



**TYPE:** Regular Board Meeting

**DATE:** 11/9/2023 **TIME:** 7:00 PM **CODE:**

**LOCATION:** Assembly Hall 1935 Bohemian Highway, Occidental, CA 95465

Closed session begins at 6 pm, open session begins at 7 pm. All documents relating to the following agenda items are available for public review in the Administrative Office of the Harmony Union School District during office hours at least 72 hours prior to the scheduled Board meeting. The Harmony District Board of Education meetings are open to the public, except for certain subjects that are addressed in closed session in accordance with the Ralph M. Brown Act. If anyone wishes to attend and requires special accommodations due to a handicapping condition, as outlined in the Americans with Disabilities Act, please contact the superintendent at least two working days prior to the meeting.

**1.0 Call to Order**

**2.0 Pledge of Allegiance**

**3.0 Approval of the Agenda**

**4.0 Public Comment**

- 4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting. Info

**5.0 Closed Session**

- 5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA Info/Action
- 5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA Info/Action
- 5.3 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6: Update on Anticipated Litigation items Info
- 5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel- Discipline, Dismissal, Release Info

**6.0 Reconvene to Open Session**

- 6.1 Report out on any action taken during closed session Info

**7.0 Communication**

A) Reports

7.1 HUTA Report

7.2 ARK Report

7.3 Student Report

7.4 Board Member Reports

7.5 Superintendent/Principal's Report

7.6 Pathways Director Report

B) Public Comment

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

C) Correspondence

<b>8.0</b>	<b>Consent Agenda</b>	<b>Action</b>
8.1	Vendor Warrants	Action
8.2	Approve minutes from regular meeting held 10/12/2023	Action
8.3	Approve the Consent Agenda	Action
<b>9.0</b>	<b>Information/Correspondence/Discussion</b>	
9.1	Enrollment Report	Info
9.2	Discussion regarding School Mascot and Colors- Survey Updates	Info/Action
9.3	Continued discussion (future action) of Power Back Up Project- battery and diesel generator	Info/Action
9.4	Update on school security projects	Info/Action
9.5	Consideration of Board meeting in December change from 12/14 to 12/13 to accommodate HUSD Staff Holiday Gathering	Action
9.6	Budget Update	Info
9.7	Discussion of Local Indicators	Info
A)	Board Member Development	

## 9.8 Board Member Self Evaluation

### 10.0 Action Items

- |      |  |             |
|------|--|-------------|
| 10.1 | RESOLUTION NO. 2023/2024-3 RESOLUTION OF THE BOARD OF TRUSTEES OF THE HARMONY UNION SCHOOL DISTRICT ORDERING A SCHOOL BOND ELECTION  | Action      |
| 10.2 | Second reading and adoption of new and updated board policies: CSBA UPDATE CHECKLIST – December 2022 BP 0430 Comprehensive Local Plan for Special AR 0430 Comprehensive Local Plan for Special Education BP 0450 Comprehensive Safety Plan AR 0450 Comprehensive Safety Plan BP 0460 Local Control and Accountability Plan AR 0460 Local Control and Accountability Plan BP 3250 Transportation Fees AR 3250 Transportation Fees AR 3260 Fees and Charges BP 3460 Financial Reports and Accountability AR 3460 Financial Reports and Accountability BP 3515 Campus Security AR 3515 Campus Security AR 3516.2 Bomb Threats BP 3540 Transportation BP 5131.7 Weapons and Dangerous Instrument AR 5131.7 Weapons and Dangerous Instrument AR 5141.3 Health Examinations BP 5142 Safety AR 5142 Safety AR 5142.2 Safe Routes to School Program BP 5148.2 Before/After School Programs AR 5148.2 Before/After School Programs BP 5148.3 Preschool/Early Childhood Education AR 5148.3 Preschool/Early Childhood Education AR 6164.4 Identification and Evaluation of Individuals for Special Education BB 9220 Governing Board Elections BB 9223 Filling Vacancies BB 9323 Meeting Conduct | Info/Action |
| 10.3 | Consideration of new hire Michele Hazelwood- 5th grade para and Marni Davis- Middle School Drama teacher   | Action      |
| 10.4 | Consideration of the sunshine openers from the District and Harmony Union Teachers Association (HUTA)  | Action      |
| 10.5 | Consideration Annual Developer Fees Report for 2022-23   | Action      |
| 10.6 | Consideration of Revised Expanded Learning Opportunity Program   | Action      |
| 10.7 | Consideration of establishment of Line of Credit with SCOE   | Action      |
| 10.8 | Consideration of Illness and Injury Prevention Plan (IIPP)   | Action      |

### 11.0 Next Board Meeting

### 12.0 Adjournment

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at [www.harmonyusd.org](http://www.harmonyusd.org).



**Meeting Date:** 11/9/2023 - 7:00 PM

**Category:** Public Comment

**Type:** Info

**Subject:**

4.1 For Closed Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info/Action
<b>Subject:</b>	5.1 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR  Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: CSEA
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	-
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info/Action
<b>Subject:</b>	5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR  Name of Agency Negotiator: Matthew Morgan Name of organization representing employees: HUTA
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	-
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info
<b>Subject:</b>	5.3 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6: Update on Anticipated Litigation items
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	none- discussion only
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Closed Session
<b>Type:</b>	Info
<b>Subject:</b>	5.4 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6 - Personnel- Discipline, Dismissal, Release
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reconvene to Open Session
<b>Type:</b>	Info
<b>Subject:</b>	6.1 Report out on any action taken during closed session
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	none- information only

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.1 HUTA Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	
<b>Approvals:</b>	



# Harmony Union School District

## AGENDA ITEM

**Meeting Date:** 11/9/2023 - 7:00 PM

**Category:** Reports

**Type:** Info

**Subject:** 7.2 ARK Report

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background  
Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.3 Student Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.4 Board Member Reports
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.5 Superintendent/Principal's Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Reports
<b>Type:</b>	Info
<b>Subject:</b>	7.6 Pathways Director Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	
<b>Approvals:</b>	



**Meeting Date:** 11/9/2023 - 7:00 PM

**Category:** Public Comment

**Type:** Info

**Subject:**

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please chose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures.

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**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:**

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Consent Agenda
<b>Type:</b>	Action
<b>Subject:</b>	8.1 Vendor Warrants
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 Board Report of Checks August through October 2023.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Approve through the consent agenda

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal































**Checks Dated 08/01/2023 through 10/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	233			742,235.51
		Less Unpaid Tax Liability				.00
		<b>Net (Check Amount)</b>				<u><u>742,235.51</u></u>

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.

**024 - Harmony Union School District**

Generated for Stacy Kalember (SKALEMBER24), Nov 6 2023  
12:44PM



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Consent Agenda
<b>Type:</b>	Action
<b>Subject:</b>	8.2 Approve minutes from regular meeting held 10/12/2023
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 HUSD Board Meeting Minutes 10.12.23, unapproved.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Approve through the consent agenda
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal

# Harmony Union School District

## Regular School Board Meeting

### October 12, 2023

### Minutes (draft/unapproved)

#### Board Members present:

Amanda Solter, Andrew Cone, Yuri Koslen, Mariah Lander, Charlie Laird

#### Also present:

Stacy Kalember, Matthew Morgan, Suzi Heron

#### 1.0 Call to Order

#### 2.0 Pledge of Allegiance

#### 3.0 Approval of the Agenda

#### 4.0 Public Comment

4.1 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

#### Info 5.0 Closed Session

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5.2 With respect to every item of business to be discussed in closed session Gov. Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR Name of Agency



*Tables arrived for the outdoor cafeteria area. Current picnic tables will be reassigned to other areas of the campus.*

*Some challenges regarding sharing campus space with Aftercare and WESCO.*

*Conference week was finished up. May consider a different model for conference week.*

7.6 Pathways Director Report

*No Pathways report at this time*

## B) Public Comment

7.7 For Open Session: Members of the public may address the Board briefly on matters not on the agenda and are within the subject matter jurisdiction of the Board. Please state your name and address. In accordance with Board Policy 9323, speakers are to keep comments concise and limited to three minutes. The Public Comment item will be limited to a total of 20 minutes, absent approval to extend by the Board President. If there are several people who share the same issue, please choose one as your representative, and that person may be given additional time, if necessary. The Board values public comment, but by the Brown Act the Board shall not act upon, respond to, or comment on the merits of any item presented. The Board may ask clarifying questions of the presenter or refer the presenter to the District procedures. Members of the public may address the Board regarding items on the agenda at the time the item appears on the agenda. The Board President may move any agenda item to a different place on the agenda in order to accommodate the public or improve the flow of the meeting.

*No members of the public made comments at this time.*

## C) Correspondence

### 8.0 Consent Agenda, Action

8.1 Vendor Warrants, Action

8.2 Approve Quarterly Report, April 1 to June 30, 2023, regarding any complaints covered by the Williams Act, Action

8.3 Approve Quarterly Report, July 1 to September 30, 2023, regarding any complaints covered by the Williams Act, Action

*In response to a question, Suzi explained the Quarterly Reports regarding “complaints,” which are specific, standardized elements regarding materials, facilities, and teacher assignment.*

8.4 Approve minutes from regular meeting held 9/14/2023, Action

*Discussion regarding the process for Tanya taking minutes; the audio is difficult on the video, but the notes from the last meeting were fairly accurate. Andrew had a request*

*that everyone should read the minutes before the next board meeting. He ideally would like parents to be able to access a link to both the agenda and the minutes, even if the minutes haven't been formally approved by the board (which happens at the following meeting). He'd like to reduce the number of steps and increase the "obviousness." Mariah asked about the budget for this, which was unknown—Matthew wanted to check in when Stacy came back to the meeting. Yuri agreed with Andrew that accountability is critical, but thinks parents can get the same info from the agenda and the meeting itself. Andrew simply wants to make it easier for working parents. Amanda asked if the minutes need to be approved before they are published. Suzi said, yes, they do, although draft minutes, before they are approved, are included in the agenda packet the Monday before the meeting. Suzi answered Mariah's question: minutes can be amended at the meeting itself. Stacy wasn't able to answer, since the invoices include newsletters, etc. [She came back to this later and reported that the last invoice was \$250.] Yuri asked for a motion to approve the minutes. Motion to approve was seconded. Minutes were unanimously approved.*

8.5 Approve the Consent Agenda, Action

## **9.0 Information/Correspondence/Discussion**

9.1 Enrollment Report, Info  
*2 new students; now at 240 total*

9.2 Discussion regarding School Mascot and Colors- Survey Updates, Info/Action  
*Yuri reported on the mascot survey results.*

9.3 Discussion regarding revised fee schedule for Aftercare, Info/Action  
*Matthew spoke about fees and enrollment: 35–45 students/day; 25% qualify for feeless enrollment; based on the current \$20/day fee base compared to cost outlay, they could adjust to \$15/day—any lower District wouldn't break even. At \$10/day, they would have to reduce staff, and more people may be interested in the program. The other option is a sliding scale, but it adds another level of complexity and more work regarding verification.*  
*Mariah asked about maximum numbers of students (50) and no increase in staffing/cost, and Matthew said it could come down to \$12.*  
*Amanda asked if most people come 5 days/week; Matthew didn't have data at his fingertips, but he said T, W, Th are big days with about 45–48 kids, M and F are quietest with about 30–35; 70 people sent in enrollment info, but subset of people who signed up but didn't show up. Denise will re-query people. There are about 35 consistent people for 4 days/week.*  
*Amanda talked about a possible model in which people pay less if they come all 5 days and more for only 1 day; Matthew said this could be an option—week rate and 1, 2, or 3 day rates.*



*Charlie worried about the possible financial repercussions of using a sliding scale. He'd rather decide on a number and hope to serve as many as possible. Amanda noted that it's been a trial-and-error period, starting with \$25/hr, and a simpler \$15/hr that breaks even is doable. Yuri said that this general direction from the Board makes sense, but things may change, and staff can work out the details.*

*Matthew appreciated all perspectives; he wants clarity—he'd been asked by the Board to research this and looked at what other schools are doing. If he were to make a proposal to the Board, he'd say he should survey the community to see how they would be best served and then make a recommendation to the Board.*

9.4 Continued discussion (future action) of Power Back Up Project- battery and diesel generator, Info/Action

*Matthew shared about \$100,000 grant from PG&E, with the challenge that the installation equipment for diesel/school requirement will cost much more than that. All they need for the PG&E rebate is a signed invoice. But he's not sure if this is the direction they want to go—Andrew has discussed a propane/natural gas generator, and Matthew has been looking into localized battery storage subpanel (most cost effective, and most robust with solar).*

*Andrew wants propane/natural gas (almost no emissions) vs. diesel (better than before, but still not good) because of air quality and being situated in a valley. Also concerned about broken parts and complexity of a diesel generator: 5-part system named with codes and acronyms. Propane generators are also smaller than diesel generators. They can also be parallel: next to each other and synched to act in tandem. Found supplier for 2–3 parallel propane generators to be installed within a reasonable short timeline, but propane takes up more space.*

*Matthew asked how much fuel each propane generator needs each day. Andrew replied that he doesn't know exact numbers, but a single LP gas tank sized based on the frequency of delivery is recommended with a splitter to go to each generator. A gallon of diesel gets you between 10–12 kw hrs. Propane is less efficient and energy-dense, maybe giving 7–8 kw hrs per gallon. Diesel: 600 gallon minimum (cheap), propane: 1000 gallon minimum (not cheap). They take up a lot of space—do we have the footprint for these? Andrew would like drawings or satellite images. Matthew replied that the location is at the service entry at the corner of the parking lot. There is a current demand on the smaller propane tank that's already there from HVAC system, etc.*

*Yuri asked what direction the conversation should be going in.*

*Andrew asked, did Matthew ever have an electrical engineer look into rebalancing the campus? Matthew said, yes, last Feb/Mar, although he doesn't know to what extent it was rebalanced. Andrew asked for a report, and Matthew said he would ask. Andrew asked if anyone had an opinion about taking up more space with parallel propane generators vs. more diesel.*

*Mariah asked if the board is going down the route of propane vs. diesel, or are batteries still on the table? Andrew thinks that using battery backup for the whole campus isn't workable. Matthew respond that there are two battery pathways, which are not mutually exclusive: 1) main panel with all energy that's distributed to subpanels; the battery*



district. SCOE recommends that the policy is attached to the agenda every month and that the Board makes a statement at the start of every meeting.

Matthew said that the community is generally civil, although there have been a few tensions. This is coming more from other districts where people show up with more of an interest in being disruptive than in participating in the democratic process. At this point, for HUSD Zoom meetings, the host needs to unmute meeting participants as well as request video. Have also discussed going to a webinar option.

Yuri said this is to protect from nonsensical or racist speech, but the families in the community appreciate access to meetings.

Andrew asked if there were a change to state law saying a chair can eject a disruptive participant; Matthew confirmed there was. Andrew asked how Yuri would go about ejecting someone.

Mariah wanted to make sure someone was attending to the Zoom meeting to make sure if they raise their hand someone sees them and are not ignored. Matthew talked about the public comments that are embedded into the agendas. However, there are different ways to orchestrate these (per agenda item or at end of meeting).

Matthew reiterated that it is not a big deal in the community, but it's a good idea to publish a civility policy for just in case.

Mariah advocated for public comment for all agendized/non-agendized items at the beginning of the meeting. Andrew agreed.

Matthew asked for direction: if the Board was interested in policy options around public comment, statement re how people communicate, and how to make public comment accessible yet be able to stop uncivil behavior; board answered in affirmative. Yuri wanted to adopt some easy things to protect the Board's process.

## A) Board Member Development

### 9.8 Board Member Self Evaluation

Amanda reminded the Board that this was talked about in early spring. The Board would vote on whether to request the CSBA survey. There would be 7 days to complete it, and there are 2 ways they can generate a report that the Board can use for their own purposes; can include facilitator. Amanda posted "What It Takes To Lead," the overview, and some findings.

Yuri asked about interest, and Mariah responded that it's a great practice. There were some questions about the cost. Suzi will check to see if there is a cost.

## 10.0 Action Items

### 10.1 Consideration of Board Member Self Evaluation through CSBA, Info/Action

Yuri asked for a motion. A motion was made and seconded. It was unanimously approved.

