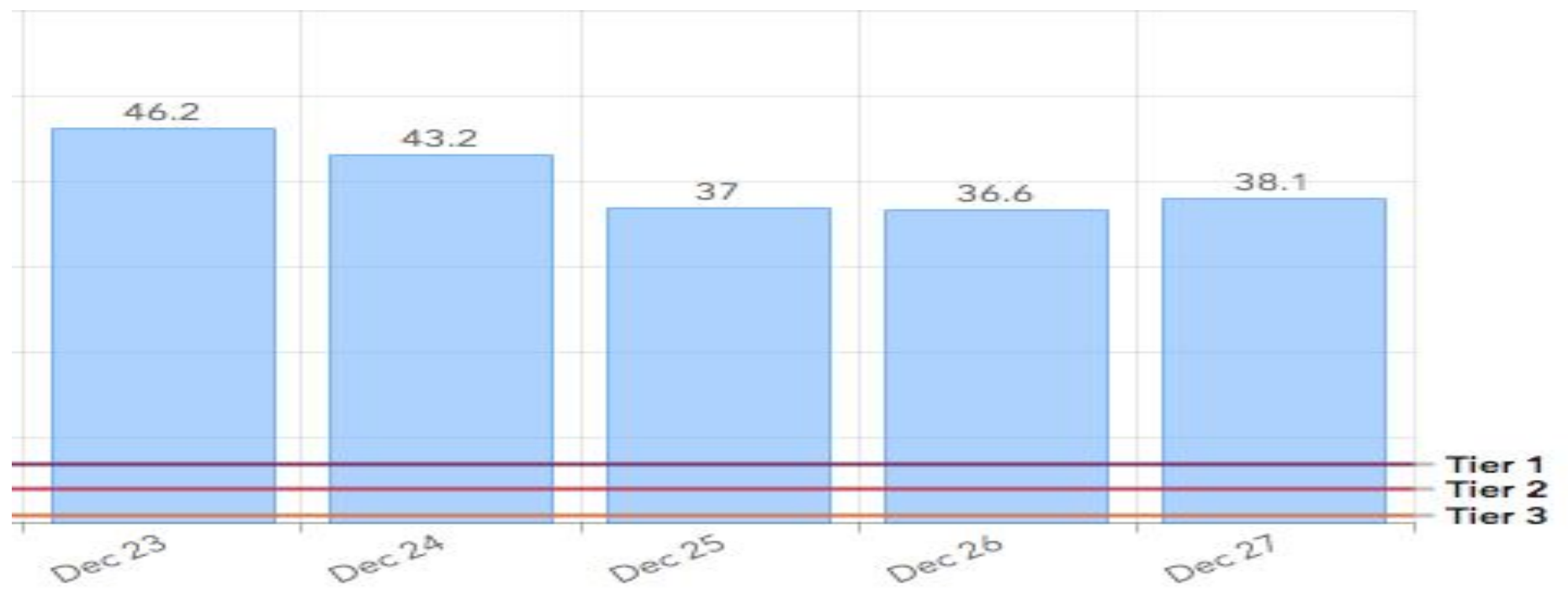
Proposed Purple Tier Model

- 28+ new Covid 19 cases per 100K Sonoma County residents
- 980+new cases per week

Sonoma County New cases per 100,000K per day

(Even under new guidelines, we are currently above 28 cases per 100K)

(Ev



Bay Area Region: Sonoma County Stay @Home Order (ICU -15%)

1st Stay @Home Order 12/12/20-1/9/21

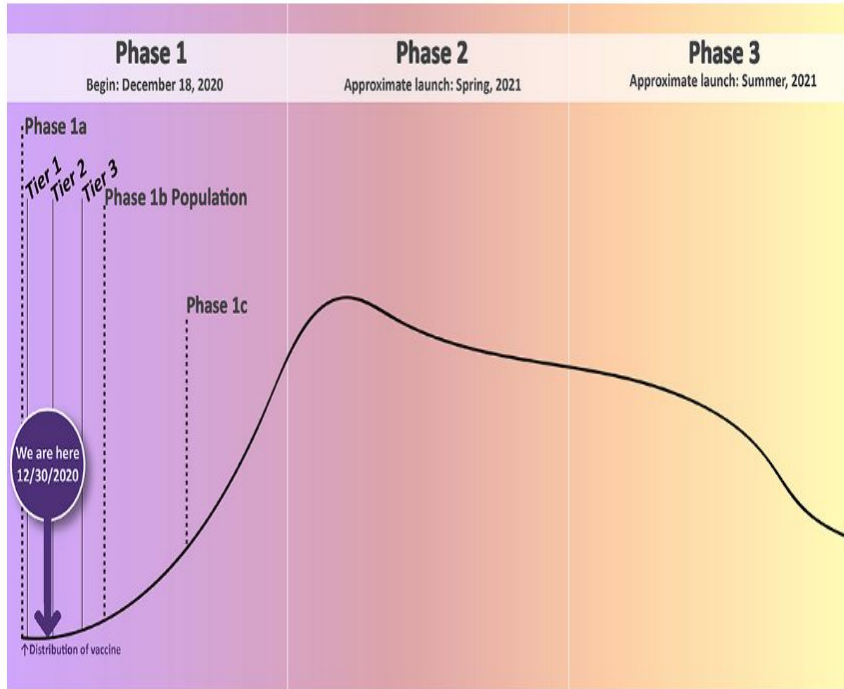
- Schools can't reopen to In-person Learning under current order

Possible 2nd Stay @Home Order 1/9/21-?

- Could delay a potential state approved return to In-Person Learning
- As of 1/5/21 ICU @ 6.5% Bay Area Region

Latest Vaccine Information Timelines: AVUSD Staff 1b

Sonoma County Vaccine Distribution Plan



This vaccination distribution plan is reviewed and updated weekly on Wednesdays by 5pm.

Phase 1a Populations

Tier 1 < We are here

Healthcare personnel at risk of exposure:

- Acute care, psychiatric and correctional facility hospitals
- Skilled nursing facilities, assisted living facilities, and similar settings for older or medically vulnerable individuals (includes residents in these settings)
- EMTs, Paramedics
- Dialysis Center Staff

Tier 2

- Intermediate Care (non-continuous nursing supervision)
- Home health care
- In home supportive services
- Community health workers

Phase 1b Populations

Essential Workers:

- Food & Agriculture
- Food Service
- Transportation
- Education
- Energy
- Police
- Firefighters
- Manufacturing
- IT & Communication
- Water & Wastewater

Phase 1c Populations

High Risk Medical Conditions:

- Obesity
- Diabetes
- COPD
- Heart Condition
- Chronic Kidney Condition
- Cancer
- Smoking
- Solid Organ Transplant
- Sickle Cell Disease

Adults over 65 years of age:

- Community dwelling
- Congregate facilities
- Residential care communities
- HUD Senior Housing

[More information on risk for adults with certain underlying medical conditions »](#)

AVUSD Next Steps and Considerations

1. Incorporate Possible Bay Area Region 2nd Stay @Home order Timeline
2. Work with neighboring districts on employee testing plan models
3. Unpack *California Safe Schools for All* final plan
4. Create Action Plan to meet ReOpening guidelines under new plan
5. Inform AV-20 Committee, Staff, Parents, and Trustees of plan
6. Monitor and Track Data as we build towards Reopening
7. As data trends begin aligning to possible Reopening: issue staff and parent surveys
8. Incorporate staff and parent survey data with instructional model that provides balance to students returning to In-Person learning and those who choose to stay in Distance Learning. Fine tune plans of what a 90-10%, or 80-20% daily model looks like instructionally.
9. Communicate with parents on potential adjustments to daily schedule based upon data received
10. Prepare and Update Campus Accordingly for students and staff safe return
11. Ensure all shareholders safety and student learning needs are being met

Alexander Valley Union School
Enrollment Report 2020-21

teacher		Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21						
Axell		16	17	17	17	17	17						
Hausman		18	17	16	16	16	16						
Sheehy		16	16	16	16	16	16						
Flores		17	17	17	17	17	17						
Konik		18	18	17	17	17	17						
Bowen		19	19	19	19	19	19						
Hayman		13	13	13	13	13	13						
Totals		117	117	115	115	115	115						
Transfers in		68	64	66	66	66	66						
District Residents		49	53	49	49	49	49						



**Valenzuela/CAHSEE Lawsuit Settlement Quarterly Report on Williams
Uniform Complaints**

[Education Code 35186(d)]

District: Alexander Valley

Person completing this form: Matt Reno Title: Supt./Principal

Quarterly Report Submission Date: (check one)

- April 30, 2020 (Jan-Mar 2020) July 31, 2020 (Apr-Jun 2020)
 October 31, 2020 (Jul-Sep 2020) January 31, 2021 (Oct-Dec 2020)

Date for information to be reported publicly at governing board meeting: Jan. 11th, 2021
Please check the box that applies:

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

Area of Complaint	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
CAHSEE/Valenzuela Intensive Instruction & Services	0		
Facilities Conditions	0		
TOTALS	0		

Superintendent: MATT RENO Signature: [Signature] Date 1/11/21

Checks Dated 12/10/2020 through 01/07/2021

Board Meeting Date Jan11 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1813410	12/10/2020	Arreola, Maria	13-5200	Nov 2020 Cafeteria Mileage		67.28
1813411	12/10/2020	Gilbertson, David A	01-4310	Science Lab Materials		31.79
1813412	12/10/2020	AT&T	01-5911	20-21 Phone connect Alarms		86.50
1813413	12/10/2020	Dan Hardin Architect	21-6210	Design Bond Project		1,423.75
1813414	12/10/2020	Ferrellgas	01-5510	Propane for 20-21		768.67
1813415	12/10/2020	Mobile Modular	01-5600	Modular Lease		580.00
1813416	12/10/2020	Office Depot	01-4310	Classroom Supplies and Paper		156.31
1813417	12/10/2020	PG&E	01-5520	20-21 Electric Services		407.39
1813418	12/10/2020	Recology Sonoma Marin	01-5560	waste disposal 20-21		376.24
1813419	12/10/2020	RGM and Associates	40-6255	Construction Oversight and Admin		1,587.50
1813420	12/10/2020	School And College Legal Serv.	01-5823	Additional Retainer Agreement 20-21		7,800.00
1813421	12/10/2020	Nextel Communications	01-5911	cell phone service		24.71
1813422	12/10/2020	T-Mobile	01-5844	Mobile hotspots - tech loans/Distance Learning		213.36
1813423	12/10/2020	TIAA Bank	01-5632	Kyocera Copier Lease		237.08
1813424	12/10/2020	Vision Service Plan	01-9574	Vision Service Premium 20-21		325.08
1814634	12/17/2020	Konik, Nadia L	01-4310	Holiday projects 4th TPT	160.87	
				Holiday Projects 5th	151.81	312.68
1814635	12/17/2020	Alpha Analytical Laboratories	01-5802	Drinking Fountain Testing 20-21		32.00
1814636	12/17/2020	CA Dept of Tax and Fee Admin Motor Carrier Office	01-4360	2019-20 Exempt Bus Operator Diesel Fuel Tax Return		6.26
1814637	12/17/2020	Dan Bowen DBA D3G Consulting	01-5840	IT Services		2,500.00
1814638	12/17/2020	Weeks Drilling & Pump Inc.	01-5802	Water System Service 20-21		381.47
1815712	12/22/2020	Alpha Analytical Laboratories	01-5802	Drinking Fountain Testing 20-21		46.00
1815713	12/22/2020	Healdsburg Unified School District	13-5800	2020-21 Lunch Service		214.35
1815714	12/22/2020	North Bay AVS Design	01-5806	Fire and Alarm Monitoring 20-21		179.94
1815715	12/22/2020	Redwood Pediatric Therapy Associates	01-5811	occupational Therapy for 20-21		807.59
1815716	12/22/2020	RGM and Associates	40-6255	Construction Oversight and Admin		3,500.00
1815717	12/22/2020	TIAA Bank	01-5632	Kyocera Copier Lease		40.24
1815718	12/22/2020	Valley Comfort Heating and Air	01-5800	2nd opinion on furnaces in staff room and kitchen		178.00
1815719	12/22/2020	West Side Union School District	01-5850	Psychologist Services - Matt Park		5,107.48
1816857	01/07/2021	Anne Kopache	01-5950	Stamps for office		111.80
1816858	01/07/2021	Arreola, Maria	13-5200	Dec 2020 Mileage		62.79
1816859	01/07/2021	Sheehy, Sarah	01-4310	TPT 2nd Grade		148.12
1816860	01/07/2021	Augmentative Communication and Technology Services	01-5800	Assistive Technology Evaluation		67.50
1816861	01/07/2021	AT&T	01-5911	20-21 Phone connect Alarms		82.96
1816862	01/07/2021	Dan Hardin Architect	21-6210	Design Bond Project		4,585.50

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

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Checks Dated 12/10/2020 through 01/07/2021

Board Meeting Date Jan11 2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1816863	01/07/2021	Discovery Office Systems Inc	01-5632	Copier Usage and Maint		131.11
1816864	01/07/2021	Employment Development Department	01-9555	4th Qtr 2020 SUI		204.12
1816865	01/07/2021	Mobile Modular	01-5600	Modular Lease		580.00
1816866	01/07/2021	Nicolay Consulting Group Pension Consultants & Actuarie	01-5800	GASB 75 Actuarial Full Report 19-20		2,600.00
1816867	01/07/2021	NorBay Consulting	21-6216	Concrete Sampling Demo Tanks		546.00
1816868	01/07/2021	Office Depot	01-4310	Classroom Supplies and Paper		211.52
1816869	01/07/2021	PG&E	01-5520	20-21 Electric Services		572.23
1816870	01/07/2021	Riley Street Art Supply	01-4312	Art Supplies		74.82
1816871	01/07/2021	San Francisco Opera	01-5800	SF Opera-Opera A la Carte-Virtual		300.00
1816872	01/07/2021	Nextel Communications	01-5911	cell phone service		24.80
1816873	01/07/2021	SWRCB Accounting Office Attn:Drinking Water Prgm Fees	01-5800	Water Systems Fee 20-21		502.00
1816874	01/07/2021	Stephen Roatch Accountancy	01-5821	19-20 Audit Services		5,920.00
1816875	01/07/2021	T-Mobile	01-5844	Mobile hotspots - tech loans/Distance Learning		406.72
1816876	01/07/2021	Vision Service Plan	01-9574	Vision Service Premium 20-21		343.96
1816877	01/07/2021	Weeks Drilling & Pump Inc.	01-5802	Water System Service 20-21		375.00
1816878	01/07/2021	Wyatt Irrigation Supply Inc	01-4380	Irrigation and landscape supplies		37.26
Total Number of Checks					50	45,279.88

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	42	33,292.71
13	Cafeteria Fund	3	344.42
21	School Building Bond Fund	3	6,555.25
40	Special Reserve Capital Outlay	2	5,087.50
Total Number of Checks		50	45,279.88
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			45,279.88

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

Alexander Valley Union School District
Board of Trustees Annual Organizational Meeting
December 14, 2020 at 5:30 PM
Trustees in Remote Locations

Dial-In Phone Number: 707-431-7611

Conference ID: 95448 Participate Pin: 12345

Minutes

1.0 Call to Order: Board Clerk, Laura Hawkes called the meeting to order at 5:34 PM.

2.0 Roll Call: All Trustees are present except President Peachey. President Peachey will call in as soon as he is able. President Peachey called in at 5:37 PM.