### 10.2 First reading: BP 0420.41 Charter School Oversight E(1) 0420.41 Charter School Oversight BP 1113 District and School Websites E(1) 1113 District and School Websites

BP 4112.2 Certification AR 4112.2 Certification E(1) 4112.9 Employee Notifications E(1) 4212.9 Employee Notifications (1) 4312.9 Employee Notifications BP 4140 Bargaining Units BP 4240 Bargaining Units BP 4340 Bargaining Units AR 4161.1 Personal Illness/Injury Leave AR 4261.1 Personal Illness/Injury Leave AR 4361.1 Personal Illness/Injury Leave AR 4161.2 Personal Leaves AR 4261.2 Personal Leaves AR 4361.2 Personal Leaves AR 4161.8 Family Care and Medical Leave AR 4261.8 Family Care and Medical Leave AR 4361.8 Family Care and Medical Leave BP 5117 Interdistrict Attendance BP 5141.5 Mental Health BP 5141.6 School Health Services AR 5141.6 School Health Services BP 5145.6 Parent/Guardian Notifications E(1) 5145.6 Parent/Guardian Notifications BP 5148 Child Care and Development AR 5148 Child Care and Development Fill in Blanks BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities BP 6159.2 Nonpublic, Nonsectarian School and Agency Services for Special Education BP 6173.4 Education for American Indian Students NEW POLICY AR 6173.4 Title VI Indian Education Program Delete AR \*Yes \*No BP 6174 Education for English Learners AR 6174 Education for English Learners BB 9322 Agenda/Meeting Materials, Info/Action

*Matthew reviewed the policy guide sheet, summarizing some of the important new changes.*

*Yuri asked for a motion. A motion was made and seconded. It was unanimously approved.*

10.3 Consideration of Notice of Completion of Cistern Project, Action

*Matthew said the District is at official completion—sign-offs have happened, and bills have been paid. Allows the District to move on to next steps.*

*District has an outstanding claim regarding parties not fulfilling their duties in the project.*

*Yuri asked for a motion. A motion was made and seconded. It was unanimously approved.*

10.4 Consideration of new hires Idalia Pagan (3rd grade para), Noelle Heron (6th grade/7/8 math and science para), Action

*Matthew welcomed new hires.*

*Yuri asked for a motion. A motion was made by Mariah and seconded by Amanda. It was unanimously approved.*

10.5 Consideration of moving from Electronic School Board to GAMUT Meetings through CSBA (California School Boards Association) for \$500 per year, Action

*Matthew explained that Suzi went to a training with them that day and it tidies up information and involves a migration of materials.*

*Suzi explained that she is very excited about the system—participated in demo today. Meetings tab is on GAMUT website where policies are; things such as QR codes can be embedded into agendas; can include links to Google docs, videos, any file size and type; ability to copy previous agendas; can edit agendas from a mobile device; add ongoing members for attendance purposes and any other people they want; emails agenda directly to Board members; individual items from minutes can be embedded in individual*

*agenda items; minutes built from copy & paste or live; relevant policies can be embedded; draft policy updates can be directly added to agenda.*

*Charlie asked if there were any negatives. Suzi said the only thing is that it won't be up and running until December if the Board approves it.*

*Yuri asked for a motion. Amanda made a motion, and it was seconded. It was unanimously approved.*

10.6 Consideration of the joint sunshine openers from the District and Harmony Union Teachers Association (HUTA), Action  
*[Skipped]*

10.7 Consideration of comprehensive Health and Sex Education Curriculum Adoption: (Rights, Respect, Responsibility) (ETR Health Smart), Action  
*Matthew said one parent came in to look at the curriculum and had a good conversation with him. Had two meetings about gender issues, which is part of sex ed, but that's not what the curriculum is all about. Will notify families before they teach the curriculum, and remind families that they can opt out. The staff can have more discussion about gender inclusion at the school in the context of SEL, and that's different from the sex ed curriculum. Curriculum is developmentally appropriate. ETR Healthsmart program was also added in for the health curriculum (nutrition, hygiene, exercise).*

*Mariah appreciated the space and time taken to select the curriculum, and Amanda appreciated the selection committee.*

*Matthew mentioned that in the past, the school nurse and then the teen health clinic taught sex ed. Matthew thinks it's helpful for parents to talk to kids, and it's helpful for them to know about what the students are learning.*

*Andrew mentioned that as he talks to parents, there is a lot of talk about phone and social media use and their psychosocial impacts. Kids need a lot of guidance. Matthew responded that this old school held discussions with kids about civic responsibility and social media. There are also a few documentaries that parents can use. Yuri said the 5th grade field trip was so successful in part because there were no devices. Matthew talked about a "no screen time" drive idea. Amanda pulled up a civics website. Matthew said that the staff is looking into SEL programs and is doing K-5 Second Step pilot program. There are things the school has used in the past, and there are some programs they are looking into for upper grades.*

*Yuri asked if there were any members of the public who wanted to make a comment.*

*Yuri asked for a motion to adopt the curriculum. Amanda made a motion, and it was seconded. It was unanimously approved.*

## **11.0 Next Board Meeting**

*November 9, 2023*

## **12.0 Adjournment**

Agendas have been posted at the Harmony School public bulletin board and the Harmony Union School District Website at [www.harmonyusd.org](http://www.harmonyusd.org).



**Meeting Date:** 11/9/2023 - 7:00 PM  
**Category:** Consent Agenda  
**Type:** Action  
**Subject:** 8.3 Approve the Consent Agenda

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

**Description:**

The Consent Agenda, sometimes called the Consent Calendar, is for routine items that require Board action. Board members may request that any consent item be removed for purposes of discussion, and then acted upon as a separate item.

**Background Information:**

**Fiscal Implications:**

**Recommendation:**

That Board approves the consent agenda as shown.

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info
<b>Subject:</b>	9.1 Enrollment Report
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 _Enrollment Report 11_09_2023.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Information - No action needed

**Approvals:**

Recommended  
By:

A handwritten signature in black ink that reads "Matthew Morgan".

Matthew Morgan - Superintendent/Principal

Enrollment Report 11/09/2023

Grade	count
TK	17
KINDER	23
1ST	20
2ND	21
3RD	24
4TH	26
5TH	34
6TH	27
7TH	25
8TH	21
Totals	238

Loss: 3 students- 8th, 6th, 4th



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info/Action
<b>Subject:</b>	9.2 Discussion regarding School Mascot and Colors- Survey Updates
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 FINAL - BOARD report School Name and Mascot Survey results (3).docx
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	future action
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info/Action
<b>Subject:</b>	9.3 Continued discussion (future action) of Power Back Up Project- battery and diesel generator
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Discussion only- future action item

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info/Action
<b>Subject:</b>	9.4 Update on school security projects
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	possible future action

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Action
<b>Subject:</b>	9.5 Consideration of Board meeting in December change from 12/14 to 12/13 to accommodate HUSD Staff Holiday Gathering
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

<b>File Attachment:</b>	 48-2020 - 2020 Governing Board Elections and Organizational Meetings and....pdf
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<b>Description:</b>	Regular meeting in December is scheduled for the 14th which is the same day as the HUSD Holiday gathering. Request to move the regular meeting to Wednesday 12/13.
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<b>Background Information:</b>	First Interim has to be approved before December 15th and Organization of the Board has to happen between Dec 8 and 22. While the date for the organizational meeting needs to be chosen at this meeting, the December meeting falls within the parameters for the organizational meeting. Therefore, no date change is needed.
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<b>Fiscal Implications:</b>	
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<b>Recommendation:</b>	That the December board meeting is changed from 12/14 to 12/13 to accommodate HUSD Staff Holiday Gathering
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<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal
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# SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

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## LEGAL UPDATE

August 13, 2020

5350 Skylane Boulevard  
Santa Rosa, CA 95403

Tel: (707) 524-2690  
Fax: (707) 578-0517  
santarosa@sclsca.org  
www.sclsca.org

General Counsel  
Carl D. Corbin

Attorneys  
Monica D. Batanero  
Jennifer Henry  
Nancy L. Klein  
Damara L. Moore  
Jennifer E. Nix  
Steven P. Reiner  
Kaitlyn A. Schwendeman  
Loren W. Soukup  
Erin E. Stagg

Of Counsel  
Ellie R. Austin  
Robert J. Henry  
Patrick C. Wilson  
Frank Zotter, Jr.

**To:** Superintendents, Member School Districts (K-12)  
**From:** Kaitlyn Schwendeman, Assistant General Counsel *KAS*  
Erin E. Stagg, Associate General Counsel *ES*  
**Subject:** 2020 Governing Board Elections and Organizational Meetings  
and Frequently Asked Questions  
Memo No. 48-2020

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### ORGANIZATIONAL MEETINGS (Education Code Section 35143)

Each school district and county office of education is required to hold an annual organizational meeting. In an election year, a school district organizational meeting must be held on a day within the fifteen (15) day period that commences with the date upon which a governing board member elected at that election takes office (the second Friday in December). In years in which no regular election for governing board members is conducted, the organizational meeting is held during that same fifteen day period. Exceptions to this rule are discussed below. **This year, the date on which elected trustees will take office is December 11, 2020.**

Organizational meetings should be held as follows:

- Governing Boards of School Districts**  
The organizational meeting must be held within 15 days of the second Friday in December. Unless otherwise provided by a rule of the Governing Board, the *date* of the organizational meeting must be selected by the Board at its regular meeting held immediately *prior* to December 1st (presumably the regular November board meeting).

**The organizational meeting must, therefore, be held between December 11, 2020 and December 25, 2020.**



**2. Governing Boards of School Districts Governed by a City Charter**

These Boards have the option of holding their organizational meetings as described above, or may hold their organizational meeting between December 15th and January 14th, if so provided by the Governing Board rules.

**3. County Boards of Education**

For those boards holding an organizational meeting following the November election, their organizational meetings will now be held on the second Friday in December instead of at the end of November. For boards whose members are elected in June, the organizational meeting remains July 1. (Education Code § 1009).

**Board Member Term of Office**  
**(Education Code Section 1007 and 5017)**

**County Boards of Education:**

Effective in 2019, the date on which outgoing members’ terms of office end, and on which newly-elected members take office, is moved from the last Friday in November to the second Friday in December. The terms of office of county board members elected at the California primary (whether in March or June) will continue to commence on the first day of July.

Likewise, the law has changed the date for county board organizational meetings from the last Friday in November to the second Friday in December. For those county boards with members elected at the primary, their organizational meeting remains the first board meeting held after July 1.

**School Districts:**

For school district board members, the 2019 amendment to Education Code section 5017 changes the last day of an incumbent trustee’s term of office, and the first day of a newly-elected trustee’s term, from the first Friday in December to the second Friday in December.

Because all of these changes to the terms of office—for county board and school board—lengthen the terms of office for board members slightly, any incumbent’s term of office will simply be extended by that additional time beginning in December 2019 and thereafter, depending on when the term of office would otherwise have expired. For example, someone elected in 2020 will commence office on December 11, 2020. Incumbents’ terms of office were similarly extended—where previously an incumbent’s term would have expired on December 2, 2022, under the new law that person’s term will now expire December 9, 2022. County board members, the only local body whose terms of office previously began and ended in November, will have their terms of office extended by approximately two weeks, and terms will now match those of school boards.

**Election Issues**

Districts with the governing board elections scheduled for 2020 should be aware of the following information:



- 1. Number of Candidates Less Than or Equal to the Number of Board Seats**  
No election is held. The existing Board members continue to serve until the organizational meeting of the Board, at which time the candidate(s) are seated and become Board members. (Education Code §§ 5326 and 5328).
- 2. No Candidates or Insufficient Candidates for Number of Seats Vacant**  
Seats for which there are sufficient candidates are discussed above. For those seat(s) for which there are no candidates, the Board must appoint. It is important to note that, except for seats which have been specifically designated two-year seats, an appointment to a governing board seat due to lack of a candidate or candidates is a four-year appointment.

The appointment must be made *prior* to the election. Prior to making the appointment, “. . . the governing board shall cause to be published a notice once in a newspaper of general circulation published in the district or, if no such newspaper is published in the district, in a newspaper having general circulation in the district, stating that the board intends to make an appointment and informing persons of the procedure available for applying for the office.” (Education Code section 5328.5.)

- 3. Changing the Election Cycle from Odd-Year to Even-Year**  
Until 2018, the “default” for school districts and community college districts under the Elections Code was to hold elections in odd-numbered years. In 2015, AB 415 was signed into law, and required most local entities that formerly held their elections in odd-numbered years to move them to even-numbered years. Those districts that were required to do so but did not want to make the change-over immediately were required to adopt a plan, by January 1, 2018, to make this change by the November 2022 election. Any districts that have not made the switch and need assistance in doing so should contact our office for further information and assistance.

## FREQUENTLY ASKED QUESTIONS

### Eligibility to Hold Office

- 1. What are the qualifications to be elected/appointed to a school board?**  
Education Code section 35107, subdivision (a) provides as follows:  
  - (a) Any person, regardless of sex, who is 18 years of age or older, a citizen of the state, a resident of the school district, a registered voter, and who is not disqualified by the Constitution or laws of the state from holding a civil office, is eligible to be elected or appointed a member of a governing board of a school district without further qualifications.
- 2. Can employees of the school district serve on the governing board?**  
No. Education Code section 35107, subdivision (b)(1) provides as follows:



An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment will automatically terminate upon being sworn into office.

**3. Are there limitations on the employment of a spouse or other relatives of a board member?**

Yes. Under Government Code section 1090, a long-term school district employee whose spouse is appointed to or elected to the district's governing board may not be promoted by the board. "Long-term" means that the employee has served for one year or more. See Government Code section 1091.5, subd. (a)(6). The spouse of a new employee, i.e., someone with less than one year of employment at the district in question, may not be elected or appointed to the board unless the other spouse resigns his or her employment first.

In other words, if a spouse has been an employee of the district for at least one year, then the non-employee spouse may be elected or appointed to serve on the governing board. Even if the employee-spouse meets this requirement, the board will not be able to take action affecting the spouse's employment status. For example, the employee-spouse could not be promoted, changed from a temporary to a regular employee, or have his or her position selectively reclassified while the other spouse is a board member. Furthermore, under the Political Reform Act (Government Code section 87100 *et seq.*), the board-member spouse would have to abstain from any discussion or participation in any decision that would uniquely affect the employee-spouse.

**4. Are there term limits for school board members?**

There can be, but only if the voters choose to impose them. Education Code section 35107, subdivision (c) provides as follows (emphasis added):

Notwithstanding any other provision of law, the governing board of a school district may adopt or the residents of the school district may propose, by initiative, a proposal to limit or repeal a limit on the number of terms a member of the governing board of the school district may serve on the governing board of the school district. Any proposal to limit the number of terms a member of the governing board of the school district may serve on the governing board of the school district shall apply prospectively only *and shall not become operative unless it is submitted to the electors of the school district at a regularly scheduled election and a majority of the votes cast on the question favor the adoption of the proposal.*

Therefore, unless action is taken as set forth in section 35107, subdivision (c), term limits do not apply to school district governing boards.



**5. May a school board member hold another public office?**

The answer depends on whether the other public office has “potentially overlapping public duties” with the school board position. Where there is potential for overlapping duties the common law doctrine of “incompatible” offices prevents one person from holding both offices. By way of example, a board member of a “feeder” elementary school district cannot at the same time also serve as a board member of that elementary district’s high school district. (See 68 Ops.Cal.Atty.Gen. 171 (1985)).

Government Code section 1099 prohibits holding incompatible offices much like the common law rule. Prior attorney general’s opinions and judicial interpretation of the common law rule continue to aid in the application of this statute.

**Term of Office**

Note: The responses set forth below may not apply to school district elections that are subject to the provisions of a city charter. Districts governed by a city charter should always review the charter to determine whether it governs the district’s elections.

**6. When does the term of office begin?**

For K-12 board members elected in even-numbered years, Education Code section 5017 provides as follows (emphasis added):

Each person elected at a regular biennial governing board member election shall hold office for a term of four years *commencing on the second Friday in December next succeeding his or her election*. Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

For K-12 board members who are still elected in odd-numbered years,<sup>1</sup> Education Code section 5000 provides as follows (emphasis added):

After the initial election of governing board members in any school district or community college district, a governing board member election shall be held biennially on the first Tuesday after the first Monday in November of each succeeding odd-numbered year to fill the offices of members *whose terms expire on the first Friday in December next succeeding the election*. Except as provided in this chapter, or in Chapter 2 (commencing with Section 5200), the elections shall be held and conducted in accordance with Chapter 3 (commencing with Section 5300).

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<sup>1</sup> See the discussion in the analysis section above. The Legislature was apparently confident that AB 415 has forced all school entities to switch from odd-year to even-year elections. This can be inferred because new legislation only requires those entities that hold elections in even-numbered years to switch the start date for terms of office to the second Friday in December. The start date for entities that hold elections in odd-numbered years has not been changed.



Finally, Elections Code section 10554 provides as follows (emphasis added):

Elective officers, elected or appointed pursuant to this part, take office *at noon* on the first Friday in December next following the general district election. Prior to taking office, each elective officer shall take the official oath and execute any bond required by the principal act.

Education Code section 5300 provides that provisions of the Elections Code apply to school district elections “except as otherwise provided in the code”. Thus, the 2018 amendments to sections 1007 and 5017 regarding the terms of office commencing on the second Friday in December arguably take precedence over Elections Code section 10554, because those amendments are more specific statutes with respect to when each elected trustee’s term commences.

**7. Is there a different rule for when the term of office begins for County Boards of Education?**

Yes. Education Code section 1007, subdivision (a) provides: “Members [of county boards of education] elected at the time of the direct primary shall take office on the first day of July, and members elected at the date on which members of school district governing boards are elected shall take office on the second Friday in December subsequent to their election.” *Thus, the first day of the term of incoming board members who were elected in June is July 1, 2020 and for those elected in November, their first day is December 11, 2020.*

The organizational meeting for County Board trustees is either the first meeting on or after the first day in July (for those elected at the June primary) or the second Friday in December (for those elected in November).