3.0 Approval of the Agenda: Trustee Kreck moved to approve the agenda of the AVUSD December 14, 2020, Regular School Board meeting. Trustee Smit second with a vote of 4-0.

4.0 Governance (Part I)

4.1 Acceptance: Resignation of Trustee: Board President, Derek Peachey has submitted his letter of resignation to the AVUSD Board of Trustees. Per Trustee Peachey's written notification, he has requested that his resignation be effective 12/14/20. On behalf of the AVS Community, Mr. Reno and the remaining Trustees expressed their sincere appreciation and thanked Mr. Peachey for his dedication and service for the past several years. Mr. Peachey and his family will be missed. On a motion from Trustee Kreck, the Governing Board accepted Mr. Peachey's resignation with sorrow as she stated that he was a good Board member. Each Trustee in turn expressed to Mr. Peachey their appreciation for all that he brought to the Board serving as a Trustee and that it was a pleasure to serve with him. Mr. Peachey expressed his sincere appreciation to each the Trustees and Mr. Reno for what he was able to learn from each one. Mr. Peachey also stated it was a pleasure to serve with the Trustees and Mr. Reno's leadership. Trustee Doran second with a vote of 4-0.

4.2 Action: Elect Board Officer Positions: In accordance with Board Bylaw 9100 and Education Code Section 35143, Trustee Kreck moved to select Laura Hawkes as AVUSD's Board President effective 12/14/2020. Trustee Doran second with a vote of 4-0. Trustee Kreck then moved to select Trustee Steve Smit to serve as Board Clerk. Trustee Doran second with a vote of 4-0.

4.3 Oath of Office Trustee Kreck: President Hawkes administered the Oath of Office to Trustee Yvonne M. Kreck affirming her appointment on the AVUSD School Board from December 2020-December 2024.

5.0 Comments from the Audience: Ms. Sloan reported that there were no comments submitted.

6.0 Students of the Month: Responsibility: President Hawkes and Mr. Reno acknowledged the Students of the Month who were selected by their teachers for their above and beyond continued model of responsibility. Mr. Reno will present each student selected with a certificate of recognition via Zoom for their achievement of demonstrating responsibility.

7.0 Reports and Correspondence

7.1 Alexander Valley School Faculty Report: On behalf of the AVS Staff. Colleen Flores and Christopher Bowen presented the following to the Governing Board:

- Local author, Petalwink visited K-3rd grades via zoom. In addition, she gifted grades K-1st 4 books and 2nd and 3rd grade students were given two books to keep.
- Our AVS families and staff are participating in a Food Drive and Secret Santa program that benefits some of our school families.
- 2nd grade did a week of kindness, last week for the Seniors at the Senior Living Center. Second graders made art for them, recorded themselves in picture books, and told them jokes!

- 4th grade has attended two field trips to the Missions
- 1st and 3rd grade had a fun buddy craft activity via zoom during November. The students loved it so much another is planned for December.
- Lastly, on behalf of the staff, Mrs. Flores said thank you to Mr. Peachey for his service, he will be missed and the staff has appreciated all his time and dedication to Alexander Valley School.
- Teachers thanked Mr. Peachey. In addition, Mrs. Flores offered congratulation to our Board members with their new appointments and Mrs. Flores expressed that the staff looks forward to working with Laura Hawkes as Board President.

7.2 Alexander Valley Union School District Trustees' Reports: Trustee Kreck reported that she had taken a card to the office for Board members to sign. President Hawkes reported that she was able to deliver the card signed by the Board to Mrs. Hausman, along with a dinner for her family and her to enjoy. She was also given an addition dinner to look forward to when she is able to use the gift card enclosed to Catelli's. Lastly, President Hawkes, announced that Annie Holden, past Trustee is a new concierge at Montage in Healdsburg and if anyone can drop in to see her.

7.3 Superintendent's Report:

Current Enrollment Update: Mr. Reno reported AVS holding steady at 115 students enrolled and that we have been staying consistent with 115 enrolled since October.

Covid-19 Update: Mr. Reno updated the Governing Board regarding Governor Newsom's recent "stay at home order" and the effects it has for Alexander Valley School's students and staff. In addition, Mr. Reno gave the Board his best guess as to when Sonoma County is expected to enter into the Red Tier and at this moment when we might expect to return to school. Mr. Reno noted that we are operational but we have very limited people on campus. Some of the challenges remain the same for us given our small staff. Trustee Doran asked if the legislators have addressed the liability for districts. Mr. Reno shared what he knew from Senator Huffman's office and Mr. Reno assured the Trustees he would keep a close eye on that piece of the legislation.

8.0 Consent items: On a motion from Trustee Doran the following Consent items were approved by the Governing Board. Trustee Smit asked about the \$500 expense to open a new account at Exchange Bank. Ms. Kopache explained that the account needed to be opened to hold the employees' money who were participating in the 125 plan. Ms. Kopache reminded the Board that they had approved the opening of the new account at Exchange Bank at a previous Board meeting. Trustee Kreck second with a vote of 4-0.

8.1 Approval of Vendor Warrants

8.2 Approval of the minutes of the November 9, 2020 Regular meeting of the Board

9.0 Students

9.1 Action: Establish Class Size Limits for the 2021-22 School Year: On a motion from Trustee Kreck, the Board established the following class size limits for school year 2021-22 for the purpose of inter-district attendance transfers pursuant to Board Policies and Administrative Regulations 5117 (Inter-district Attendance) and 5118 (Open Enrollment Attendance) in accordance with Education Code Section 48356:

- **Kindergarten through 6th grade class size limits are set at 16 students/class.**

Mr. Reno noted that his recommendation of 16 students per class at AVS is based on the current social distance recommendations between students. Mr. Reno assured the Board that there would be no impact from capping the classes at 16 to the property tax adjustment. However, Ms. Kopache noted there will be minor fiscal impact for the federal programs that are funded on our average daily attendance. Ms. Kopache stated that as a whole she isn't concerned.

Trustee Smit shared his concern that we keep an eye on it as in the past we have experienced small classes. Mr. Reno noted that the Board sets the class size limits annually and we can adjust them each year.

Trustee Doran second with a vote of 4-0.

9.2 Action: Approve 2021/2022 Enrollment Registration Timelines: Mr. Reno presented the Timeline for students who are currently attending AVS on a District of Choice transfer who will need to reapply for the 2021-2022 school year to the Board. In addition, Mr. Reno presented the timeline for families whose children are not currently enrolled but would like to attend AVS in the fall on an Interdistrict Transfer to the Board. The Timeline for students not enrolled includes the details of the lottery for families when more families apply than available openings. The Lottery for students enrolling for school year 2021-2021 will take place in March of 2021. On a motion from Trustee Kreck, the Board approved both Interdistrict Enrollment Registration Timelines presented by Mr. Reno. Trustee Doran second with a vote of 4-0.

10.0 Personnel and Fiscal:

10.1 Action: Approve the Budget Overview for Parents: The Board approved the Budget Overview for Parents as part of the 2020-21 Learning Continuity and Attendance Plan on a motion from Trustee Kreck. Ms. Kopache explained the report is required by the California Department of Education and is intended to help stakeholders better understand funding decisions included in the LEA's budget. In essence, the Budget Overview for Parents is a link between the LCAP and the First Interim report. Ms. Kopache confirmed for the Board that the aforementioned report will be posted on the AVS website and this will be the only year the report will be required. Trustee Smit second with a vote of 4-0.