Awaiting the organizational meeting is done purely for ceremonial reasons, however, and has no legal effect on the true first day in office of the incoming member (or the last day of office of the outgoing member). Some board members choose to be sworn in privately (e.g., by a notary public) before the organizational meeting. In addition, these statutes permit a district to adopt a local rule of procedure to hold the organizational meeting on a different date, so check your local rules to see if they prescribe a different date.

**Oath of Office**

**8. Is it necessary for a board member to take an “oath of office”?**

Yes. Government Code section 1360 provides as follows:

Unless otherwise provided, before any officer enters on the duties of his office, he shall take and subscribe the oath or affirmation set forth in Section 3 of Article XX<sup>2</sup> of the Constitution of California.

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<sup>2</sup>That is, “Article 20.”



Failure to take the oath of office and file a bond as required by law is one way in which a public office becomes vacant, as provided in Government Code section 1770, subdivision (i).

**9. Who can administer the oath of office to a newly elected/appointed board member?**

Any person listed in Education Code section 60 or Government Code section 1362 may administer the oath to a newly elected/appointed board member.

Education Code section 60 provides as follows:

The Superintendent of Public Instruction, Deputy and Assistant Superintendents of Public Instruction, secretary of the Superintendent of Public Instruction, members of the Board of Governors of the California Community Colleges, the Chancellor of the California Community Colleges, county superintendents of schools, school trustees, members of boards of education, secretaries and assistant secretaries of boards of education, city superintendents of schools, district superintendents of schools, assistant superintendents of schools, deputy superintendents of schools, principals of schools, and every other officer charged with the performance of duties under the provisions of this code may administer and certify oaths relating to officers or official matters concerning public schools.

Government Code section 1362 provides as follows:

Unless otherwise provided, the oath may be taken before any officer authorized to administer oaths.

This is a very broad provision—“any officer authorized to administer oaths.” It includes judges, virtually all elected officials, notaries public, and numerous county and state officers.

**10. What happens if the elected/appointed officer fails or refuses to take the oath of office?**

Education Code section 5017 provides, in pertinent part, as follows:

. . . Any member of the governing board of a school district or community college district whose term has expired shall continue to discharge the duties of the office until his or her successor has qualified. The term of the successor shall begin upon the expiration of the term of his or her predecessor.

In addition, Government Code section 1302 provides as follows:

Every officer whose term has expired shall continue to discharge the duties of his office until his successor has qualified.

Thus, if an elected or appointed official fails or refuses to take the oath of office, the outgoing board member can continue to discharge the duties of office until a new member qualifies. Conversely, if the office becomes vacant, then the position remains vacant until filled by a qualified candidate, either by appointment or election depending on the procedure to be followed.<sup>3</sup>

**11. When may the oath be taken by a newly elected/appointed school board member?**

Elections Code section 10554 provides as follows (emphasis added):

Elective officers, elected or appointed pursuant to this part, take office at noon on the first Friday in December next following the general district election. *Prior to taking office*, each elective officer shall take the official oath and execute any bond required by the principal act. (Emphasis added.)

Thus, the oath of office may be administered at any time after the election results are certified by the county clerk. This is typically done at the district's organizational meeting, but once elected, a new board member can choose to be sworn in earlier, as discussed above.

**12. How long does the county clerk have to certify the election results?**

Elections Code section 15372 provides as follows:

The elections official shall prepare a certified statement of the results of the election and submit it to the governing body within 30 days of the election or, in the case of school district, community college district, county board of education, or special district elections conducted on the first Tuesday after the first Monday in November of odd-numbered years, no later than the last Monday before the last Friday of that month.

Elections Code sections 15400 and 15401 provides as follows:

The governing body shall declare elected or nominated to each office voted on at each election under its jurisdiction the person having the highest number of votes for that office, or who was elected or nominated under the exceptions noted in Section 15452. The governing board shall also declare the results of each election under its jurisdiction as to each measure voted on at the election.

The elections official shall make out and deliver to each person elected or nominated, as declared by the governing body, a certificate of election or nomination, signed and authenticated by the elections official.

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<sup>3</sup> As discussed below, district boards can sometimes make an appointment within 60 days of a vacancy. In other cases, if the vacancy occurs too close to a scheduled election or the end of a member's term, the vacancy must await an upcoming regular election or a special election.



**13. What are the rules with respect to the annual organizational meeting?**

Education Code section 35143 provides as follows:

The governing board of each school district shall hold an annual organizational meeting. In a year in which a regular election for governing board members is conducted, the meeting shall be held on a day within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar. Unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to the first day of such 15-day period, and the board shall notify the county superintendent of schools of the day and time selected. The clerk of the board shall, within 15 days prior to the date of the annual meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

If the board fails to select a day and time for the meeting, the county superintendent of schools having jurisdiction over the district shall, prior to the first day of such 15-day period and after the regular meeting of the board held immediately prior to the first day of such 15-day period, designate the day and time of the annual meeting. The day designated shall be within the 15-day period. He shall notify in writing all members and members-elect of the date and time.

At the annual meeting the governing board of each high school district, union high school district, and joint union high school district shall organize by electing a president from its members and a clerk.

At the annual meeting each city board of education shall organize by electing a president from its members.

At the annual meeting the governing board of each other type of school district, except a community college district, shall elect one of its members clerk of the district.

As an alternative to the procedures set forth in this section, a city board of education whose members are elected in accordance with a city charter for terms of office commencing in December, may hold its annual organizational meeting required in this section between December 15 and January 14, inclusive, as provided in rules and regulations which shall be adopted by such board. At the annual meeting the city board of education shall organize by electing a president and vice president from its members who shall serve in such office during the period January 15 next to the following January 14, unless removed from such office by majority vote



of all members of the city board of education.

Note that, as discussed in section 7 above, section 35143 permits a district, by local rule, to choose a different date for its organizational meeting.

**14. At the organizational meeting which board members (e.g., outgoing or incoming) convene the meeting?**

Where the oath of office is administered at the organizational meeting, the outgoing board may convene the meeting, the oath(s) may be administered, and then the board with new members seated would complete the remainder of the agenda. If a new member or members have taken the oath of office prior to the organizational meeting, the meeting should convene with any previously-sworn members sitting with the board.

**Brown Act**

**15. Does the Brown Act apply to newly elected members before they take office?**

Yes. Government Code section 54952.1 provides as follows:

Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

The reference to “elected to serve” arguably applies once the county clerk has certified the election results (See Elections Code sections 15372, 15400 and 15401, set forth above).

**Board Member Resignation**

**16. May a school board member resign from his/her office?**

Yes. Government Code section 1770, subdivision (c) provides that “[a]n office becomes vacant . . . [upon the incumbent’s] resignation.”

**17. How does a school board member resign?**

Education Code section 5090 provides that “a vacancy resulting from resignation occurs when the written resignation is filed with the county superintendent of schools . . .”

**18. Is it necessary for the school board to take action to accept a member’s resignation?**

No. As noted above the resignation is effective upon the county superintendent of schools’ receipt of the written resignation.

Some governing board meetings do have public agenda items to “accept” a member’s resignation. This is usually done for purposes of creating an occasion to honor a departing board member and is purely ceremonial with no legal significance.

**19. May a board member rescind a written resignation once it is filed with the county superintendent of schools?**

No. Education Code section 5090 provides that a “written resignation. . . shall, upon



being filed with the county superintendent of schools be irrevocable.”

**20. What constitutes “filing” a resignation with the county superintendent?**

A resignation is filed with the county superintendent upon physical receipt by the county superintendent’s office of a writing indicating a resignation.

**21. May a board member defer the effective date of a resignation?**

Yes. Education Code section 5090 provides that a board member’s written resignation may indicate a “deferred effective date.” Section 5091 provides further that the resignation may not be deferred “for more than 60 days after he or she files the resignation with the county superintendent of schools.”

**22. Would an e-mail or facsimile transmission constitute a written resignation?**

Probably not. The law applicable to resignations has not been amended to provide for electronic or facsimile substitution for written resignations.

**23. What is the effective date of a resignation?**

Unless the resignation contains a “deferral” date, the effective date of a written resignation is the date it is actually received by the county superintendent’s office.

**24. Are there any limits on the role of a board member who files with the county superintendent a written resignation with a deferred effective date?**

Yes. Education Code section 35178 provides as follows (emphasis added):

A member of the governing board of a school district who has tendered a resignation with a deferred effective date pursuant to Section 5090 shall, until the effective date of the resignation, continue to have the right to exercise all powers of a member of the governing board, *except that such member shall not have the right to vote for his or her successor in an action taken by the board to make a provisional appointment pursuant to Section 5091.*

**Note:** This prohibition applies only to the actual vote and does not appear to preclude the member whose resignation is pending from participating in the selection process or board discussion of who to appoint.

**25. What does a school board need to do after learning of a resignation from one of its members?**

Education Code section 5091 provides that the governing board “shall, within 60 days of the vacancy or the filing of the deferred resignation, either order an election or make a provisional appointment to fill the vacancy.”

**Note:** The 60 days starts to run when the resignation is received by the county superintendent even if the resignation contains a deferred effective date.

The governing board must also make sure that the person provisionally appointed to the position is “qualified” under Education Code section 35107 as discussed in more detail



above.

**26. May the board meet in closed session to develop questions or interview candidates?**

No. Under the Brown Act, all aspects of making a provisional appointment must be done in public session, except where the board appoints an advisory ad hoc committee of less than a quorum of board members and no other members. If an advisory ad hoc committee is appointed it may assist in screening or evaluating applications and preparing interview questions, but may not make any final decisions for the board. (*See* Government Code section 54952, subdivision (b).)

The provisional appointment must be put on the public session agenda and the full Board must take action to approve the appointment.

**27. Once the board makes a provisional appointment to fill a vacancy, what happens next?**

Education Code section 5092 provides as follows:

Whenever a provisional appointment is made to the governing board of a school district pursuant to Section 5091, the board shall, within 10 days of the provisional appointment of a person to fill a vacancy which occurs or will occur, post notices of both the actual vacancy or the filing of a deferred resignation and also the provisional appointment in three public places in the district and shall publish a notice pursuant to Section 6061 of the Government Code. If there is no newspaper of general circulation published in the district, notice need not be published.

The notice shall state the fact of the vacancy or resignation and the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation. The notice shall also contain the full name of the provisional appointee to the board and the date of his appointment, and a statement that unless a petition calling for a special election, containing a sufficient number of signatures, is filed in the office of county superintendent of schools within 30 days of the date of the provisional appointment, it shall become an effective appointment.

Thus, the residents of the district whose board has appointed a provisional board member can petition to force a special election—although in practical terms, this rarely happens.

**28. What happens if vacancies occur in a majority or more of the board seats at the same time?**

Education Code section 5094 provides as follows:

If for any reason vacancies should occur in a majority of the offices on any school district or community college district governing board, the president of the county board of education having jurisdiction may appoint members of the county board of education to the district governing board until new members of the governing board are elected or appointed.



Note: At the discretion of the president of the county board of education, appointments may be made in one or more of the vacant positions. In other words, the county board president is not limited to making appointments only sufficient to create a quorum on the district board. Thus, on a five person board with 3 vacancies, the county board president may designate up to 3 members of the county board of education to serve as district board members. Once appointed, the county board members continue to serve as district board members until new members “are elected or appointed.”

**29. May a district board reappoint the same person who resigned from the seat that is vacant?**

No. Government Code section 1752, subdivision (a) provides, in pertinent part, as follows:

. . . no person elected or appointed to the governing body of any city, county, or district having an elected governing body, shall be appointed to fill any vacancy on that governing body *during the term for which he or she was elected or appointed* (emphasis added).

Please note: This provision also prohibits a board member with a “short” term from resigning and being appointed to a vacant “long” term.

**30. If the district chooses to call for written applications from candidates who wish to be considered for appointment, are the submitted applications public records?**

Yes. Under the Public Records Act (Govt. Code section 6250 *et seq.*) copies of any applications for a board vacancy that are received by the district must be made available for public inspection and copies provided upon request.

Note: Because the applications become public records, we recommend that prospective candidates be so-informed before they submit an application.

**31. If the board chooses to interview candidates one at a time before making an appointment do all candidates have a right to be present?**

Under the Brown Act all persons—including candidates for a board appointment—have a right to attend all public sessions of the board.

At the same time the board may request (but not require) the other candidates to remain outside the meeting room until after they are interviewed.

Our experience has been that most candidates honor the request, as they understand the essential fairness of the request, and that the refusal to do so may have an impact on the remaining board members’ willingness to appoint a candidate who refuses to cooperate.

**32. If everything must be done in public session, how does the board develop questions that will not be known in advance by the candidates?**

The Brown Act does not provide a ready response to this question. We recommend against using email (or other private communications) among board members to reach a board decision on what questions to ask the candidates.



It is recommended that individual board members submit proposed questions to the board president, who will compile a composite question list. The board can also have such questions referred to an executive officer, such as the superintendent, who can undertake the task of compiling such questions, perhaps in concert with a single board member or an ad hoc committee of the board.

Please contact our office with questions regarding this Legal Update or any other legal matter.

*The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.*

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# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info
<b>Subject:</b>	9.6 Budget Update
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	Information Only

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Information/Correspondence/Discussion
<b>Type:</b>	Info
<b>Subject:</b>	9.7 Discussion of Local Indicators
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	

### Approvals:

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Board Member Development
<b>Type:</b>	Info/Action
<b>Subject:</b>	9.8 Board Member Self Evaluation
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	

**File Attachment:**

-  20180613\_WhatItTakesToLead\_Final.pdf
-  BSE Description.pdf
-  BSEFactSheet.pdf
-  Harmony Union School District Mail - Board Self Evaluation - Harmony USD.pdf

**Description:****Background Information:****Fiscal Implications:****Recommendation:** see action item**Approvals:**Recommended  
By:

Matthew Morgan - Superintendent/Principal

# What It Takes To Lead

The role and function of California's school boards



# What It Takes To Lead

## The role and function of California's school boards

This guide by the California School Boards Association provides answers to frequently asked questions about school board service. In particular, it may assist those:

- › seeking a better understanding of school board members' responsibilities;
- › seeking a better understanding of how public schools are overseen by school boards acting on behalf of the public;
- › considering whom to encourage to run for the school board;
- › considering whom to vote for in a school board election; or
- › considering whether to run for the school board themselves.

### Who are school board members?

School board members are locally elected public officials entrusted with governing public schools in the community. While school board members are elected as individuals, they serve as part of a governance team — one which includes each board member and the superintendent.

### Why do we have school boards?

Citizen oversight of local government is the cornerstone of democracy in the United States. It's the foundation that has lasted through the turbulent centuries since our nation came into being. In the book, *Time for Curriculum*, Henry Brickell and Regina Paul note that we use citizen control for "...cities, counties, states, regions, the nation. We use it for sewers, police, roads, firefighting, rivers, libraries, airplanes, prisons, forests, the military – every government function; all staffed by experts, without exception; and all governed by civilians."

It's appropriate, then, that we entrust the governance of our schools to citizens elected by their communities to oversee both school districts and county offices of education. Today, nearly 100,000 citizens serve local communities throughout the nation as school board members, the largest category of elected public officials in the United States. School boards provide direction and oversight for the professionals who manage the day-to-day operations of the schools. They also provide accountability to the community.

### What's unique about California's schools?

In California, the public schools serve more than six million students — a collective student body larger than the total population of many other states. Over 5,000 school board members govern the nearly 1,000 school districts and county offices of education in our state. Ours is the largest public school system in the nation, with the most diverse student body. While approximately 40 percent of the state general fund goes to support PreK-14 public education California still lags most other states in per-pupil funding, spending almost \$2,000 less than the national average per pupil and ranking 41st in the nation when considering the cost of living and doing business in California. The state spends less of its overall economy (called effort) relative to the rest of the states.

California school districts vary widely, from isolated rural districts with fewer than 20 students to the largest urban district with over 700,000 students. There are "elementary districts" with grades kindergarten through 6 or 8, "high school districts" with grades 9 through 12 and "unified districts" with grades Pre-K through 12 — all overseen by local boards of education.

The school districts and county offices of education for which board members are responsible are multi-million dollar enterprises. Often they are the largest employer in a community, have the largest transportation and food service operations, and have the greatest number of facilities to maintain.

## Serving as a school board member

### What is the school board's role and what are its responsibilities?

It's easy to say that school boards "govern" their schools. But what does that mean in everyday practice? The role of the board is to be responsive to the values, beliefs and priorities of its community.

## ***A note regarding county boards of education***

Each of the 58 counties in California has a county office of education (COE) that provides valuable services and support to the districts and directly to students in their county. County boards of education and county superintendents are established as a shared governance model. Board responsibilities and the board–superintendent relationship differ between school districts and county offices. For example, the majority of county superintendents are elected, while five are appointed, whereas district superintendents are hired by the school board. Also, there are seven counties in the state that operate as both a county office and a school district. The laws that govern board meetings, however, are generally similar.

The board has five major governing responsibilities:

### **1. Setting the direction for public schools in the community**

Of all the responsibilities of governing boards, none is more central to the purpose of local governance than ensuring that a long-term vision is established for the school system. The vision reflects the consensus of the entire board, the superintendent and district staff, and the community as to what the students need in order to achieve their highest potential. The vision should set a clear direction for the school district/COE, driving every aspect of the district's/COE's program.

### **2. Establishing an effective and efficient structure**

The board is responsible for establishing and maintaining an organizational structure that supports the district's/COE's vision and empowers the professional staff. Although the board doesn't implement policies or programs, the board is responsible for:

- › employing the superintendent and setting policy for hiring other personnel\*;
- › overseeing the development and adoption of bylaws and policies;
- › setting a direction for and approving adoption of the curriculum;

- › establishing budget priorities\*, adopting the budget and Local Control and Accountability Plan, and overseeing facilities issues\*; and
- › providing direction for and adopting collective bargaining agreements\*.

### **3. Providing support**

Through its behavior and actions, the board has a responsibility to support the superintendent and staff as they implement the established vision. This involves:

- › acting with a professional demeanor that models the district's/COE's beliefs and vision;
- › making decisions and providing resources that support mutually agreed upon priorities and goals;
- › upholding district/COE bylaws and policies the board has approved;
- › ensuring a positive personnel climate exists\*; and
- › being knowledgeable enough about district/COE efforts to explain them to the public.

### **4. Ensuring accountability to the public**

The board represents the community and is accountable to the public for the performance of the schools in the community. The board establishes systems and processes to monitor results, evaluates the school system's progress toward accomplishing the district's vision and communicates that progress to the local community. In order to ensure personnel, program and fiscal accountability, the board is responsible for:

- › evaluating the superintendent and setting policy for the evaluation of other personnel\*;
- › monitoring, reviewing and revising policies;
- › serving as a judicial and appeals body;
- › monitoring student achievement and program effectiveness and requiring program changes as indicated;
- › monitoring and adjusting district finances\*;
- › monitoring the collective bargaining process\*; and
- › evaluating its own effectiveness through board self-evaluation.

### **5. Demonstrating community leadership**

As the only locally elected officials chosen solely to represent the interests of students, board members have

\* Area where county board responsibilities may differ from school board responsibilities.

a responsibility to speak out on behalf of children. Board members are advocates for students, the district's/COE's educational programs and public education. They build support within their communities and at the state and national levels.

The board has a responsibility to involve the community in appropriate, meaningful ways and to communicate clear information to the community about district/COE policies, educational programs, fiscal condition and progress on goals. Governing boards must also ensure that the community and stakeholders have engaged in the LCAP development process. These five responsibilities are so fundamental to a school system's accountability to the public in our democratic society that they can only be performed by an elected governing body. Board members fulfill these roles by working together as a governance team with the superintendent to make decisions that will best serve all the students in the community.

### What makes an effective school board member?

How board members perform their role is as important as the role itself. Board members' relationships with each other, with the superintendent and other staff, and with the public have a profound impact on a board's effectiveness. These boardsmanship skills affect the board's ability to come to consensus about the direction of the school system, advocate with credibility, and establish a positive climate that encourages the best from staff.

While there is no ideal model of a board member, and while each serves with a unique style, background and perspective, there are some basic characteristics which effective board members have in common. Many of these qualities are acquired through experience and all are important to consider. Fundamental principles of effective governance are reflected in a series of Professional Governance Standards developed with input from board members and superintendents throughout California. Following adoption by the California School Boards Association's Delegate Assembly, the standards have been adopted locally by hundreds of district and county boards across the state. These standards recognize that to be an effective trustee, an individual board member:

- › keeps learning and achievement for all students as the primary focus;
- › values, supports and advocates for public education;

- › recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community;
- › acts with dignity, and understands the implications of demeanor and behavior;
- › keeps confidential matters confidential;
- › participates in professional development and commits the time and energy necessary to be an informed and effective leader;
- › understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff; and
- › understands that authority rests with the board as a whole and not with individuals.

Furthermore, working with the superintendent as a "governance team," the board must have a unity of purpose and must:

- › keep the district/COE focused on learning and achievement for all students;
- › communicate a common vision;
- › operate openly, with trust and integrity;
- › govern in a dignified and professional manner, treating everyone with civility and respect;
- › govern within board-adopted bylaws, policies and procedures;
- › take collective responsibility for the board's performance;
- › periodically evaluate its own effectiveness; and
- › ensure opportunities for the diverse range of views in the community to inform board deliberations.

Finally, effective board members focus on closing opportunity gaps. Given persistent gaps that have denied opportunity to many students based on their economic status, race and other factors, board members that are focused on closing these gaps can help to ensure that public schools truly serve all students. Effective board members look at all decisions through an equity lens, meaning that they are focused on allocating resources to students based on their needs and constantly consider how board actions can help to close or widen access to opportunity.

It is vitally important that voters carefully choose the citizens to oversee their schools to whom they entrust their children and their tax dollars. It is equally important that school board

candidates understand the depth of commitment required to effectively fulfill the school board role.

For example, school districts and COEs are governed by boards, not by individual trustees. Understanding the collective decision-making process is an important step in becoming an effective board member. Optional Board Bylaw 9230, Orientation, provides guidance on how newly elected board members will be oriented to their role on the board.

## Becoming a school board member

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### How does someone become a school board member?

The vast majority of California school board members are locally elected. In only one case are county board members appointed by the county board of supervisors.

When a vacancy occurs on a board, the remaining members of the school board may order an election or appoint a board member to serve until the next regularly scheduled election in accordance with law. If the vacancy occurs within four months of the end of the board member's term, the board does not fill the vacancy.

### Who is eligible to serve on a school board?

School boards are nonpartisan. Candidates for boards are not required to belong to a political party. In California, you may be elected or appointed to a governing board of a school district if you are:

- › 18 years of age or older;
- › a citizen of the state;
- › a resident of the school district (or county for COE members)
- › a registered voter; and
- › not disqualified by the constitution or laws of the state from holding a civil office.

An employee of a school district may not be sworn into office as an elected or appointed member of that school district's governing board unless and until he or she resigns as an employee. If the employee does not resign, the employment automatically terminates upon being sworn into office.

Any registered voter is eligible to be a member of the county board of education except the county superintendent of schools, any member of his or her staff, or any employee of a school district that is within the jurisdiction of that county board.

### How many people serve on a school board?

While boards may consist of three, five or seven members, the majority of California school boards are composed of five members.

### How long are school board terms?

School board members serve for terms of four years. Terms are usually staggered so there will be openings every two years.

### When are elections held?

Most school board elections are held in conjunction with November general elections in even-numbered years. The best way to find out the date of the next election is to call the office of the superintendent of the local school district or county office of education.

### How are board members elected?

Board members are elected in one of three ways:

- › **At large:** Board members can live anywhere in the district and are elected by all the voters in the district.
- › **By trustee area:** Board members have specific geographic trustee areas in which they must live and are elected only by the residents of that area. It is important to note that all county board members are elected by trustee area.
- › **From trustee area:** Board members must live in particular geographic areas but are elected "at large" by all the voters in the district.

### How does someone become a candidate for school board?

Candidates must fill out a "declaration of candidacy" form. In most cases, this must be picked up and filed at the county elections office. In a few counties, it's possible to get forms at the local school district administration office or the county office of education. According to the state Elections Code, declaration of candidacy forms must be filed during a period extending from 113 days to 88 days before the election is to be held. For November elections, candidate filing takes place for several weeks during the summer.

Candidates should consult the county elections office to determine whether or not filing fees or nominating signatures are required. Occasionally a school district election is influenced by a city charter and filing procedures may vary somewhat.

There may be a fee if a candidate wishes to have a candidate statement printed in the voter's guide distributed to all local voters. Some school districts and county offices pay for the printing of this statement for all candidates to their board.

### **Are there rules about school board campaigns?**

School board campaigns range from simple to sophisticated, depending on the candidate and the community. One element all campaigns have in common, however, is the state requirement for reporting campaign finances. State law governs the reporting procedures to be followed. School board candidates who have over \$1,000 in expenditures or receive contributions totaling \$1,000 or more must report contributions and loans received, and expenditures and loan repayments, to the county elections office. School board campaigns range from simple to sophisticated, depending on the candidate and the community.

Once elected, school board members must abide by state requirements dealing with the filing of Statements of Economic Interest relating to conflict-of-interest regulations. These involve public disclosure of economic interests and require public officials, under certain circumstances, to disqualify themselves from making governmental decisions which could affect their financial interests. More information on this topic is available from the California Fair Political Practices Commission in Sacramento.

### **Where is more information available about the election process?**

The county elections office has complete information about the local elections process. The superintendent's office in the local school district or county office of education should be able to provide the name and phone number of the county government office that handles elections. In many counties, candidate handbooks are available. Additional information is available in California's Education Code, Government Code and Elections Code.

## **Newly elected school board member resources**

The California School Boards Association offers a variety of resources and training specific to the needs of school board members.

### **Professional development**

[www.csba.org/TrainingAndEvents/GovernanceBasics](http://www.csba.org/TrainingAndEvents/GovernanceBasics)

**CSBA's Orientation for New Trustees at the Annual Education Conference** – This one-day, preconference orientation for new trustees prepares new board members for their first 100 days of service.

**Institute for New and First-Term Board Members** –

This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities.

Professional development continues throughout your journey as a school board member. Visit [www.csba.org/TrainingAndEvents](http://www.csba.org/TrainingAndEvents) for a full list of all CSBA trainings.

### **Publications**

*Call to Order: A Blueprint for Great Board Meetings* – This comprehensive resource includes content regarding the structure and leadership for board meetings as well as parliamentary procedure.

*The Brown Act: School Boards and Open Meeting Laws* – This guide to the Brown Act is a must-have for any board member.

*The School Board Role in Creating the Conditions for Student Achievement: A Review of the Research* – This report synthesizes district improvement research and demonstrates how school boards can impact student outcomes.

To view all of CSBA's publications, visit [www.csba.org/CSBAStore](http://www.csba.org/CSBAStore).

The CSBA website provides a wealth of resources and information for all board members. Visit us at [www.csba.org](http://www.csba.org).



**California School Boards Association**  
3251 Beacon Blvd., West Sacramento, CA 95691  
800.266.3382 | F 916.371.3407 | [www.csba.org](http://www.csba.org)

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## School District Governance Team Board Self-Evaluation Survey

### **Overview**

One of the primary ways a governance team can strengthen or maintain its effectiveness is to periodically assess its own performance. A governance team self-assessment provides the opportunity to step back and reflect on how well it is meeting its responsibilities. This governance team self-assessment will provide the board and superintendent with valuable perception data, revealing the range of perceptions among board members regarding the performance of the board and the governance team.

Individuals will rank the performance of the board and governance team on important characteristics. CSBA determined these characteristics through collaborative efforts with board members from around the state—who defined the *CSBA Professional Governance Standards* for boards; and through our experiences providing board development to school boards across California for more than 30 years.

### **Content**

The evaluation is divided into two parts. Part one consists of questions regarding the conditions of effective governance. Part two contains questions that address the board's five major responsibilities. For each statement, Individuals should select the descriptor that most accurately describes the extent to which the board demonstrates the quality or characteristic.

# FactSheet

November 2017

## Board Self-Evaluation: Results and Recommendations from an Analysis of CSBA's Board Survey Tool

by Michael S. Hill and Mary Briggs

### Introduction

School boards support improved student outcomes by creating and sustaining the conditions that support effective and equitable teaching and learning.<sup>1</sup> Governance teams bring together community members with a broad range of backgrounds, educational experience, and goals. Board training can improve the likelihood that boards will be able to coordinate their efforts on behalf of students.

Board self-evaluation is one powerful way to support effective governance. Since 2011, CSBA's Governance Consulting Services Department has offered boards a tool and access to consultants to help them evaluate their local practices. The tool includes a survey designed to be completed by each member of a participating board. Once the survey responses are collected, CSBA generates a report that serves as the foundation for a facilitated conversation on how to build on strengths and address areas for improvement.

### Overview: The CSBA Board Survey Tool

The CSBA Board Survey Tool aligns with the Association's Professional Governance Standards, research, and good governance practice, and is divided into two areas: (1) Conditions of Effective Governance and (2) Board Responsibilities. Questions are divided into subcategories within each section. Participants rank their district or county board performance on a four-point scale: Almost Always (4), Often (3), Less Often (2), Rarely (1), or Not Sure (not weighted).

CSBA's Governance Consulting Services Department provides two options for conducting the self-evaluation. Following completion of the electronic survey, participating districts either review the results on their own, using written guidance provided by CSBA, or with in-person facilitation by a CSBA consultant.

### In this fact sheet, you'll find:

- » A description of CSBA's Board Self-Evaluation Tool
- » Key findings from prior participants in the Board Self-Evaluation process
- » Planned modifications to the survey

### Recent Analysis of the Survey Tool

CSBA Member Services recently evaluated the survey tool to ensure it provides meaningful, accurate information to participating boards. Michael S. Hill, a consultant from the University of California, Davis, analyzed the existing data to ensure that the survey reliably measures what it is intended to measure. The analysis revealed opportunities for improvements and offered insight into board member perspectives about governance within their districts or county offices of education.

Our sample included 478 surveys completed by 351 board members. Because some districts conduct regular self-evaluation, approximately one-fifth of the districts completed the survey more than once. When districts took the survey more than once, only the results from the first administration were included in the analysis to avoid skewing the data.

### Excerpted Findings

Data from boards that have taken the survey in the past offer insights into what participants perceive to be their governance team's strengths and areas for growth. The results

could inform future professional learning opportunities that CSBA offers our members. Importantly, each district voluntarily opted to participate in the self-evaluation, so the findings might not be broadly representative of all CSBA members. Despite that caveat, the perceptions of 70 different boards point to common themes that can inform the professional development that CSBA offers and can prompt rich dialogue within local governance teams.

In general, average responses suggest members have confidence in board operations and support for the district priorities and superintendent. Yet they also noted room for improvement in the areas of community leadership and regular review of board performance and actions.

### Board Strengths

- » Board members generally reported their superintendents were met with respect (78%) and their board demonstrated support for the superintendent in carrying out board directives (75%).
- » On most boards, participants reported that the role of the board president was clear (80%).
- » Most participants reported their board meeting agendas reflected district priorities (77%).
- » Respondents rated their board's fiscal planning responsibilities highly (75% for budget adoptions aligned with district goals and 79% for monitoring).
- » Items related to board support of district goals were also rated highly:
  - › 78% of participants reported their boards as a whole were focused on achievement for all students *always* or *often*.
  - › 76% also reported their boards *always* or *often* demonstrated commitment to district priorities and goals.

### Areas for Growth

- » Half of the participants reported that individual members attempt to influence superintendents *often* or *always*.
- » Nearly half of participants reported that the effective orientation of new members and the review of governance procedures are conducted *less often* or *rarely*.

- » Board members reported that they do not frequently engage in self-evaluation; nearly 60% of board members indicated board self-evaluation is done *less often* or *rarely*.
- » Board members indicated that their governance teams could strengthen their community leadership:
  - › 51% reported their boards *always* or *often* advocate on behalf of students and public education at the local state and federal level.
  - › 55% reported they *always* or *often* inform the community about district priorities, progress, needs, and opportunities for involvement.

### Upcoming Changes to the Survey

While the statistical analysis indicated that the existing Board Self-Evaluation Tool is a valid and meaningful survey, the consultant's report recommended several small modifications that CSBA could make to improve the survey, primarily through reorganization and shortening of the sections. These adjustments will maintain the overall validity of the tool while reducing the time it will take for participants to complete the survey.

### Conclusion

Self-evaluation allows boards to pause and reflect on how well they are meeting their responsibilities, as well as potential changes to positively impact governance on behalf of students. CSBA's analysis of existing board self-evaluation results shows how these boards learned about their strengths as well as areas for improvement. Districts that are interested in conducting a board self-evaluation can reach out to CSBA's [Governance Consulting Services](#).

### Endnotes

- 1 Briggs, M., Buenrostro, M., & Maxwell-Jolly, J. (2017). *The school board role in creating the conditions for student achievement: A review of the research*. Sacramento, CA: California School Boards Association.

**Michael S. Hill** is a Ph.D. candidate at the UC Davis School of Education. His work focuses on quantitative analysis and educational program evaluation.

**Mary Briggs** is an Education Policy Analyst for the California School Boards Association.



Suzi Heron &lt;sheron@harmonyusd.org&gt;

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## Board Self Evaluation - Harmony USD

1 message

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**Olivia Park** <opark@csba.org>  
To: "sheron@harmonyusd.org" <sheron@harmonyusd.org>  
Cc: Tracy Rogers-Tryba <trogers-tryba@csba.org>

Thu, Nov 9, 2023 at 9:23 AM

Dear Ms. Heron,

Thank you for your interest in the CSBA Board Self-Evaluation Survey. The survey allows the board to reflect on how well it is meeting its responsibilities. Per your request, attached is a description of the service.