10.2 Action: Approve the First Interim Report: On a motion from Trustee Kreck, the Board approved the first interim report, in compliance with Board Policy and State Law, assuring that the District will maintain statutory reserves this year, and two years into the future. Ms. Kopache explained that the First Interim report shows how AVUSD is fiscally doing through October 31, 2020 noting that we were able to bring \$371,000.00 deficit spending down to a \$60,000 deficit. Ms. Kopache noted that although that is a great improvement we are not out of the woods and she intends to keep a close eye on it. Ms. Kopache informed the Board that going forward she intends to keep an expectation of property tax revenue at 1% until we are able to fully recover from the Kincade Fire. Ms. Kopache expressed that at this time going forward, we have enough cash to keep us going and she anticipated that we will have enough funds to keep the budget on target for the Bond construction project. Trustee Kreck asked if the parent's club were going to be able to meet their annual donation goal and whether or not plans were in place for the Annual Spaghetti Auction dinner in March. Mr. Reno noted that the AVSPC is in discussion with ideas for the Spaghetti Auction dinner and that it may be more of a curb side dinner this year. Trustee Doran suggested that we follow the Sonoma County Farm Bureau's example and delivers some of the dinners. Trustee Doran second the motion followed by a 4-0 vote.

11.0 Facilities

11.1 Information: AVS Construction Project Timeline/Budget Bid Invite: Rich Dunlap and Steve from RGMK and Dan Hardin provided the Board with an update on the latest information regarding our campus facility projects. Mr. Hardin reviewed the recent Bid walk that took place today. He is anticipating getting bids from 7 contractors and expressed his satisfaction of having 7 contractors willing to bid. Mr. Hardin is hoping that we will be able to recover some of the revenue with this many bidders and any savings might be applied to the Alternates 1-4 that are listed in addition to the construction of the buildings. Mr. Dunlap reviewed the Timeline and the budget as it stands today. Mr. Reno noted that we have begun to start the move of KN furniture to the TK room to ensure AVS will be ready on day 1 of the timeline. Mr. Reno asked Mr. Hardin and Mr. Dunlap if the timeline could be accelerated should conditions allow it. Mr. Hardin and Mr. Dunlap agreed that the cost and benefit to keeping to our original timeframe would be more of a cost savings in areas like Inspector time, and management time. Accelerating the timeline would add additional expenses. Mr. Dunlap added that the Encroachment Permit has been awarded, and PGE has informed Mr. Hardin that the electric approval was currently in the

Engineering department and things are looking up. Trustee Doran supports we follow Mr. Hardin's and Mr. Dunlap's recommendation. President Hawkes asked if we would have to change the bid language should we seek to accelerate the timeline. Mr. Dunlap affirmed we would. Mr. Dunlap confirmed that the bids are due on January 13th and we would need to give the contractors 5 days to review their bids to ensure we are receiving good bids. Mr. Dunlap informed the Board that we are anticipating project completion by April of 2022. Mr. Dunlap complimented Ms. Kopache forethought and technical experience to putting the budget on a google doc that is shared and available to make updates in real time. Once the numbers come in with the Bid process, Mr. Dunlap assured the Board he will then be able to finalize the budget. Currently there is a 1.5% increase set for contingencies which allows some flexibility within the budget. Trustee Smit asked if the budget includes any of the bid alternates. Mr. Dunlap stated that the alternates 1-4 total \$180,000.00 and they are not included in the 5.5 million budget. Trustee Smit asked about the expenses related to the CalTrans maintenance road were listed. Mr. Dunlap noted that the CalTrans maintenance expense is built into the budget and is reflected on page 2 in items C1a. President Hawkes asked for a correction to the typo at the bottom of the page noting it should reflect items 1-7. Mr. Dunlap assured President Hawkes the correction would be made the following day.

12.0 Governance (Part II)

12.1 Action: Establish a Day and Time of Monthly Meetings: In accordance with Board Bylaw 9100 and Education Code Section 35143, the Board designated the second Monday of each month and the time of 5:30 PM for its regular monthly school Board meetings. Trustee Kreck made a motion that included the caveat unless there is a holiday in which case the meeting will be held on the Tuesday following the holiday. Trustee Doran second with a vote of 4-0.

12.2 Action: Appoint a Secretary to the Board: In accordance with Board Bylaw 9100 and Education Code Section 35143, the Board appointed Mr. Reno, Superintendent-Principal of Alexander Valley Union School District as Secretary to the Board on a Motion from Trustee Kreck. Trustee Keck acknowledges that the Board Bylaw 9122 states that the Board shall appoint the Superintendent-Principal as Secretary. Trustee Doran second with a vote of 4-0.

12.3 Action: Appoint Sonoma County Liaison: In accordance with Board Bylaw 9100 and Education Code Section 35143, the Board designated Trustee Kreck as the County Liaison on a motion from Trustee Doran. Trustee Smit second with a vote of 4-0.

12.4 Action: Authorize Individuals to Sign Documents for the District: In accordance with Board Bylaw 9100 and Education Code Section 35143 and 42633, the Board authorized Mr. Reno, Superintendent-Principal and Anne Kopache, Business Manager to legally sign documents for the District on a motion from Trustee Kreck. Trustee Doran second with a 4-0 vote.

12.5 Action: Establish a "Draft" Board Calendar Agenda: In accordance with Board Bylaw 9100 and Education Code Section 35143, the Board adopted the Board AGENDA Calendar for the coming year presented by Mr. Reno on a motion from Trustee Kreck. Trustee Smit requested Mr. Reno add an update on technology future costs and wellness to the April 2021 Regular meeting of the Board. Mr. Reno confirmed he will make the addition. Trustee Doran second with a 4-0.

12.6 Action: Approval of the 21-22 Interdistrict Attendance Permit Process: On a motion from Trustee Kreck, the Governing Board approved the AVS Interdistrict Enrollment Permit Procedures, including; Interdistrict Enrollment Form, Behavior-Attendance Agreement Form, Employment Related Transfer Form, and Interdistrict Appeal Form as presented by Mr. Reno. Trustee Doran second with a vote of 4-0.

12.7 Information: Selecting Provisional Appointment Trustee to the AVUSD Board: Mr. Reno reviewed the process and timeline for selecting a new Trustee to the AVUSD Board serving a term expiring in December 2024. Mr. Reno noted that in the process to find another trustee to join us we have a 60-day timeline to try to find a replacement. Given that timeline, at the January Board meeting Mr. Reno will ask for approval of the packet that will be given to each interested candidate. Mr. Reno added that in the month of February, interviews will be scheduled possibly requiring a Special Board meeting. He anticipates requesting approval to appoint the final candidate at the February regular meeting of the Board. Our appointed member will need to wait 30 days to be sworn in. Once sworn in, the appointed Trustee will be able to vote on agenda items beginning at the March regular meeting of the Board, post his or her swearing in. Mr. Reno asked that anyone who expresses interest be sent his way as he will be happy to review the duties and responsibilities of a Trustee with the interested person. In addition, Mr. Reno will place the opening in upcoming Tuesday Mail. He will include in the announcement that interested candidates are required to live within the school boundaries.

13.0 Future Agenda Items

January 11, 2021
(tentative date)

Regular Meeting

- Discuss Governor’s January Proposal for the 2021-22 State Budget (if available)
- Williams Quarterly report through December
- Update on Facilities Bid & Award Process
- Review of Provisional Trustee Appointment Timeline
- Technology Updates
- Approve SARC

14.0 Future Meetings and Events

- | | | |
|---|----------------|-----------|
| • Minimum Day Dismissal | 12/18 | 12:15 PM |
| • AVS Winter Break | 12/21 – 1/3/21 | |
| • Board of Trustees’ Meeting (tentative date) | 1/11/21 | 5:30 PM |
| • Dr. Martin Luther King Jr. Day | 1/18/21 | No School |

15.0 Adjournment: President Hawkes adjourned the meeting at 7:13 PM.

Respectfully submitted,

Matt Reno, Superintendent-Principal
Secretary to the Board



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www.charter.sonomaselpa.org
5860 Labath Avenue
Rohnert Park, CA 94928
Phone (707) 524-2752
Fax (707) 524-2754
Adam Stein, Executive Director

June 8, 2020

To: Sonoma County SELPA Member Governing Boards
Re: LEA Board Approval for Sonoma County SELPA Local Plan Section B: Governance and Administration

Dear Board Members and Trustees:

The Individuals with Disabilities Education Act 20 *United States Code (20 USC)* Section 1400 et seq. and related federal regulations, require each special education Local Plan area (SELPA) to assure a continuum of program options are available to meet the needs of students with disabilities for special education and related services.

The Local Plan is the document that provides those assurances, describes how a SELPA operates, and how it supports its member LEAs. As one of those members, you are provided support for your staff, students, and families on all matters related to special education.

Submitted for your approval is the newly updated Local Plan Governance and Administration Section B. This version of the Sonoma County SELPA Local Plan is mostly new with a completely redesigned template. Under new regulations it must be approved every three years starting with this first revision.

Revisions to the Local Plan Governance and Administration, Section B must be adopted by each local educational agency's (LEAs) governing board prior to being submitted to the CDE for review and consideration for approval (EC Section 56195.1).

The Local Plan section before you was developed by a diverse group of LEA staff representing general education administrators and teachers and special education administrators and teachers. The Plan was reviewed and approved by the SELPA's Superintendents' Council, its governing board, which consists of 13 Sonoma County superintendents.

We urge you to approve the Local Plan as the updated road map for services for students with disabilities, their families, and your staff that support them.

Thank you for your support of the Sonoma County Charter SELPA.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam Stein".

Adam Stein

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

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B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Sonoma County SELPA serves 44 LEAs within the boundaries of Sonoma County. LEAs served include urban, suburban, and rural ones with ADA ranging from approximately 8 (Kashia) to approximately 15,500 (Santa Rosa City Schools).

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

The governing body of the SELPA is the Superintendents' Council. Members of the Superintendents' Council are responsible to the governing boards of the local education agencies in the SELPA.

The Superintendents' Council shall consist of thirteen (13) superintendents and one (1) executive director of an LEA charter school, who may be represented at any meeting by a single alternate. The

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superintendents of each Area shall select their representatives from among the superintendents in their area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the LEAs within their area and for representing those views at the Superintendents' Council. In areas in which there is more than one local education agency represented, members shall be selected by the superintendents within those areas. The County Superintendent of Schools shall be the representative for Area VII and shall represent the County Office Special Education program and the School and Community School program. The areas for governing board participation in the administration of the SELPA are established as follows:

AREA I Sonoma Valley Unified School District

AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts

AREA III Cotati-Rohnert Park Unified School District

AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts

AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts

AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts

AREA VII Sonoma County Office of Education

AREA VIII LEA Charter Schools approved in the Sonoma County SELPA.

Area representation on the Council shall be as follows:

AREA I Sonoma Valley superintendent

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AREA II One elementary and one high school district superintendent from local education agencies within the area

AREA III Cotati-Rohnert Park superintendent

AREA IV Four superintendents selected by the superintendents from the LEAs within the area. One of the four must be from the high school district. See Area IV Resolution delineating the selection of Superintendents' Council representatives in the SELPA office.

AREA V One elementary and one high school district superintendent from local education agencies within the area

AREA VI One elementary and one unified school district superintendent from local education agencies within the area

AREA VII Sonoma County Superintendent of Schools

AREA VIII One Executive Director of an LEA Charter School in the Sonoma County SELPA.

Each superintendent, Area representative, and charter executive director representative shall have one vote. Membership on the Superintendents' Council shall be for two years, and members may be re-appointed. The chairperson of the Council shall be elected from among the Council membership and shall serve for two years. He/she may be elected for additional terms. Superintendents' Council representatives may choose a single alternate to attend meetings. The alternate must be the same person for a complete school year.

Alternates will receive Council packets and back up information needed to render a decision on action items.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

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1. Employment of the SELPA Administrator.
2. Designation of participants for the SELPA Advisory Committee.
3. Establishment and promotion of a Community Advisory Committee.
4. Establishment of the number and type of SELPA office staff employed by the Administrative Unit for SELPA-wide services.
5. Review, approve, and monitor all budgets assigned to the SELPA.
6. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7. Review, approve, and monitor the allocation of special education funds to local education agencies.
8. Approval of all SELPA policies, standards and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to: 1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services. 2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use. 3. The employment of staff to support SELPA functions. 4. The provision of support services to the SELPA office and staff in the following areas: Information Technology including internet access and support, Business Services, Human Resources, and other services as part of the SELPA's Indirect Cost contribution to the Sonoma County Office of Education. The Sonoma County SELPA office

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is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations. See MOU between SCOE as the AU and the SELPA, appendix L.

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Refer to SELPA Policy 18 in the appendices.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the Sonoma County SELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

Refer to appendix F, for a complete description of the CAC in the CAC By-Laws

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

For Local Plan development, general education administrators will be nominated by the Superintendents' Council. Those general education administrators will choose the general education teachers for the Local Plan committee. Special Education Administrators will be selected by the SELPA Advisory Committee for special education and special education teachers will be nominated by the selected special education administrators. Parents will be selected by the CAC.

The Sonoma County SELPA's process for consulting with special education teachers and administrators will be through the SELPA Advisory Committee. This committee is made up of special education administrators who represent their special education staff. Through monthly meetings during the school year information will be passed from the special education teachers to the SELPA. The process for consulting with general education teachers shall be through the monthly Superintendents' Council meetings. The Council is made up of general education school leaders who represent general education staff and administrators in the SELPA's LEAs. Parents

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who are members of the CAC will be consulted through CAC attendance at the SELPA Advisory Committee meetings.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.

The Sonoma County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. By approving the Local Plan, enter into an agreement with other local education agencies

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participating in the plan, for the purpose of delivery of regional services and programs.

3. Review and approve revisions of the Sonoma County SELPA Local Plan for Special Education.
4. Participate in the governance of the Sonoma County SELPA through their designated representative to the Superintendents' Council. The governing boards provide the Superintendents' Council with the authority to act as the board designee to approve and amend policies as necessary.
5. Appointment of members to the SELPA Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendents of each participating local education agency and executive directors of each LEA charter school shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan. The superintendents shall select the representatives from the superintendents in each area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the agencies within their area and for representing those views at the Superintendents' Council.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

In adopting the Local Plan, each participating local education agency and SCOE agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the SELPA Advisory Committee which is given authority by the Superintendents' Council to implement policies and procedures.

Member LEAs may form consortia for special education services. These consortia may be

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operated by a council made up of the member LEAs. Each consortium will be administered by one LEA acting as the AU for the consortium.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution. The SELPA Administrator may serve as an agent of member LEAs as requested.
2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council, with the AU Superintendent, shall conduct an annual evaluation of the SELPA Executive Director per a process that the Superintendents' Council will determine each year to address progress toward attainment of the SELPA's annual goals and performance on the other aspects of the job description. The evaluation will be completed by June 30 each year. The Superintendents' Council shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

SELPA Staff: In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA Office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA

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Administrator according to the Administrative Unit's policy and practices.

SELPA Program Specialists: The program specialists are employed by the Administrative Unit for employment purposes, and serve the SELPA under the direction of the SELPA Administrator.

The Superintendents' Council designates the number and type of specialists upon recommendation of the SELPA Administrator after review of SELPA budgets. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA.

Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or facilitate IEP team meetings where technical assistance is needed.
6. Assist in Alternative Dispute Resolution procedures, mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Provide ongoing support as needed to the Community Advisory Committee.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, North Bay Regional Center, California Children's Services, and the Probation Department.

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b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: education programs:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for specific supports of the administration of the Local Plan and its implementation. The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. LEA boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution.
2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator, as well as the development and implementation of an employment contract. The Superintendents' Council shall be assisted in the hiring and

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selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

The evaluation process for the SELPA Administrator is delineated in the SELPA Administrator's employment contract.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

It is the intent of the SELPA that the needs of students with disabilities, including severe disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.

2. To develop and implement a fully integrated and coordinated services system.

The AU as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process.