The cost of the evaluation is \$300. If you would like a facilitator to come to your district and review the results with the board in a one or two-day workshop setting, the cost would be \$3,700 for a one-day session or \$5,500 for a two-day session plus reasonable travel expenses. Click [here](#) to learn more about Effective Governance resources, training, and support.

To initiate the BSE process, we need a current board roster, email addresses, and a two-week window for participants to respond. We ask for the start and closing dates that you would like the board to access the tool. The board and district executive assistant will receive an email the day the BSE begins instructions on how to access and complete the online survey. We can generate the report within two business days. We will also need the CSBA Contract & Agreement for services to be signed by both parties before the opening date of the BSE.

*For your information, CSBA's Board Self-Evaluation tool contains **proprietary and confidential information**. It shall not be used, disclosed, or reproduced, in whole or in part, for any purpose other than to evaluate board efficiency, without the prior written consent of CSBA.*

Please let me know if you are interested or need additional information!

Best Regards,

Olivia Park



**Olivia Park**

Administrative Specialist, Member Services

California School Boards Association

o: (916) 669-3258 | c: (714) 791-2019

[www.csba.org](http://www.csba.org)



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 **BSEFactSheet.pdf**  
102K



**Meeting Date:** 11/9/2023 - 7:00 PM

**Category:** Action Items

**Type:** Action

**Subject:** 10.1 RESOLUTION NO. 2023/2024-3  
RESOLUTION OF THE BOARD OF TRUSTEES OF THE HARMONY UNION SCHOOL DISTRICT ORDERING A SCHOOL BOND ELECTION

**Strategic Plans:**

**Policy:**

**Enclosure**

**File Attachment:**

 Resolution Calling School Bond Election - Harmony Union SD (Sonoma) March 2024 4147-5172-6924 2.pdf

 Agenda Report - Harmony Union SD - March 2024 GO Bond election 4148-9012-6668 1.docx

**Description:**

**Background Information:**

**Fiscal Implications:**

**Recommendation:** That the Board approve Resolution 2023-2024/3 to put Bond Measure on March 2024 Primary Election Ballot

**Approvals:**

Recommended By:

Matthew Morgan - Superintendent/Principal

**RESOLUTION NO. 2023-2024/3**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE  
HARMONY UNION SCHOOL DISTRICT ORDERING A  
SCHOOL BOND ELECTION, AND AUTHORIZING  
NECESSARY ACTIONS IN CONNECTION THEREWITH**

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**WHEREAS**, the Board of Trustees (the “Board”) of the Harmony Union School District (the “District”), located in the County of Sonoma (the “County”), is authorized to order elections within the District and to designate the specifications thereof, pursuant to Sections 5304 and 5322 of the California Education Code; and

**WHEREAS**, the Board is specifically authorized to order elections for the purpose of submitting to the electors the question of whether bonds of the District shall be issued and sold for the purpose of raising money for the purposes authorized pursuant to California Education Code Sections 15100 *et seq.*; and

**WHEREAS**, pursuant to a two-thirds vote of the school district board and subject to Section 15100 of the California Education Code, under paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the Constitution of the State of California (the “California Constitution”) and subdivision (b) of Section 18 of Article XVI of the California Constitution, and Section 15266 of the California Education Code, school districts may seek approval of bonds and levy an *ad valorem* tax to repay those bonds upon a 55% vote of the voters of the district voting on the proposition for the purposes hereinafter specified, provided certain accountability requirements are included in the proposition, including (a) that the proceeds from the sale of the bonds be used only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses, (b) that a list of the specific school facilities projects to be funded be included, and certification that the school district board has evaluated safety, class size reduction, and information technology needs in developing that list, (c) that the school district board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed, and (d) that the school district board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects; and

**WHEREAS**, the Board deems it necessary and advisable to submit such a bond proposition to the electors, which, if approved by at least 55% of the votes cast, would permit the District to issue its bonds; and

**WHEREAS**, the Board has evaluated the facilities needs of the District in order to determine which projects to finance from a local bond at this time; and

**WHEREAS**, in order to address the facilities needs of the District, the Board deems it necessary and advisable to fund the specific school facilities projects listed under the heading

entitled “BOND PROJECT LIST” included in the full text of the bond proposition set forth in Exhibit A attached hereto (the “Bond Project List”); and

**WHEREAS**, the Board has determined that the projects listed on the Bond Project List are authorized to be financed with bonds of the District under subsection (a) of Section 15100 of the California Education Code and are for purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and not for any other purpose, including teacher and administrator salaries and other school operating expenses; and

**WHEREAS**, in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond proposition, the Board has evaluated safety, class size reduction and information technology needs in developing the Bond Project List; and

**WHEREAS**, in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond proposition, annual, independent performance and financial audits shall be required as part of the bond proposition; and

**WHEREAS**, pursuant to Section 15278 of the California Education Code, if a bond proposition is authorized in accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, the governing board of the school district shall establish and appoint members to an independent citizens’ oversight committee to ensure that (a) bond revenues are expended only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and (b) that no funds are used for any teacher or administrative salaries or other school operating expenses; and

**WHEREAS**, in accordance with Section 15278 of the California Education Code, and as provided in the full text of the bond proposition, an independent citizens’ oversight committee shall be required as part of the bond proposition; and

**WHEREAS**, a bond election authorized pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, must be conducted concurrent with a statewide primary election, general election or special election, or at a regularly scheduled local election at which all of the electors of the District are entitled to vote, as required by Section 15266 of the California Education Code; and

**WHEREAS**, on March 5, 2024, a statewide primary election is scheduled to be conducted throughout the District; and

**WHEREAS**, subsection (c) of Section 15100 of the California Education Code provides that, before the governing board of a school district may order an election pursuant to California Education Code Sections 15100 *et seq.*, it shall obtain reasonable and informed projections of assessed property valuations that take into consideration projections of assessed property valuations made by the county assessor; and

**WHEREAS**, although the County Assessor does not make projections of assessed property valuations beyond the next succeeding tax year, the Board has been presented with projections of assessed property valuations of the property within the boundaries of the District in connection with developing the bond proposition that take into consideration, among other things, the long-term historical average growth rates of assessed property valuations of the property within the boundaries of the District and the Board finds those projections to be reasonable and informed; and

**WHEREAS**, the Board has determined that, based upon such projections of assessed property valuation, if approved by voters, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the maximum tax rate permitted by Section 15268 of the California Education Code; and

**WHEREAS**, Section 9400 *et seq.* of the California Elections Code requires that a tax information statement be contained in all official materials, including any voter information guide prepared, sponsored or distributed by the District, relating to the election; and

**WHEREAS**, the Board now desires to authorize the filing of a ballot argument in favor of the bond proposition to be submitted to the voters at the election; and

**WHEREAS**, the District expects to pay certain expenditures (the “Reimbursement Expenditures”) in connection with the projects listed in the Bond Project List prior to financing the costs associated with such projects on a long-term basis; and

**WHEREAS**, the District reasonably expects that certain of the proceeds of the bonds proposed to be issued under the bond proposition, if approved by voters, will be used to reimburse the Reimbursement Expenditures; and

**WHEREAS**, Section 1.150-2 of the Treasury Regulations requires the District to declare its reasonable official intent to reimburse prior expenditures for the projects listed in the Bond Project List with proceeds of a subsequent borrowing; and

**WHEREAS**, if any project to be funded by the bonds will require State of California matching grant funds for any phase, the sample ballot must contain a statement, in the form prescribed by law, advising the voters that such project is subject to the approval of State matching funds and, therefore, passage of the bond proposition is not a guarantee that the project will be completed, and the Board finds that completion of no portion of the projects listed in the Bond Project List will require State matching grant funds for any phase thereof; and

**NOW, THEREFORE**, be it resolved, determined and ordered by the Board of Trustees of the Harmony Union School District as follows:

**Section 1.**     **Recitals.** All of the above recitals are true and correct.

**Section 2.**     **Specifications of Election Order; Required Certification.** Pursuant to California Education Code Sections 5304, 5322, 15100 *et seq.*, and 15266, and paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution, a special election shall be held

within the boundaries of the District on March 5, 2024, for the purpose of submitting to the registered voters of the District the bond proposition contained in Exhibit A attached hereto and incorporated herein. In accordance with paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, and as provided in the full text of the bond proposition, the Board hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

**Section 3. Conduct of Election.** (a) *Request to County Officers.* Pursuant to Section 5303 of the California Education Code, the Registrar of Voters of the County (the “Registrar of Voters”) is required to, and is hereby requested to, take all steps to hold the election in accordance with law and these specifications.

(b) *Abbreviation of Proposition.* Pursuant to Sections 13119 and 13247 of the California Elections Code and Sections 5322 and 15122 of the California Education Code, the Board hereby directs the Registrar of Voters to use the following statement of the bond proposition on the ballot:

*“To improve facilities at Harmony and Salmon Creek Schools; repair/replace roofs; construct/modernize classrooms, restrooms and school facilities; and make campus security, health, safety and accessibility improvements; shall Harmony Union School District’s measure authorizing \$13,500,000 in bonds, at legal rates, levying approximately \$30 per \$100,000 of assessed valuation (raising \$781,000 annually) while bonds are outstanding, be adopted, with annual audits, independent citizens’ oversight, NO money for administrator salaries and all money staying local?”*

(c) *Voter Pamphlet.* The Registrar of Voters is hereby requested to reprint the full text of the bond proposition as set forth in Exhibit A in its entirety in the voter information pamphlet to be distributed to voters.

(d) *State Matching Funds.* The District has determined that the projects to be funded from the proposed bonds will not require State matching funds for any phase thereof, and that Section 15122.5 of the California Education Code does not apply to the bond proposition, and accordingly, the Registrar of Voters is directed not to include the disclosure otherwise required by Section 15122.5 of the California Education Code.

(e) *Consolidation Requirement.* Pursuant to Section 15266(a) of the California Education Code, the election shall be consolidated with the statewide primary election on March 5, 2024, and pursuant to California Education Code Section 5342 and Part 3 (commencing with Section 10400) of Division 10 of the California Elections Code, the Registrar of Voters and the Board of Supervisors of the County are hereby requested to order consolidation of the election with such other elections as may be held on the same day in the same territory or in territory that is in part the same. The District hereby acknowledges that the consolidated election will be held and conducted in the manner prescribed by Section 10418 of the California Elections Code.

(f) *Canvass of Results.* The Board of Supervisors of the County is authorized and requested to canvass the returns of the election, pursuant to Section 10411 of the California Elections Code.

(g) *Required Vote.* Pursuant to Section 18 of Article XVI and Section 1 of Article XIII A of the California Constitution, the bond proposition shall become effective upon the affirmative vote of at least 55% of the voters of the District voting on the proposition.

(h) *Election Costs.* The District shall pay all costs of the election approved by the Board of Supervisors of the County pursuant to California Education Code Section 5421.

**Section 4. Delivery of Order of Election to County Officers.** The Clerk of the Board of the District is hereby directed to cause to be filed as soon as practicable, and in any event no later than December 8, 2023 (which date is not fewer than 88 days prior to the date set for the election), one copy of this Resolution to the Registrar of Voters, including the tax information statement attached hereto as Exhibit B, containing the information required by California Elections Code Section 9400 *et seq.*, completed and signed by the Superintendent of the District, with such technical corrections or additions as deemed necessary by the Superintendent of the District, and shall file a copy of this Resolution with the Clerk of the Board of Supervisors of the County. With respect to the tax information statement attached hereto as Exhibit B, the Board hereby adopts the procedures set forth in Election Code Section 9405.

**Section 5. Ballot Arguments.** The President of the Board, or any member or members of the Board as the President shall designate, are hereby authorized, but not directed, to prepare and file with the Registrar of Voters a ballot argument in favor of the bond proposition and a rebuttal argument to the argument against the bond proposition, if any, within the time established by the Registrar of Voters, which shall be considered the official ballot argument of the Board as sponsor of the bond proposition.

**Section 6. Declaration of Official Intent to Reimburse.** The District hereby declares its official intent to use proceeds of the bonds proposed to be issued under the bond proposition to reimburse itself for Reimbursement Expenditures. This declaration is made solely for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations. This declaration does not bind the District to make any expenditure, incur any indebtedness, or proceed with the projects listed in the Bond Project List.

**Section 7. Further Authorization.** The members of the Board, the Superintendent of the District, and all other officers of the District are hereby authorized and directed, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this resolution in accordance with the terms hereof and of applicable provisions of law.

**Section 7.**     **Effective Date.** This Resolution shall take effect upon its adoption by a two-thirds vote.

**PASSED AND ADOPTED** this day, November 9, 2023, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

APPROVED:

\_\_\_\_\_  
President of the Board of Trustees of the  
Harmony Union School District

Attest:

\_\_\_\_\_  
Clerk of the Board of Trustees of the  
Harmony Union School District

## **EXHIBIT A**

### **FULL TEXT OF BOND PROPOSITION**

#### **HARMONY UNION SCHOOL DISTRICT SCHOOL SAFETY, RENOVATION AND CONSTRUCTION MEASURE**

This proposition may be known and referred to as the “Harmony Union School District School Safety, Renovation and Construction Measure” or as “Measure \_\_\_”. *[designation to be assigned by County Registrar of Voters]*

#### **BOND AUTHORIZATION**

By approval of this proposition by at least 55% of the voters of the Harmony Union School District (the “District”) voting on the proposition, the District shall be authorized to issue and sell bonds of up to \$13,500,000 in aggregate principal amount to provide financing for the specific school facilities projects listed under the heading entitled “BOND PROJECT LIST” below (the “Bond Project List”), subject to all of the accountability safeguards specified below.

#### **ACCOUNTABILITY SAFEGUARDS**

The provisions in this section are specifically included in this proposition in order that the voters and taxpayers of the District may be assured that their money will be spent to address specific school facilities needs of the District, all in compliance with the requirements of Article XIII A, Section 1(b)(3) of the Constitution of the State of California (the “California Constitution”), and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Sections 15264 and following of the California Education Code).

**Evaluation of Needs.** The Board of Trustees of the District (the “Board”) has evaluated the facilities needs of the District in order to determine which projects to finance from a local bond at this time. In order to address the facilities needs of the District, the Board deems it necessary and advisable to fund the specific school facilities projects listed in the Bond Project List. The Board hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Bond Project List.

**Limitations on Use of Bonds.** Proceeds from the sale of bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses. More specifically, the Bond Project List provides for the specific projects the District proposes to finance with proceeds from the sale of bonds authorized by this proposition and such proceeds shall be applied only to those specific purposes.

**Independent Citizens' Oversight Committee.** In accordance with and pursuant to California Education Code Section 15278 *et seq.*, the Board shall establish an independent citizens' oversight committee, within 60 days of the date that the Board enters the election results on its minutes pursuant to Section 15274 of the California Education Code, to ensure that (a) bond revenues are expended only for the purposes specified in Article XIII A, Section 1(b)(3) of the California Constitution, and (b) that no funds are used for any teacher or administrative salaries or other school operating expenses. In accordance with Section 15282 of the California Education Code, the citizens' oversight committee shall consist of at least seven members and shall include a member active in a business organization representing the business community located within the District, a member active in a senior citizens' organization, a member active in a bona fide taxpayers' organization, a member that is a parent or guardian of a child enrolled in the District, and a member that is both a parent or guardian of a child enrolled in the District and active in a parent-teacher organization. No employee or official of the District and no vendor, contractor or consultant of the District shall be appointed to the citizens' oversight committee.

**Annual Performance Audits.** In compliance with the requirements of Article XIII A, Section 1(b)(3)(C) of the California Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000, the Board shall conduct an annual, independent performance audit to ensure that the proceeds from the sale of bonds authorized by this proposition have been expended only on the school facilities projects listed in the Bond Project List. These audits shall be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States for performance audits. The results of these audits shall be made publicly available and shall be submitted to the citizens' oversight committee in accordance with Section 15286 of the California Education Code.

**Annual Financial Audits.** In compliance with the requirements of Article XIII A, Section 1(b)(3)(D) of the California Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000, the Board shall conduct an annual, independent financial audit of the proceeds from the sale of bonds authorized by this proposition until all of those proceeds have been spent for the school facilities projects listed in the Bond Project List. These audits shall be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States for financial audits. The results of these audits shall be made publicly available and shall be submitted to the citizens' oversight committee in accordance with Section 15286 of the California Education Code.