The SELPA Administrator, with the assistance of the SELPA Advisory Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendents' Council through the Annual Budget Plan process.

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Following the law which delineates students' eligibility for Low Incidence equipment and services, the Sonoma County SELPA assures that specialized equipment and services are provided to students in the least restrictive environment as dictated by the student's IEP. The SELPA operates an Adaptive Technology Center (ATC) which provides assessment, equipment, and staff training for students eligible for Low Incidence services. Most of the assessments and training are done in the student's classroom or at minimum on the campus where the student attends. The SELPA shall distribute annually the procedures for accessing specialized equipment and services.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with

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disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday." The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

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Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and

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indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

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Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

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Reference Number:

Document Title:

Document Location:

Description:

Direct instructional support provided by the program specialist: Program specialists do not provide direct instructional support to students.

Role of the RLA/AU: See Local Plan Section B: – role of RBL/AU in SELPA Governance

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Administrator facilitates development and approval of SELPA policies and procedures necessary to implement the local plan. This assures that all regionalized operations and services are administered. See Local Plan Section B: Governance

Role of the individual LEAs: LEAs will ensure a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Superintendents' Council, will recommend approval of any policies and procedures needed to implement the local plan.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

2. Coordinated system of identification and assessment:

Reference Number:

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Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: While the program specialists will not provide direct instruction to students, they will observe, consult and assist service providers in methods of child find, identification and assessment.

Role of the RLA/AU: Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Through coordination of the Local Plan, the SELPA Administrator will ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

The governing boards of the Sonoma County SELPA member LEAs assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly mobile children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Sonoma County SELPA works closely with a variety of public agencies as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA. Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in the annual notice that is distributed to parents of all children.

Parents, whose primary language is not English, shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible.

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3. Coordinated system of procedural safeguards:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>
Description:	<p>Direct instructional support provided by the program specialists: The program specialists provide alternative dispute resolution with LEAs as requested by parents and LEAs. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.</p> <p>Role of the RLA/AU: See Local Plan Section B: Governance</p> <p>Role of the Administrator of the SELPA: The SELPA administrator assures that the SELPA staff provides alternative dispute resolution with LEAs as requested by parents and LEAs. The SELPA administrator also assures that the SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA Administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.</p> <p>Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with state and federal law, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.</p>

4. Coordinated system of staff development and parent and guardian education:

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Sonoma County SELPA Local Plan"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>

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Description:

Instructional support provided by the program specialist: While not providing direct instructional support to students, program Specialists will provide support and training for staff and parents on skills development, program development, and innovation in instructional and professional practices, using evidence-based practices.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will assure the provision of needed training and supports as requested, or determined appropriate, for each LEA, and to parents and guardians, to the extent practicable.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Instructional support provided by the program specialist: Program Specialists will not provide direct instructional support to students. To achieve goals for students in academic areas, social-emotional learning, and positive behavioral interventions and supports,, the Sonoma County SELPA Program Specialists provide staff development opportunities:
(1) For special educators, general educators, and families in evidence based curriculum, instruction, and procedures that align with the core curriculum and support optimal progress for students with disabilities.
(2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress monitoring

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Description:

(2) The Sonoma County SELPA will provide instruction and guidance on methods of including students with disabilities in general education classrooms effectively.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate. The SELPA Administrator assures that students with disabilities have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum textbooks and supplementary textbooks as well as instructional materials and support in order for students with disabilities attain higher standards in reading.

Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs, and participate with the SELPA in developing appropriate professional development related to their needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

Instructional support provided by the program specialist: Based on SELPA goals, and as requested, the program specialists will evaluate the effectiveness of programs for students with disabilities under the Local Plan. Program Specialists will also assist the Participating LEAs in the development and implementation of program objectives and provide for continuous expert evaluation of the identified objectives to assure that such objectives are effective and in compliance with the intent of the Local Plan.

Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: Under the guidance of the SELPA Administrator, the Sonoma County SELPA will provide updates to all member LEAs on the effectiveness of the Local Plan by providing

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updates to SELPA annual goals set by the Superintendent's Council. The SELPA staff will conduct ongoing internal reviews of the progress on goals and the Local Plan. The SELPA Administrator will structure and maintain the SELPA Advisory Committee and Superintendent's Council for the purpose of monitoring the program operations of the Local Plan and make recommendations to the SELPA for necessary modifications. The SELPA Administrator will provide for the regular in-service training and staff development of SELPA staff responsible for the operation and conduct of the Local Plan.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

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quality and integrity. The LEAs will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

It shall be the policy of this SELPA and its LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

The SELPA will provide services to infants through preschool aged children in accordance with federal and state laws. See Appendix G: Interagency Agreement between Sonoma County SELPA and North Bay Regional Center

Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will approve review and implement interagency agreements as appropriate.

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9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

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Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the Sonoma County Office of Education and designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible. In Sonoma County, students with disabilities placed in a licensed children's institution and served by a local Non-Public School will be served by the Sonoma County Office of Education which will serve as the district of special education accountability.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU:
The Sonoma County Office of Education acts as the fiscal agent for participating LEAs as specified in the Plan and law. In this capacity, SCOE receives, compiles, and submits required reports to state and federal agencies and collects state aid funds for regionalized services

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per Education Code 56836.23 through 56836.25.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:
Participating LEAs in the Local Plan shall prepare and submit all necessary and required reports, including fiscal reports, reports on student enrollment, program evaluation, staffing, and program management to the SELPA.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist-
The program specialist(s) will provide logistical support to the CAC.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA:
The SELPA Program Administrator will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required.

Role of the individual LEAs:
The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

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Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

Description:

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15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

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Description:

applicable

Role of the RLA/AU: The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:
The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:
Under the direction of the SELPA Program Administrator, direct instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to:

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.

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(3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
(4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
(5) Where possible, participate in ADR activities and/or conduct IEP team meetings where technical assistance is needed.
(6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
(7) Assist in developing training for parents and members of the Community Advisory Committee.
(8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
(9) Assist as a liaison to various community agencies.
(10) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

Role of the individual LEAs:
The program specialist(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

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conjunction with the North Bay Regional Center and the Early Learning Institute. These agencies serve low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services. The agencies work together to assure timely referrals are made to the appropriate agency.
(See Memorandum of Understanding between the Sonoma County SELPA and the North Bay Regional Center related to services for children aged birth to three years). For a listing of programs and/or services for children aged three through five years of age, refer to the Annual Service Plan.
Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.
Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively and in consortia to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment will be available to the general public, including individuals with disabilities and parents of children with disabilities, which are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

The Superintendents' Council, CAC, and SELPA Advisory Committee shall meet on a regular basis according to Brown Act requirements. The Superintendents' Council shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the SELPA Advisory Committee, CAC, or Superintendents' Council at a regularly scheduled meeting.

A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

All business meetings of the Superintendents' Council, SELPA Advisory Committee, and CAC, shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Superintendents' Council. If either party disagrees with the recommendation of the Superintendents' Council, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any LEA board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The panel's decision shall be given to the Superintendents' Council to make a final determination of outcome. The decision of the Superintendents' Council will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

service agreement between the LEA and NPS

- o A review of progress the pupil is making toward the goals in the IEP
- o A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
- o Observation of the pupil during instruction
- o Conduct a walkthrough of the facility

- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit
- The local education agency representative shall review the master contract, the individual services agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Should either the content of EC 56366.1 (a)(4) change or the regulations and guidelines provided by CDE to support this part of the law change then these written processes in this Local Plan will change accordingly.

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:	<input type="text" value="N/A"/>
Document Title:	<input type="text" value="Local Plan Appendix K: Incarcerated Youth in County Jail"/>
Document Location:	<input type="text" value="SELPA Office and Website"/>

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041).

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries
- Review and revise IEPs as necessary, including conducting annual reviews
- Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
 - o State and LEA-wide assessment programs
 - o Transition Planning and transition services
 - o IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.



Alexander Valley Union School District

Matt Reno
Superintendent-Principal

January 9th, 2021

Re: Agenda Item 7.1 Action: Staff Technology Needs

Dear Trustees,

The 8 classroom teachers are in need of updated computers for their continued work with our students. The last time we purchased Macbooks for our full-time classroom teachers was August 2016. With this new purchase (see attached quote), we can most likely not expect a replacement cost until 2025+.

The 7 MacBook's currently in use may result in up to a \$720 trade-in value. This would potentially bring down the overall cost of each unit down. Our team is identifying the maximum number to trade-in as well as retaining a couple of units to keep as backup for other teachers on staff.

In addition, over the next couple of months we may need to also update/purchase a computer or two (Non-Macbook) for other staff members as needed, but at this time we are still gathering pricing and working with Mr. Dan Bowen on securing this information.

Thank you,
M. Reno



Alexander Valley Union School District

Matt Reno
Superintendent-Principal

Quote Valid Until: Tuesday, January 19, 2021

Quote Comments:

Please reference Apple Quote number on your Purchase Order.

Row #	Details & Comments	Qty	Unit List Price	Extended List Price
1	16-inch MacBook Pro with Touch Bar: 2.3GHz 8-core 9th-generation Intel Core i9 processor, 1TB - Space Gray Part Number: MVVK2LL/A Configuration: <ul style="list-style-type: none"> • 065-C87C 2.3GHz 8-core 9th-generation Intel Core i9 processor, Turbo Boost up to 4.8GHz • 065-C87G AMD Radeon Pro 5500M with 4GB of GDDR6 memory • 065-C87J 16GB 2666MHz DDR4 memory • 065-C87N 1TB SSD storage • 065-C87V Retina display with True Tone • 065-C87W Four Thunderbolt 3 ports • 065-C87X Touch Bar and Touch ID • 065-C8F6 Backlit Keyboard - US English 	8	\$2,599.00	\$20,792.00

Edu List Price Total \$20,792.00

- eWaste Fee / Recycling Fee \$40.00

- Additional Tax \$0.00

- Estimated Tax \$1,715.34

- Total Tax \$1,715.34

Extended Total Price* \$22,547.34

*In most cases Extended Total Price does not include Sales Tax

*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary



Alexander Valley Union School District

Matt Reno
Superintendent-Principal

CONSTRUCTION UPDATE

January 11th, 2021

Re: Agenda Item 8.1 Information/Discussion: Dan Hardin & RGMK Update

Dear Trustees,

We are entering into a very critical step in our construction project, that step being the Bid Award Process. Our architect and construction management team will present information on the components of this process and answer any questions we may have.

Specifically, the team will update us on the following items:

PG&E Update and other relevant Architectural Issues
Dan Hardin

Bid Process during Stay @Home Order, Timeline, and Award Process on Wed. Jan. 13th @2pm
RGMK: Rich Dunlap and Steve Petcavich

Thanks,
M. Reno

Alexander Valley Union School District

2020-21 Monthly Budget Summary Report December 2020

Regular Board Meeting January 11, 2020

as of 1/11/2020

	Fund 01	Fund 13	Fund 14	Fund 17	Fund 20	Fund 21	Fund 25	Fund 40
	General Fund	Cafeteria Program	Deferred Maintenance	Special Reserve Fund	Post Employment Benefits	Bond Building Fund	Capital Facilities	Capital Reserve
Budget Update for this month								
Beginning Balance (Projected)	1,625,243	3,205	20,368	331,509	94,565	5,211,596	67,940	132,556
Revenues	2,407,549	11,565	12,500	6,000	1,150	75,000	18,600	1,400
Expenses	2,567,908	12,566	12,000	-	11,750	1,010,000		96,000
Excess/Deficit	(160,359)	(1,001)	500	6,000	(10,600)	(935,000)	18,600	(94,600)
Projected Ending Balance	1,464,884	2,204	20,868	337,509	83,965	4,276,596	86,540	37,956

**ALEXANDER VALLEY UNION SCHOOL DISTRICT
BUDGET UPDATES 2020-21**

12/31/2020

General Fund 01

This fund is used to account for the ordinary operations of a District. All transactions except those required or permitted by law to be in another fund are accounted for in this fund. Restricted projects or activities within the General Fund must be identified and separated from unrestricted activities.

Regular Board Meeting January 11, 2021	(Col A) 2020-21 Current Operating Budget	(Col B) Proposed Budget	Actual To Date	BUDGET CHANGES
UNAUDITED BEGINNING BALANCE	1,790,776	1,790,776	0	
Revenues				
LCFF/Property Tax Revenue	2,026,036	2,026,036	1,163,105	
Federal Revenue	67,002	67,002	6,068	
State Revenue	138,583	138,583	11,229	
Local Revenue	164,178	164,178	54,364	
Transfers In	11,750	11,750	0	
Total Revenues	2,407,549	2,407,549	1,234,766	
Expenditures				
Certificated Salaries	1,005,224	1,005,224	492,615	
Classified Salaries	506,301	506,301	224,420	
Benefits -Mandatory/Health	570,911	570,911	218,116	
Books and Supplies	129,150	129,150	57,841	
Services and Oper Exp	345,307	345,307	105,944	
Capital Outlay	0	0	0	
Other Outgo	0	0	0	
Transfers Out	11,015	11,015	3,000	
Total Expenditures	2,567,908	2,567,908	1,101,936	
NET REVENUE (EXPENDITURES)	(160,359)	(160,359)	132,830	
Net Ending Balance	1,630,417	1,630,417	132,830	
<u>Less Components of Ending Bal:</u>				
Revolving Cash	600	600	.	
Reserve for Economic Uncertainty(5%)	128,395	128,395	.	
Special Ed Extraordinary Costs	90,000	90,000	.	
Curriculum Adoption Reserve	50,000	50,000	.	
AVSPC Support-Enrich Prgm Transition	140,000	140,000	.	
Operating Cash Flow (Prop Tax deposits)	613,654	613,654	.	
Ending Balance				
Undesignated Amount	607,768	607,768		

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Alexander Valley Elementary School
Street	8511 Highway 128
City, State, Zip	Healdsburg, CA 95448-9020
Phone Number	(707) 433-1375
Principal	Matt Reno
E-mail Address	mreno@alexandervalleyusd.org
School Website	
CDS Code	49705996051577

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Alexander Valley Union Elementary School District
Street	8511 Highway 128
City, State, Zip	Healdsburg
Phone Number	(707) 433-1375
Superintendent	Matt Reno
Web Site	www.alexandervalleyusd.org
E-mail Address	mreno@alexandervalleyusd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Principal's Message

Alexander Valley School is a small, rural K-6 school located in the beautiful wine country of Sonoma County. With an enrollment of 115 students and no class containing more than 20 students, students receive a great education in an environment that is friendly and nurturing, and at the same time has high academic standards and expectations. The school was modernized and added a new library during the summer of 2007. In June of 2018, our voters approved a general bond measure which brings a new Multi-Purpose Room, Kindergarten Room, and Science/Art room to our campus in August of 2022. The entire school is hardwired for technology and has wireless capacity throughout. Learning is maximized for the 21st Century as all students have access to a one to one device as kindergarteners are each equipped with an IPAD, and students in grades 1-6 have individual Chromebooks.

The teaching staff is highly trained and experienced, and the support staff is excellent. Several consultants provide enrichment instruction in Art, Music, Library, Mindfulness, Physical Education, Spanish, Garden and Nutrition, and Interactive-Science in the lab. In addition, students are provided many field trips, assemblies, and additional enrichment opportunities such as poetry, opera, and astronomy, just to name a few.

Parents are very active in school. They volunteer in numerous ways with special activities, including the Halloween Carnival, the Valentine's Day Dance, and Multicultural Day. The Parents Club puts on the annual Spaghetti Dinner and Auction, which is a huge community event, and the proceeds go to supporting our enrichment programs for our students.