**Special Bond Proceeds Account; Annual Report to Board.** In compliance with the requirements of California Government Code Section 53410 and following, upon approval of this proposition and the sale of any bonds approved, the Board shall take actions necessary to establish an account in which proceeds of the sale of bonds authorized by this proposition shall be deposited. In compliance with the requirements of California Government Code Section 53411, as long as any proceeds of the bonds remain unexpended, the chief fiscal officer of the District shall cause a report to be filed with the Board at least once a year,

stating (a) the amount of funds collected and expended in that year, and (b) the status of any project required or authorized to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as the chief fiscal officer of the District shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

### **FURTHER SPECIFICATIONS**

**Single Purpose.** All of the purposes enumerated in this proposition shall be united and voted upon as one single proposition, pursuant to California Education Code Section 15100, and all the enumerated purposes shall constitute the specific single purpose of the bonds, and the proceeds from the sale of bonds authorized by this proposition shall be spent only for such purpose, pursuant to California Government Code Section 53410.

**Bonds may be Issued in Excess of Statutory Bonding Limit.** Issuance of all of the authorized bonds might require the outstanding debt of the District to exceed its statutory bonding limit (currently 1.25% of the total assessed valuation of taxable property in the District). In that event, the District intends to seek a waiver of its bonding limit from the State Board of Education, which has the power to waive certain requirements of the California Education Code applicable to the District. By approval of this proposition, the voters have authorized the District to seek such a waiver, and to issue authorized bonds in excess of the District's statutory bonding limit as the State Board of Education may approve. No such waiver has yet been sought or granted.

**Other Terms of the Bonds.** When sold, the bonds shall bear interest at an annual rate not exceeding the statutory maximum, and that interest shall be made payable at the time or times permitted by law. The bonds may be issued and sold in several series, and no bond shall be made to mature more than the statutory maximum number of years from the date borne by that bond.

### **BOND PROJECT LIST**

The Bond Project List below lists the specific projects the District proposes to finance with proceeds of the bonds. The Bond Project List shall be considered a part of this bond proposition and shall be reproduced in any official document required to contain the full statement of the bond proposition. Listed projects will be completed as needed at a particular school or school facility site according to Board-established priorities, and the order in which such projects appear on the Bond Project List is not an indication of priority for funding or completion. In so far as permitted by law, each project is assumed to include its share of costs of the election and bond issuance, construction-related costs, such as project and construction management, architectural, engineering, inspection and similar planning and testing costs, demolition and interim housing costs, legal, accounting and similar fees, costs related to the independent annual financial and performance audits, a contingency for unforeseen design and construction costs, and other costs incidental to or necessary for completion of the listed projects (whether the related work is performed by the District or third

parties). The final cost of each project will be determined as plans are finalized, construction bids are awarded, and projects are completed. In addition, certain project funds expected from non-local bond sources have not yet been secured. Therefore, the Board cannot guarantee that the bond proceeds will provide sufficient funds to allow completion of all listed projects. Alternatively, if the District obtains unexpected funds from non-local bond sources with respect to listed projects, such projects may be enhanced, supplemented or expanded to the extent of such funds. Some projects may be subject to further government approvals, including by State officials and boards and/or local environmental or agency approval. Inclusion of a project on the Bond Project List is not a guarantee that the project will be completed (regardless of whether bond funds are available).

The specific projects authorized to be financed with proceeds from the sale of bonds authorized by this proposition are as follows:

<b>HARMONY UNION SCHOOL DISTRICT PROJECTS</b>
<b>The following projects are authorized to be financed at all school facilities sites District wide:</b>
<ul style="list-style-type: none"><li>• Acquire, install and integrate backup power systems, infrastructure, fixtures and equipment.</li><li>• Wildfire hardening and prevention improvements to school facilities and grounds.</li><li>• Acquire, replace, upgrade and/or install security, health and safety improvements and systems, including lighting, fencing, smoke detectors, fire alarms, sprinklers, security alarms, signage, safety doors, safety locks and hardware, cameras and emergency communication systems.</li><li>• Improve, correct, restore and/or renovate grounds, buildings, and structures or portions thereof to eliminate or mitigate health and safety risks and/or comply with local, state and federal building, health, safety, access and other related requirements, including access requirements of the Americans with Disabilities Act (ADA).</li><li>• Construct and/or acquire and install additional classrooms and restroom facilities.</li><li>• Renovate, rehabilitate, replace, upgrade and/or acquire and install flooring and finishes, siding, roofing, casework and cabinetry.</li><li>• Acquire and install and/or replace heating, ventilation and air conditioning (HVAC) systems.</li><li>• Construct and/or acquire and install outdoor environmental education facilities, including outdoor learning areas, shade structures and walkways.</li><li>• Reconfigure, renovate, repair, resurface, improve and/or expand parking lots and related areas, including ingress and egress and student pick-up/drop-off areas.</li><li>• Renovate, repair, resurface and/or install and improve playgrounds, and acquire, improve, replace and/or upgrade playground equipment and fixtures.</li></ul>

- Construct and/or acquire and install custodial and storage facilities.

### MISCELLANEOUS

#### All listed bond projects include the following as needed:

- Planning, designing and providing temporary housing necessary for listed bond projects.
- The inspection, sampling and analysis of grounds, buildings and building materials to determine the presence of hazardous materials or substances, including asbestos, lead, etc., and the encapsulation, removal, disposal and other remediation or control of such hazardous materials and substances.
- Seismic and historical evaluations, site surveys (including topographic, geological and utility surveys), and infrastructure analyses.
- Necessary onsite and offsite preparation or restoration in connection with new construction, renovation or remodeling, or installation or removal of relocatable buildings or other temporary buildings, including demolition of structures; removing, replacing, or installing irrigation, drainage, utility lines (gas, water, sewer, electrical, data and voice, etc.), trees and landscaping; and relocating fire access roads or ingress/egress pathways.
- Address other unforeseen conditions revealed by construction, renovation or modernization (including plumbing or gas line breaks, dry rot, seismic and structural deficiencies, etc.).
- Acquire or construct other improvements required to comply with building codes, including seismic safety requirements, the Field Act, and access requirements.
- Acquisition of any rights-of-way, easements, licenses and/or real property made necessary by listed bond projects, or lease of real property made necessary by the listed bond projects.
- Acquire or construct storage facilities and other space on an interim basis, as needed to accommodate construction materials, equipment, and personnel.
- Furnishing and equipping of classrooms and other school facilities; furnishing and equipping shall include initial purchases, and scheduled and necessary replacements, upgrades and updating of technology.
- All other costs and work necessary or incidental to the listed bond projects.

### PROJECTS INVOLVING RENOVATION, REHABILITATION OR REPAIR

For any project involving renovation, rehabilitation or repair of a building or the major portion of a building, the District shall be authorized to proceed with new replacement construction instead (including any necessary demolition) if the Board of Trustees determines that replacement new construction is more practical than renovation, rehabilitation or repair, considering the building's age, condition, expected remaining life, comparative cost and other relevant factors.

## **GENERAL PROVISIONS**

**Interpretation.** The terms of this bond proposition and the words used in the Bond Project List shall be interpreted broadly to effect the purpose of providing broad and clear authority for the officers and employees of the District to provide for the school facilities projects the District proposes to finance with the proceeds of the sale of bonds authorized by this proposition within the authority provided by law, including Article XIII A, Section 1(b)(3) of the California Constitution, California Education Code Section 15000 *et seq.* and the Strict Accountability in Local School Construction Bonds Act of 2000. Without limiting the generality of the foregoing, such words as repair, improve, upgrade, expand, modernize, renovate, and reconfigure are used in the Bond Project List to describe school facilities projects in plain English and are not intended to expand the nature of such projects beyond, or have an effect on, and shall be interpreted to only permit, what is authorized under Article XIII A, Section 1(b)(3) of the California Constitution, California Education Code Section 15000 *et seq.* and the Strict Accountability in Local School Construction Bonds Act of 2000. In this regard, the Bond Project List does not authorize, and shall not be interpreted to authorize, expending proceeds of the sale of bonds authorized by this proposition for current maintenance, operation or repairs. The school facilities projects on the Bond Project List only authorize capital expenditures.

**Estimated Ballot Information.** The Board hereby declares, and the voters by approving this bond proposition concur, that the information included in the statement of the bond proposition to be voted on pursuant to Section 13119 of the California Elections Code is based upon the District's projections and estimates only and is not binding upon the District. The amount of money to be raised annually and the rate and duration of the tax to be levied for the bonds may vary from those presently estimated due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for project funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process.

**Headings.** The headings or titles of the sections of the bond proposition, including any headings or titles included in the Bond Project List, are solely for convenience of reference and shall not affect the meaning, construction or effect of the bond proposition.

**Severability.** The Board hereby declares, and the voters by approving this bond proposition concur, that every section and part of this bond proposition has independent value, and the Board and the voters would have adopted each provision hereof regardless of every other provision hereof. Upon approval of this bond proposition by the voters, should any part be found by a court of competent jurisdiction to be invalid for any reason, all remaining parts hereof shall remain in

full force and effect to the fullest extent allowed by law, and to this end the provisions of this bond proposition are severable.

**EXHIBIT B**

**TAX INFORMATION STATEMENT**

An election will be held in the Harmony Union School District (the “District”) on March 5, 2024, to authorize the sale of up to \$13,500,000 in bonds of the District to finance school facilities as described in the proposition. If the bond proposition is approved by at least 55% of the voters of the District voting on the bond proposition, the District expects to issue the bonds in multiple series over time. Principal and interest on the bonds will be payable from the proceeds of tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400 through 9405 of the California Elections Code.

1. The best estimate of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on assessed valuations available at the time of filing of this statement, is \$28.00 per \$100,000 (2.80 cents per \$100) of assessed valuation. The final fiscal year in which the tax to be levied to fund this bond issue is anticipated to be collected is fiscal year 2058-59.
2. The best estimate of the highest tax rate that would be required to be levied to fund this bond issue, based on estimated assessed valuations available at the time of filing of this statement, is \$30.00 per \$100,000 (3.00 cents per \$100) of assessed valuation in fiscal year 2024-25 and such tax rate is expected to continue through fiscal year 2053-54.
3. The best estimate of the total debt service, including the principal and interest, that would be required to be repaid if all of the bonds are issued and sold is approximately \$27.4 million.

Voters should note that estimated tax rates are based on the *ASSESSED VALUE* of taxable property on the County’s official tax rolls, *not* on the property’s market value, which could be more or less than the assessed value. In addition, taxpayers eligible for a property tax exemption, such as the homeowner’s exemption, will be taxed at a lower effective tax rate than described above. Property owners should consult their own property tax bills and tax advisors to determine their property’s assessed value and any applicable tax exemptions.

Attention of all voters is directed to the fact that the foregoing information is based upon the District’s projections and estimates only, which are not binding upon the District. The average annual tax rate, the highest tax rate, the final fiscal year in which the tax is anticipated to be collected and the year or years in which they will apply, and the actual total debt service, may vary from those presently estimated for a variety of reasons, including, without limitation, due to variations in the timing of bond sales, the amount or amortization of bonds sold, market conditions at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount or amortization of bonds sold at any given time will be determined by the District based on need for project funds and other factors, including the legal limitations on bonds approved by a 55% affirmative vote. Market conditions, including, without limitation, interest rates, are affected by economic and other factors beyond the control of the District and will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process. The growth or decline in assessed valuation is the result of a number of economic and other factors outside the control of the District.

Dated: \_\_\_\_\_, 2023.

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Superintendent  
Harmony Union School District

**CLERK’S CERTIFICATE**

I, Mariah Lander, Clerk of the Board of Trustees of the Harmony Union School District, County of Sonoma, California, hereby certify as follows:

The attached is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Trustees of the District held at the regular meeting place thereof on November 9, 2023, and entered in the minutes thereof, of which meeting all of the members of the Board of Trustees had due notice and at which a quorum thereof was present. The resolution was adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

An agenda of the meeting was posted at least 72 hours beforehand at 1935 Bohemian Highway, Occidental, California, a location freely accessible to members of the public, and on the District’s website at <https://www.harmonyusd.org/domain/47>, and a brief description of the adopted resolution appeared on the agenda. A copy of the agenda is attached hereto. The resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this \_\_\_\_\_ day of \_\_\_\_\_, 2023.

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Clerk of the Board of Trustees  
Harmony Union School District



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Info/Action
<b>Subject:</b>	<p>10.2 Second reading and adoption of new and updated board policies: CSBA UPDATE CHECKLIST – December 2022</p> <p>BP 0430 Comprehensive Local Plan for Special AR 0430 Comprehensive Local Plan for Special Education BP 0450 Comprehensive Safety Plan</p> <p>AR 0450 Comprehensive Safety Plan BP 0460 Local Control and Accountability Plan AR 0460 Local Control and Accountability Plan BP 3250 Transportation Fees AR 3250 Transportation Fees AR 3260 Fees and Charges BP 3460 Financial Reports and Accountability AR 3460 Financial Reports and Accountability BP 3515 Campus Security AR 3515 Campus Security AR 3516.2 Bomb Threats BP 3540 Transportation BP 5131.7 Weapons and Dangerous Instrument</p> <p>AR 5131.7 Weapons and Dangerous Instrument AR 5141.3 Health Examinations BP 5142 Safety AR 5142 Safety AR 5142.2 Safe Routes to School Program BP 5148.2 Before/After School Programs</p> <p>AR 5148.2 Before/After School Programs</p> <p>BP 5148.3 Preschool/Early Childhood Education AR 5148.3 Preschool/Early Childhood Education AR 6164.4 Identification and Evaluation of Individuals for Special Education BB 9220 Governing Board Elections BB 9223 Filling Vacancies BB 9323 Meeting Conduct</p>
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	<p> ViewMemberCommAttachment.aspx (9).pdf</p> <p> ViewMemberCommAttachment.aspx (8).pdf</p>
<b>Description:</b>	
<b>Background Information:</b>	

**Fiscal Implications:**

That the board adopt new and updated policies:  
BP 0430 Comprehensive Local Plan for Special  
AR 0430 Comprehensive Local Plan for Special  
Education  
BP 0450 Comprehensive Safety Plan

AR 0450 Comprehensive Safety Plan  
BP 0460 Local Control and Accountability Plan  
AR 0460 Local Control and Accountability Plan  
BP 3250 Transportation Fees  
AR 3250 Transportation Fees  
AR 3260 Fees and Charges  
BP 3460 Financial Reports and Accountability  
AR 3460 Financial Reports and Accountability  
BP 3515 Campus Security  
AR 3515 Campus Security  
AR 3516.2 Bomb Threats  
BP 3540 Transportation  
BP 5131.7 Weapons and Dangerous Instrument

**Recommendation:**

AR 5131.7 Weapons and Dangerous Instrument  
AR 5141.3 Health Examinations  
BP 5142 Safety  
AR 5142 Safety  
AR 5142.2 Safe Routes to School Program  
BP 5148.2 Before/After School Programs  
  
AR 5148.2 Before/After School Programs

BP 5148.3 Preschool/Early Childhood Education  
AR 5148.3 Preschool/Early Childhood Education  
AR 6164.4 Identification and Evaluation of Individuals for  
Special Education  
BB 9220 Governing Board Elections  
BB 9223 Filling Vacancies  
BB 9323 Meeting Conduct

**Approvals:**

Recommended  
By:



Matthew Morgan - Superintendent/Principal

**CSBA POLICY GUIDE SHEET**  
**December 2022**

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

**Board Policy 0430 - Comprehensive Local Plan for Special Education**

Policy updated to reflect **NEW LAW (AB 181, 2022)** requiring the State Superintendent of Public Instruction to make publicly available the special education funding each local educational agency (LEA) generates for their Special Education Local Plan Area (SELPA), and for the SELPA, to report to member LEA's the amount of funding each LEA generates for the SELPA.

**Administrative Regulation 0430 - Comprehensive Local Plan for Special Education**

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which extends the timeline for developing an annual assurances support plan to July 1, 2027. A template for the annual assurances support plan will be developed by CDE by July 1, 2026. Additional minor revisions as necessary for clarity.

**Board Policy 0450 - Comprehensive Safety Plan**

Policy updated to clarify language related to approval of the tactical response plan and add material regarding the district's requirement to provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at district schools.

**Administrative Regulation 0450 - Comprehensive Safety Plan**

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires, starting with the 2023-24 school year, districts to include in the annual notification to parents/guardians information related to the safe storage of firearms, and for certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school and **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC. Additionally, regulation updated to include in the optional list of comprehensive safety plan components (1) strategies aimed at preventing potential incidents involving crime and violence on school campuses, (2) provision of safety materials and emergency communications in language(s) understandable to parents/guardians, (3) procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content, (4) district policy and/or plan related to pandemics, (5) communication with parents/guardians regarding unification plans and necessity of cooperating with first responders, and (6) continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible.

**Board Policy 0460 - Local Control and Accountability Plan**

Policy updated to reflect **NEW LAW (AB 181, 2022)** which states, by January 31, 2025, an Individuals with Disabilities Education Act (IDEA) Addendum adopted by the State Board of Education (SBE) shall be completed by districts which are identified by the California Department of Education (CDE) as needing an improvement plan. Additionally, policy is updated to reflect **NEW LAW (AB 181, 2022)** requiring the LCAP parent advisory committee to include at least a parent/guardian of currently enrolled students with disabilities. Policy also updated to reflect **NEW LAW (SB 997, 2022)** which requires, beginning July 1, 2024, districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee.