The faculty participates in a number of curriculum and instruction initiatives through the Sonoma County Office of Education. Earlier this year our teaching staff received multi-day training in connection with the Sonoma County Office of Education on Next Gen Science Standards.

In summary, Alexander Valley School is an incredible place for children to receive a great education and to have an experience that enriches their lives.

Mission Statement

Alexander Valley School is a challenging learning environment where high expectations for success are communicated, and developmentally appropriate instruction in academics and the arts are provided. Our school is a safe, orderly, caring, and supportive environment where students are given the tools they need to thrive. Our parents, teachers, and community members are partners, creating a setting where children flourish.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Alexander Valley School is proud of its extensive parental involvement. Our Parents Club is an active organization that is highly involved and plays a pivotal role within our school community. Not only do parents

fulfill the traditional role of classroom volunteers, but they also are active participants on all of our schoolwide committees. Examples of these include the School Site Council, District English Learner Advisory Committee (DELAC), Curriculum and Technology. Our Parents Club is also instrumental through its support of our enrichment programs. Through our annual Spaghetti Dinner and Auction event, the Parents Club funds critical programs such as art, music, technology and the garden.

For more information on how to become involved at the school, please contact our school office, at (707) 433-1375.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Alexander Valley School developed its school safety plan during the 1997-98 school year. Each year, the plan is reviewed and revised as needed by the School Site Council annually. Proposed changes to the plan are brought to the school faculty on an annual basis prior to board adoption. The plan contains the following elements:

- School Mission
- Description of School Climate
- Description of Safe and Orderly Environment
- Assessment of the current status of school crime
- Strategies and programs
- Child-abuse reporting procedures
- Disaster procedures, both routines, and emergency
- Policies regarding actions that would lead to suspension and/or expulsion
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policy
- Schoolwide dress code
- Procedures for safe ingress and egress of pupils
- Rules and procedures on school discipline
- Other safe school strategies and programs
- School discipline plan

The plan is kept in the school office and is available for review upon request. The plan is comprehensive and includes both the legal requirements and the benefit of safety planning. The school safety plan was last reviewed, updated, and discussed with school faculty and council in November 2019.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/7/2019

This section should be kept to 1-2 paragraphs.

The school has developed both a comprehensive safety plan and a disaster-response plan. Both plans provided the planning necessary to ensure the safety of both students and adults. Staff is trained annually with regard to plan implementation. The school also practices duck-and-cover and evacuation drills on a regular basis. The school conducts monthly safety and cleanliness inspections of its facilities. An annual extensive inspection is made of all systems to ensure they are in good repair and are functional. The facilities are maintained by the school building manager and custodians. Outside firms are used to make repairs to heating and air-conditioning, plumbing, and electrical systems. The school was built in several phases, originally opening in 1952.

The school consists of seven classrooms, an aftercare room, library building, office and teacher workroom. Each classroom has a high-speed internet connection. A bus barn with an adjacent storage shed is also present.

Outside resources include a large playing field with a softball diamond, a one-third mile jogging track, one full-court basketball court and several play structures. A school garden and an outside eating area complete the outside resources.

The school approved a Facilities Master Plan during the 2010-11 school year. The district completed a modernization project in 2007. In addition, the new library was completed in the summer of 2007. The school received a hardship grant from the state to renovate all of the roofs and to install air-conditioning in all rooms. That work was completed during the summer of 2010. In addition, a general obligation bond measure was approved by the voters of Alexander Valley in 2018. This 6 million-dollar measure is being used to build a Multi-Purpose Room, kindergarten classroom, and Science/Art room. Construction is scheduled to begin in June of 2020, and be completed by August of 2021.

The following is a list of recent school facility improvements.

- Summer 2010: completed a total reroofing project (state Facility Hardship grant)
- Summer 2010: installed air-conditioning in all buildings (state Facility Hardship grant)
- Summer 2012: complete renovation of the playing field (Deferred Maintenance funds, community donations)
- Summer 2012: installation of one-third mile crushed granite track (district general funds, AVS Parents Club, donations)

- Summer 2013: installation of improved drainage between the playground and the school track (Deferred Maintenance funds)
- Summer 2013: resurfacing of the asphalt playground (Deferred Maintenance funds)
- Summer 2014: installation of an emergency-supplies container with ventilation
- Summer 2019: Student restrooms remodeled

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	10		
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0		
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 10/12/2019

This section should be kept to 1-2 paragraphs.

Textbooks for core subjects are adopted exclusively from the State Board of Education’s approved list. Textbook adoption is consistent with the adoption cycle. Reading/language arts and mathematics textbooks are aligned with Common Core State Standards, and history/social studies and science with the California content standards. All students are provided with individual textbooks and materials for each core subject.

Alexander Valley offers a variety of art and enrichment activities for all students in grades K-6.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading Wonders 2017	Yes	0
Mathematics	My Math (K-5) 2014 California Math (6) 2014 Freckle Math (K-6) 2019	Yes	0
Science	Holt Science (K) 2008 Discovery ED (1-6) 2019	Yes	0
History-Social Science	Pearson MyWorld History-Social Sciences (K-6) 2018	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are **highlighted yellow** are populated for you with data provided by CDE.
- Percent differences, **highlighted light-blue**, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$22,891	\$4,129	\$18,762	\$73,104
District	♦	♦	\$18,762	\$73,104
Percent Difference: School Site and District	♦	♦	0.0	0.0
State	♦	♦	\$7,750	\$71,448
Percent Difference: School Site and State	♦	♦	83.1	2.3

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

The following programs and supplemental services are provided by the school:

- Resource Specialist Program (RSP)
- Speech and language
- English language development (ELD)
- Title I math and reading intervention
- Class Size Reduction (grades K-3)
- Peer Assistance and Review

- Beginning Teacher Support and Mentoring

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Teacher and staff training has continued to center on our NGSS Science curriculum (Discovery Ed), the mathematics curriculum (Freckle Math), the use of technology in the classroom, and the continued fidelity to the California Common Core State Standards. There are three days of scheduled staff development each year. Individual teachers have taken specialized training, which is provided regularly to all staff, in addition to the three district days. Due to Distance Learning, our PD has included on-site technology training for all staff to implement within classroom cohort groupings. Training has also included the GoGuardian student cyber safety systems for students to work online safely outside the district network.

The certificated staff meets in collaborative planning time collectively, in teams, or independently every other Wednesday afternoon for one-and-a-half hours.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.



Alexander Valley Union School District

Matt Reno
Superintendent-Principal

January 11th, 2021

Re: Agenda Item 10.1 Information: Provisional Trustee Sub Committee, Posting, & Interview Process

Dear Trustees,

Please see the information below related to our upcoming process of securing a Provisional Trustee to the AVUSD Board.

Trustee Sub-Committee: Yvonne Kreck and Steve Smit
Meeting: January 12th, 2021 @10:00am
Goals: Select Interview Questions and finalize logistics

Provisional Trustee Application Posting Timeline

Posting Date: January 12th, 2021
Closing Date: January 28th, 2021 @4pm

Proposed Interview Date and Time:

Tuesday, February 9th 2021 SPECIAL Board Meeting (Prior to Regular Board Meeting)
Start time: 3:00pm (Pending number of candidates interviewed @30 minutes per interview)
Tuesday, February 9th 2021 REGULAR Board Meeting
Start time: 5:30pm (Action Item: Provisional Trustee Selected)

Provisional Trustee Selection: AVUSD Board of Trustees will finalize approval of the selected Provisional Trustee in open session on February 9th, 2021 during Regularly Scheduled Board Meeting. The 30-day Provisional Timeline will begin effective February 9th, 2021. Unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the Office of the Sonoma County Superintendent of Schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

Sincerely,
M. Reno