**Administrative Regulation 0460 - Local Control and Accountability Plan**

Regulation updated to reflect **NEW LAW (AB 181, 2022)**, which states Beginning July 1, 2025, if the district is identified by State Board of Education (SBE) as needing an improvement plan related to improvements in services for students with disabilities, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE.

**Board Policy 3250 - Transportation Fees**

Policy updated to reflect **NEW LAW (AB 181, 2022)** which exempts a student classified as unduplicated from paying a fee for transportation. The policy is also updated to include an optional waiver of transportation fees for any group of district students, at the recommendation of the Superintendent. Also, the provision regarding privacy moved from AR to BP.

**Administrative Regulation 3250 - Transportation Fees**

Regulation updated to add that bus passes shall be sold electronically, if available, and removed language related to income eligibility that is no longer relevant. Moved provision regarding privacy to the Board Policy and deleted it from Administrative Regulation.

**Administrative Regulation 3260 - Fees and Charges**

Regulation updated to reflect **NEW LAW (AB 181, 2022)** which prohibits charging the parent of an unduplicated student a fee for transportation, removed policy related to the sale or lease of personal computers or internet appliances because of the increased use of technology in the modern classroom, changed terminology from "homemaking" to "family and consumer sciences," and reflect **NEW LAW (AB 130, 2021)** which requires a district to provide a free breakfast and lunch daily to any student who requests a meal.

**Board Policy 3460 - Financial Reports and Accountability**

Policy updated to reflect the predictors of fiscal distress as identified by FCMAT in its 2019 "Indicators of Risk or Potential Insolvency." Updated policy also revised to reflect the law more clearly with respect to studies, reports, evaluations, and audits, that the County Superintendent of Schools is required or authorized to consider when reviewing a district's budget.

**Administrative Regulation 3460 - Financial Reports and Accountability**

Regulation updated to add a new section - "Lease Accounting," to reflect GASB Statement 87 which, starting June 15, 2021, changed the rules for the financial reporting of governmental entities' leases, including the rules for the recognition, measurement, and disclosure of such leases in financial statements.

**Board Policy 3515 - Campus Security**

Policy updated to include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Policy also updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Additionally, policy also updated to include that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, and that school site council's be included with other stakeholders when identifying appropriate locations for the placement of surveillance cameras.

**Administrative Regulation 3515 - Campus Security**

Regulation updated to reflect **NEW LAW (AB 1352, 2021)** which authorizes districts to request the Military Department, in consultation with the California Cybersecurity Integration Center (Cal-CSIC), to perform an independent security assessment of the district or an individual district school, **NEW LAW (AB 2355, 2022)** which requires districts that experience a cyberattack, which impacts more than 500 students or personnel, to report the cyberattack to Cal-CSIC, and **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose

duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement. Regulation also updated to provide that monitoring suspicious and/or threatening digital media content be part of the campus security plan and included in strategies to detect and intervene with school crime.

#### **Administrative Regulation 3516.2 - Bomb Threats**

Regulation updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content. Regulation also updated to move and amend material regarding staff training, include and align language with information provided by the U.S. Department of Homeland Security, and reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement.

#### **Board Policy 3540 - Transportation**

Policy updated to reflect **NEW LAW (AB 181, 2022)** which authorizes a district to provide transportation services by way of a joint powers agreement, a cooperative student transportation program, or a consortium, and which requires, as a condition of apportionment, a district to adopt a transportation plan that describes the transportation services to be provided to certain student groups, as specified, by April 1, 2023 and update the plan annually by April 1.

#### **Board Policy 5131.7 - Weapons and Dangerous Instruments**

Policy updated to (1) expand the concept of district provided transportation, (2) reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, (3) move language regarding student suspension and expulsion in order to keep related content together, and (4) add language regarding staff training to align with staff responsibilities to report potential homicidal acts. Regulation also updated to add headings for the Options regarding tear gas or tear gas weapons, and to emphasize that for districts that allow students to bring tear gas or tear gas weapons to school, the student needs to either be accompanied by, or have the written consent, of a parent/guardian.

#### **Administrative Regulation 5131.7 - Weapons and Dangerous Instruments**

Regulation updated to expand the list of prohibited weapons and dangerous instruments to include additional items that are listed in law.

#### **Administrative Regulation 5141.3 - Health Examinations**

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

#### **Board Policy 5142 - Safety**

Policy updated to reflect **NEW LAW (P.L. 117-159)** which requires the creation of a Federal Clearinghouse on School Safety Evidence-Based Practices to serve as a federal resource to identify and publish online

practices and recommendations to improve school safety, and include that the district regularly review current guidance regarding cybersecurity and digital media awareness and incorporate recommended practices into the district's processes and procedures related to the protection of the district's network infrastructure and the monitoring and response to suspicious and/or threatening digital media content.

#### **Administrative Regulation 5142 - Safety**

Regulation updated to reflect **NEW LAW (SB 906, 2022)** which requires certificated and classified employees of the district, and other school officials such as Governing Board members, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle school or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, to immediately report the threat or perceived threat to law enforcement, and add language regarding staff responsibilities and training to align with requirement to report potential homicidal acts. Regulation also updated to add language that anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator, reflect **NEW LAW (AB 2028, 2022)** which authorizes the Board of an elementary, intermediate, junior high, or high school to assist local law enforcement, nonprofit associations or organizations such as the Girls Scouts, Boys Scouts, and parent-teacher associations, and public agencies that provide safety instruction related to using electric, motorized, or nonmotorized bicycles and scooters, to provide such safety instruction to district students, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, and post on its web site, by September 1, 2023, statewide safety and training programs based on evidence-based practices for users of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

#### **Administrative Regulation 5142.2 - Safe Routes to School Program**

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

#### **Board Policy 5148.2 - Before/After School Programs**

Policy updated to clarify that it applies to expanded learning opportunities beyond the regular school day, including before-school, after-school, summer, vacation, and/or intersessional programs and to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the Expanded Learning Opportunities (ELO) program requirements for the 2022-23 school year and forward. Detailed information regarding various program collaboration requirements moved to AR.

#### **Administrative Regulation 5148.2 - Before/After School Programs**

Regulation updated to include definitions of "offer access" and "provide access" in regard to Expanded Learning Opportunities (ELO) programs. Detailed information regarding program collaboration requirements moved to Regulation from BP. Regulation updated to reflect **NEW LAWS (AB 181, 2022 and AB 185, 2022)** which updates the ELO program requirements for the 2022-23 school year and forward, including requirements for the district to offer access to ELO programs based on the district's prior fiscal year local control funding formula unduplicated pupil percentage. Regulation also updated to clarify that district that receive funds for classroom-based instructional programs that serve grades TK-6 cannot opt out of the ELO program funding, pursuant to California Department of Education's "Expanded Learning Opportunities Program FAQs." Regulation also updated to reflect requirement that ELO programs are required to offer a nutritional snack, meal, or both and to reflect California Department of Education guidance that ELO programs do not have an attendance requirement and to reflect **NEW LAW (SB 1380, 2022)** which renumbered The California Prekindergarten Planning and Implementation Grant Program, Education Code 8251.5 to 8322.

**Board Policy 5148.3 - Preschool/Early Childhood Education**

Policy updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022 and SB 1047, 2022)** to revise and update requirements for California State Preschool Programs (CSPP), including requirements related to dual language learners, children with exceptional needs, and enrollment data collection and reporting. Policy also updated to reflect CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

**Administrative Regulation 5148.3 - Preschool/Early Childhood Education**

Regulation updated to reflect **NEW LAWS (AB 210, 2022, AB 185, 2022, AB 321, 2022, and SB 1047, 2022)** which revised enrollment criteria, priorities, and requirements for California State Preschool Programs (CSPP). Sections of the regulation affected include "Eligibility and Enrollment Priorities for Part-Day CSPP Programs" and "Eligibility and Enrollment Priorities for Full-Day CSPP Programs," which were reorganized and revised to comply with law. Other updated sections are "Minimum Hours/Days of Operation" and "Staffing." Regulation was also updated to reflect **NEW LAW (AB 2806, 2022)** with new requirements related to expulsion/unenrollment and/or suspension from a CSPP Program based on behavior. Regulation also updated with CSPP-specific **NEW STATE REGULATIONS (Register 2022, No. 26)**.

**Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education**

Regulation updated to reflect **NEW LAW (SB 188, 2022)**, requiring each district to designate a main point of contact for coordinating and completing the transition of a child and family from Part C (Early Intervention Program for Infants and Toddlers with Disabilities) to Part B (Assistance for Children with Disabilities) of IDEA.

**Board Bylaw 9220 - Governing Board Elections**

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

**Board Bylaw 9223 - Filling Vacancies**

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

**Board Bylaw 9323 - Meeting Conduct**

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

**MINOR REVISION:****Board Policy 3260 - Fees and Charges**

Policy updated to include reference to CDE Fiscal Management Advisory 22-01, Summer School, Third Parties, Tuition Fees, and updates reference to CDE FMA 20-01, Pupil Fees, Deposits, and Other Charges.

## CSBA UPDATE CHECKLIST – December 2022

District Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0430	Comprehensive Local Plan for Special Education	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/> <b>OPTION 3:</b> <input type="checkbox"/>	
AR 0430	Comprehensive Local Plan for Special Education		
BP 0450	Comprehensive Safety Plan	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 0450	Comprehensive Safety Plan		
BP 0460	Local Control and Accountability Plan		
AR 0460	Local Control and Accountability Plan		
BP 3250	Transportation Fees		
AR 3250	Transportation Fees		
AR 3260	Fees and Charges		
BP 3460	Financial Reports and Accountability		
AR 3460	Financial Reports and Accountability		
BP 3515	Campus Security		
AR 3515	Campus Security		
AR 3516.2	Bomb Threats		
BP 3540	Transportation		
BP 5131.7	Weapons and Dangerous Instrument	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 5131.7	Weapons and Dangerous Instrument		

## CSBA UPDATE CHECKLIST – December 2022

District Name: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5141.3	Health Examinations		
BP 5142	Safety		
AR 5142	Safety		
AR 5142.2	Safe Routes to School Program		
BP 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 5148.2	Before/After School Programs	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
BP 5148.3	Preschool/Early Childhood Education		
AR 5148.3	Preschool/Early Childhood Education		
AR 6164.4	Identification and Evaluation of Individuals for Special Education	<b>Fill in Blanks</b> _____ _____ _____	

## CSBA UPDATE CHECKLIST – December 2022

District Name: \_\_\_\_\_

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BB 9220	Governing Board Elections	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/> <b>OPTION 3:</b> <input type="checkbox"/>  AND  <b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>  AND  <b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>  AND  <b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/> <b>OPTION 3:</b> <input type="checkbox"/>	
BB 9223	Filling Vacancies		
BB 9323	Meeting Conduct		



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.3 Consideration of new hire Michele Hazelwood- 5th grade para and Marni Davis- Middle School Drama teacher
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves of new hires Michele Hazelwood- 5th grade para and Marni Davis- Middle School Drama teacher
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.4 Consideration of the sunshine openers from the District and Harmony Union Teachers Association (HUTA)
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 2023-24 Joint Sunshine Openers between HUTA and HUSD.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves the sunshine openers from the District and Harmony Union Teachers Association (HUTA)
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



Harmony  
Union School District

1935 Bohemian Hwy.,  
Occidental, California 95465  
Phone (707) 874-1205 • Fax (707) 874-1226  
[www.harmonyusd.org](http://www.harmonyusd.org)

Date: November 9, 2023

To: Governing Board, Harmony Union School District

From: Harmony Union Teachers Association and Harmony Union School District

Re: 2023-2024 Public Hearing Annual Reopeners

Harmony Union Teachers Association (HUTA) and Harmony Union School District (HUSD) wish to commence negotiations in the following interest areas:

**Article VI Class Size**

HUTA has an interest in reviewing class size ceilings  
HUTA has an interest in reviewing the RSP caseload  
HUTA has an interest in updating the per student overage pay

**VIII Hours of Employment**

HUTA and HUSD have an interest in updating language for faculty meetings  
HUTA and HUSD have an interest in discussing school business release days  
HUTA and HUSD have an interest in reviewing extra duty compensation  
HUSD has an interest in reviewing and updating prep time language  
HUSD has an interest in extending the contract days  
HUSD has an interest in adjusting the start and end time for school days

**X Leaves**

HUTA has an interest in updating maternity leave days and member process  
HUTA has an interest in adding COVID sick time to leaves  
HUSD has an interest in reviewing sick leave protocol

**Article XII Inservice Education**

HUTA and HUSD have an interest in reviewing and revising the process for professional development

**Article XV Health and Dental Benefits**

HUTA and HUSD have an interest reviewing dental benefits

**Article XIV Wages**

HUTA and HUSD have an interest in discussing educators' wages  
HUTA and HUSD have an interest in updating the Masters stipend



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.5 Consideration Annual Developer Fees Report for 2022-23
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 2022-23 Annual Developer's Fees Report.pdf
<b>Description:</b>	This report is required by Government Code Section 66006, and is due prior to the end of the year.
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the Board approve the Annual Developer Fees Report for 2022-23
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal

**HARMONY UNION SCHOOL DISTRICT**

DEVELOPER FEES  
2022-23

Beginning Balance **\$195,087.62**  
Fees received monthly: obj 8681

MONTH	RECEIPT #	SQ. FOOTAGE	RATE	AMOUNT
January	379001	1000	\$3.79	\$3,790.00
May	379002	561	\$3.79	\$2,126.19

Total Collected	\$5,916.19
ADJ.	\$0.00
Fair Value Investment	-\$6,381.00
Interest - obj 8660	\$3,257.71
<b>Total Revenues including Beginning Balance</b>	<u><b>\$197,880.52</b></u>

**Expenditures**

Developer's Fee Study	\$4,533.00
Payment for Transportation Building	\$10,940.82
<b>Total Expenditures</b>	<u><b>\$15,473.82</b></u>

Balance in Fund **\$182,406.70**



# Harmony Union School District

## AGENDA ITEM

<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.6 Consideration of Revised Expanded Learning Opportunity Program
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 11092023 revised ELOP-Plan.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves Revised Expanded Learning Opportunity Program
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal

**Expanded Learning Opportunities  
Program Plan Guide**

**EXPANDED LEARNING OPPORTUNITIES  
PROGRAM PLAN GUIDE**

Prepared by:  
Expanded Learning Division

California Department of Education  
1430 N Street, Suite 3400  
Sacramento, CA 95814-5901  
916-319-0923



**This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2)**

**Note: This cover page is an example, programs are free to use their own logos and the name of their program.**

# Expanded Learning Opportunities Program Plan Guide

## Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: \_\_\_\_\_

Contact Name: \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

**Instructions:** Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

## Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

## Definitions

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning

# Expanded Learning Opportunities Program Plan Guide

experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

“Expanded learning opportunities” has the same meaning as “expanded learning” as defined in *EC* Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

## Instructions

This Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and posted on the LEA’s website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education’s (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

# Expanded Learning Opportunities Program Plan Guide

## 1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

HUSD will offer afterschool programs to students TK through 6th grade, for no less than nine hours of combined instructional time when added to the daily instructional minutes on days when school is in session. The program will be offered to HUSD students at their school site. HUSD will be hosting Summer Expanded Learning on the Harmony Elementary/Salmon Creek Charter School site. The program will be run in accordance with the district wellness policy and follow district policy for the healthy and well being of students.

The program will serve students entering grades TK through 8th grade in the 2022-2023 school year. Staff will include a selection of the same regular school year staff that already have experience and developed relationships and connections to the students attending the academy. Staff with experience in training that is aligned with the grade level and development stage of different grade students will be assigned appropriately.

## 2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students will be grouped according to grade level for learning pod assignments. Within each learning pod, leveled groups will be developed specific to each learning area, math, reading, writing, etc.

Lessons and activities will be a combination of group direct-instruction and leveled small groups. Some adaptive assessment and coaching tools will be used to support targeted instruction. The curriculum will be standards-based, aligned with our adopted materials, grade-appropriate, and will focus on these key areas:

Math:

- Academic vocabulary
- Number Sense, arithmetic and real world problem solving
- Review of grade-level key concepts and operations
- Practice in increasing Math fact fluency and automaticity

Language Arts (as per grade level and target intervention):

Phonemic awareness and sound-spelling patterns

# Expanded Learning Opportunities Program Plan Guide

## 3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Harmony’s Student Resource team has been actively monitoring, assessing and conducting targeted intervention assignments for all students at Harmony since our closure due to COVID in spring 2021. The SRT includes counseling, intervention, special education and general education staff as well as administration to target supports, connect families with additional on and off campus resources, and track student progress in reading and mathematics. The SRT will conduct identification and outreach for families of students in the target population and provide detailed guidance in the creation of groups and leveled target projects for Expanded Learning work over the summer. Members of the SRT will guide curriculum development for the summer program and advise the learning academy instructors and support staff on areas of skill to target during the instructional sessions. The team will use adopted curriculum that are extensions and interventions support to the regular education curriculum used during the school year. The areas of focus will respond directly to assessment data and teacher request with an eye to developing skills that the students will need to be successful.

## 4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The Expanded Learning will incorporate opportunities for students to make decisions about enrichment and extension activities to participate in during the Expanded Learning day. Students will participate in inter-grade mentor activities including reading shares and math games. Older grade students will assume leadership roles to design and support activities fostered for younger students. Younger students will be included in activity choice during each session, providing some flexibility in activity direction and topic. The program provides participants with opportunities and space to share their viewpoints, concerns, or interests in order to impact program practices or policies. The program facilitates youth voice and leadership in ways that promote positive relationships within the program and empower participants to have a positive impact on other individuals. The program uses restorative practices and SEL concepts that are connected to what the students are learning throughout the regular school day.

# Expanded Learning Opportunities Program Plan Guide

## 5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The program will be run in accordance with the district wellness policy that emphasizes excellent whole nutrition and physical exercise

- The program will include trips to the food production garden and cafeteria to reinforce nutritional goals.
- The program creates and maintains a healthy culture and environment that is positively influenced by a collaborative and coordinated effort of families, school, and community.
- The program will include SEL instructional elements to promote positive sense of self, self regulation, conflict resolution and executive function.
- The program identifies healthy practices and develops priorities that contribute to the school wellness.
- The program provides healthy meals/snacks to those that qualify for free or reduced lunch program.

## 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Harmony USD and the Expanded Learning Instructor and actively recruits and hires staff that reflects the community of the students served.

- The program states its explicit commitment to diversity, equity, and inclusion in its outreach materials and/or policies.
- The program is aware of and seeks information and strategies to support all participant needs.
- The program creates a welcoming environment by representing the diversity of the participants through program materials, displays, etc.
- The program implements a plan that outreaches to all students at the school site.
- The program celebrates diversity related to participants' race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation, and/or gender identity and expression.

The student resource team will support academy instructors design appropriate accommodations and supports for enrolled students who already receive remediation instruction in English/Language Arts and Mathematics.

# Expanded Learning Opportunities Program Plan Guide

## 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

HUSD will use, whenever possible, already employed staff that have developed supportive relationships with enrolled students.

- The program engages in recruitment and hiring process that carefully considers experience, knowledge, interest, ability to create a safe environment, diversity, and capacity for engaging children in age appropriate and meaningful learning.
- The program provides staff and volunteers with: clear titles and job descriptions, training and professional development, resources and materials to deliver activities, and on-the-job coaching.
- The program supports staff with information regarding grant requirements, budgets, and any information that affects the day-to-day operations of the program.
- The program supports staff with competitive pay.
- The program creates opportunities for participants and other stakeholders to provide feedback on staff and volunteer quality.

## 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The Expanded Learning Program is designed to supplement, extend and support the academic and social emotional development of student during the school year and intersessionally during the summer break. The Expanded Learning Program offers the special opportunity to provide MTSS level supports for an extended duration beyond the confines of the normal school day in a setting that is familiar to students, but designed to reduce anxiety and stress in a smaller population and slower pace to advance their skills and capacities.

The SLA incorporates HUSD's LCAP goals with emphasis on reading, writing and math development, support for all students with needs, targeted supports for students at academic risk, and provision of a broad curriculum including enrichment and place-based learning.

# Expanded Learning Opportunities Program Plan Guide

## 9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

HUSD worked with its Faculty and staff, and collaborated with other LEA's in the advisement and development of its program.

- The program coordinates a seamless and integrated partnership between the instructional day and expanded learning program.
- The program trains staff to work collaboratively with internal and external stakeholders to achieve program goals.
- Decision-making for the program included input from parents in the development of LCAP and school wide academic and social/emotional goals for the 2022-2023 school year.

## 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The Student Resource Team has established a clearly defined continuous quality improvement process that:

- Outlines improvement goals and action steps.
- Incorporates feedback from staff, youth, parents, and K-12 partners.
- Describes the information or data needed to assess quality.

As such, the mission of the SRT has guided discussions that are related to the program design, desired program outcomes, and impact. HUSD has established a clear procedure for getting consent to collect information from stakeholders that addresses the purpose of the information and how it will be used. The Expanded Learning Program will record and keeps track of the information it collects in a manner that protects the confidentiality of stakeholders and provides the frontloading of educational development information to the following year instructional staff to continue student development into the school year. The program will share lessons learned and key outcomes from the quality improvement process with stakeholders and request their feedback through the LCAP.

# Expanded Learning Opportunities Program Plan Guide

## 11—Program Management

Describe the plan for program management.

HUSD will create and annually update manuals for the Summer Expanded Learning Program that:

- Address fiscal management, personnel policies, and program operation.
- Include clearly defined policies, procedures, practices, and staff/partner roles.
- Adhere to federal, state, and local requirements.

HUSD will create and distribute user-friendly parent handbooks that describe policies and procedures. HUSD has a clear organizational structure, which allows staff to focus on the needs of participants, and includes: staff job descriptions, lines of supervision, information about who to ask for resources, and the percentage of direct service and administrative costs that is allocated for each position.

The program has a strong fiscal management system that includes:

- A well-documented budget with line item expenses and the duration and amount of each revenue source.

flexibility for the site administrator and CEO to make allocation decisions as

## General Questions

### Existing After School Education and Safety (ASES) and 21<sup>st</sup> Community Learning Centers (21<sup>st</sup> CCLC) Elementary and Middle School grantees.

ASES, 21<sup>st</sup> CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

HUSD is not currently operating an ASES or 21st Community Learning Center.

# Expanded Learning Opportunities Program Plan Guide

## Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (*EC Section 46120[b][2][D]*). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

HUSD will provide expanded day learning to TK and kindergarten students following the instructional school day, whenever school is in session, for a combined total of nine hours per day. The staff for these younger students will be recruited from existing school staff, with a preference for those with knowledge of early childhood growth and development whenever possible.

## Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

The Expanded Learning Program will operate for 9 hours per day.  
8:00 – 8:30 am Drop off and Breakfast  
8:30 - 10:00 am Periods 1 and 2  
10:00 -10:30 am Morning Recess/Snack  
10:30 – 12:00 pm Periods 3 and 4  
11:45am – 12:30 pm Lunch/Recess (Grades TK-4th(period 5))  
12:30 – 1:15 pm Lunch/Recess (Grades 5th-8th(period 6))  
1:15 – 3:00 pm Periods 7 and 8  
2:30 – 5:00 pm Extended Day enrichment activities including self-selected skill building activities, games, arts and crafts.

# Expanded Learning Opportunities Program Plan Guide

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

## **EC Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

## **EC Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

## **EC Section 46120(b)(1)(B):**

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# Expanded Learning Opportunities Program Plan Guide

## **EC Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

## **EC Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

## **EC Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

## **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

## **EC Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

## **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program

## Expanded Learning Opportunities Program Plan Guide

that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

### **EC sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

### **EC Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.7 Consideration of establishment of Line of Credit with SCOE
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board approves establishing a line of credit with SCOE

**Approvals:**

Recommended  
By:

Matthew Morgan - Superintendent/Principal



<b>Meeting Date:</b>	11/9/2023 - 7:00 PM
<b>Category:</b>	Action Items
<b>Type:</b>	Action
<b>Subject:</b>	10.8 Consideration of Illness and Injury Prevention Plan (IIPP)
<b>Strategic Plans:</b>	
<b>Policy:</b>	
<b>Enclosure</b>	
<b>File Attachment:</b>	 2023-24 Injury and Illness Prevention Program.pdf
<b>Description:</b>	
<b>Background Information:</b>	
<b>Fiscal Implications:</b>	
<b>Recommendation:</b>	That the board adopt the Illness and Injury Prevention Plan
<b>Approvals:</b>	Recommended By:  Matthew Morgan - Superintendent/Principal



# Harmony Union School District

## Injury and Illness and Prevention Program

### Risk Management and Employee Safety Practices

Harmony Union School District 1935 Bohemian Hwy Occidental, CA 95465

Revised November 2023

#### **1. RESPONSIBILITY FOR IIPP** (Title 8 California Code of Regulations §3203(a)(1))

The district's lead Injury and Illness Prevention Program (IIPP) administrator is:

Matthew Morgan  
Superintendent  
Harmony Union School District  
1935 Bohemian Hwy  
(707) 874-1205

The responsibilities of our IIPP Administrators include:

- Preparing and updating our workplace's IIPP.
- Implementing the provisions in our IIPP.
- Making sure accidents, injuries, illnesses and exposures in our workplace are investigated.
- Conducting regular workplace inspections for hazard identification.
- Taking action to mitigate identified hazards.
- Providing health and safety training to employees.
- Instituting a Health and Safety Committee.
- Establishing procedures for employee reporting of workplace hazards, accidents, injuries, illnesses and general safety concerns.

The responsibilities of our school-site safety coordinators include:

- Conducting routine safety inspection
- Participating in the mitigation of identified hazards
- Communicating with employees about safety
- Providing training for specific employees

The responsibilities of all school employees include:

- Reporting unsafe conditions, work practices or accidents to their supervisors or the the school site safety coordinator immediately.

#### **2. INJURY AND ILLNESS INVESTIGATIONS** (Title 8 CCR §3203(a)(5))

Investigations of workplace accidents, injuries, illnesses, and hazardous substance exposures will be conducted by:

Site Safety Coordinator (Form A below) *and/or*  
RESIG (Redwood Empire Schools Insurance Group)

Our procedures for investigating accidents, injuries and illnesses and hazardous substance exposures include:

- Visiting the scene as soon as possible.
- Interviewing injured employees and witnesses.

- Determining the cause(s) of the accident/exposure.
- Taking corrective action to prevent the accident/exposure from reoccurring.
- Identifying and addressing the underlying factors that may have contributed to the incident.
- Investigating “near miss” incidents when they occur.
- Recording the findings and actions taken.

### **3. HAZARD ASSESSMENT / INSPECTION** (Title 8 CCR §3203(a)(4))

Periodic inspections to identify and evaluate hazards in our workplace will be performed by the following individuals:

- School-site safety coordinators at their school sites
- Our district’s IIPP Administrators

Periodic inspections are always performed according to the following schedule:

- Whenever new substances, processes, procedures, or equipment are introduced into our workplace that present potential new hazards.
- Whenever new, previously unidentified hazards are recognized.
- Whenever occupational injuries and illnesses occur.
- Whenever workplace conditions warrant an inspection
- When we hire and/or reassign permanent or intermittent employees to processes, operations, or tasks for which a hazard evaluation has not been previously conducted.

### **4. HAZARD CORRECTION** (Title 8 CCR §3203(a)(6))

Unsafe or unhealthy work conditions, practices or procedures will be corrected in a timely manner based on the severity of the hazards, including:

- When a hazard is observed or as soon as it is discovered.
- When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed employees from the area except those necessary to correct the existing condition. Employees who are required to correct the hazardous condition will be provided with the necessary protection and training.

### **5. COMMUNICATION WITH EMPLOYEES ABOUT SAFETY** (Title 8 CCR §3203(a)(3))

Administrators and Safety Coordinators are responsible for communicating with their employees about occupational health and safety hazards and protections in a manner that is easily understandable by all employees. We have a communication system that includes all the following items:

- New employee orientation including a discussion of safety and health policies and procedures
- A system for employees to anonymously inform management about workplace hazards without fear of reprisal.
- Posted or distributed safety information.
- Worksite-specific health and safety training.
- Effective communication of safety and health concerns between employees and supervisors, including language translation where appropriate.
- Our workplace elects to use a labor/management health and safety committee to meet the communication requirements of the IIPP standard. As required, our committee meets regularly (at least quarterly), prepares written records of the safety and health committees’ meetings, reviews results of the periodic scheduled inspections, reviews investigations of accidents and exposures and makes suggestions to management for the prevention of

future incidents, reviews investigations of alleged hazardous conditions, and submits recommendations to assist in the evaluation of employee safety suggestions.

- Other methods we use to ensure communication and involvement of employees include emails from supervisors, directors or site principals, work orders, and direct communication with supervisors or school office.

## **6. TRAINING AND INSTRUCTION (Title 8 CCR §3203(a)(7))**

All employees, including supervisors, are provided training and instruction on general and job-specific safety and health practices. Training and instruction are provided according to the following schedule:

- To all new employees.
- To all employees given new job assignments for which training has not previously been provided.
- Whenever new substances, processes, procedures, or equipment are introduced into our workplace and represent a new hazard.
- Whenever anyone is made aware of a new or previously unrecognized hazard.
- To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.
- To all employees about the hazards specific to each employee's job assignment.

This training will include (but is not limited to):

- Implementation and maintenance of the IIPP, review of safety plan, measures for reporting any unsafe conditions, work practices, injuries and any additional instructions that are needed.
- Proper reporting of hazards and accidents to supervisors
- Availability of toilet, hand-washing and drinking water facilities.
- Provisions for medical services and first aid, including emergency procedures.
- Proper housekeeping, such as keeping aisles and exits clear of obstructions, keeping work areas neat and orderly, and promptly cleaning up spills.
- Prohibiting horseplay, scuffling, or other acts that adversely influence safety
- Proper storage to prevent: stacking goods in an unstable manner, storing materials and goods against doors, exits, for extinguishing equipment and electrical panels.

Where applicable, our training may also include:

- The prevention of musculoskeletal disorders, including proper lifting techniques.
- Use of appropriate clothing, including gloves, footwear, ear protection, and other personal protective equipment.
- Hazard communication, including worker awareness of potential chemical hazards, and proper labeling of containers.
- Proper food and beverage storage to prevent contamination.
- Proper storage and handling of toxic and hazardous substances including prohibiting eating or storing food in areas where they can become contaminated.

In addition, we provide specific instructions to all employees regarding hazards unique to their job assignment, to the extent that such information may not already be covered in other trainings.

## **7. EMPLOYEE COMPLIANCE WITH SAFETY PROCEDURES (Title 8 CCR §3203(a)(2))**

Management is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. Supervisors and lead personnel are

expected to enforce the rules fairly and uniformly.

All of our employees, including supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes all of the following checked practices.<sup>1</sup>

- Informing employees of the provisions of our IIPP.
- Recognizing employees who perform safe and healthful work practices. This recognition is accomplished by acknowledging employees for meeting appropriate safe practices at staff and other meetings.
- Fair and consistent disciplining of employees who fail to comply with safe and healthful work practices. The following outlines our disciplinary process: Progressive discipline may be administered for employees for failure to comply with safe and healthful work practices.
- Evaluating the safety performance of all employees
- Providing training to employees whose safety performance is deficient

The responsibilities of all employees include the following checked practices:

- Reporting unsafe conditions, work practices or accidents to their supervisors or the site safety coordinator(s) immediately.
- Following safe work practices.
- Using appropriate personal protective equipment (PPE) as instructed by their supervisors.

#### **8. RECORDKEEPING AND DOCUMENTATION (Title 8 CCR 3203(b))**

School Districts are not required to keep records or documentation of the elements of an IIPP, except the written program itself.

The master copy of this IIPP can be found at:

The District Business Office:  
Harmony Union School District  
1935 Bohemian Hwy  
Occidental, CA 95465

#### **9. ATTACHMENTS AND REFERENCE DOCUMENTS**

- a) Employee Handbook
- b) Medical Emergencies and First Aid Guidelines
- c) Facility Inspection Program
- d) Personal Workstation Ergonomics Evaluation Form
- e) Hazard Communication Policy
- f) School Safety Plan
- g) Emergency Action Plan
- h) COVID Safety Plan

Authorized by

  
\_\_\_\_\_  
Matthew Morgan, Superintendent

08/24/2023

## Form A: SCHOOL SAFETY SITE COORDINATORS

The following school-site safety coordinators are responsible for maintaining our district's Injury and Illness Prevention Program and communicating with employees about our IIPP at their sites:

Harmony Union School District	Matthew Morgan, Superintendent
	Stacy Kalember, Business Manager
Harmony Elementary School	Mathew Morgan, Principal
Salmon Creek School A Charter	Mathew Morgan, Principal
Maintenance and Facilities	Francisco Canela, Maintenance and Custodial

## FORM B: COVID 19 ADDENDUM TO HUSD IIPP

Harmony Union School District has adopted the following measures in order to protect students, faculty, staff, families and visitors from potential exposure to SARS-CoV-2 the virus that causes COVID-19.

### INFECTION PREVENTION MEASURES

- Notification to staff and community on exposures that occur.
- Providing PPE for students, staff and visitors on request.
- Instruction on proper sanitation and hygiene protocols including washing hands, coughing
- Infections students and staff are informed of CDPH guidelines for symptoms exclusion and return to school.
- Employees and students will be immediately sent home if they test positive for COVID.
- Insuring a clean and hygienic school environment including:
  - Using disinfectants that are EPA-approved for use against COVID-19.
  - Following the manufacturer's instructions for all cleaning and disinfection products
  - Ensuring there are adequate supplies to support cleaning and disinfection practices.

### EMPLOYEE TRAINING

The District will provide employee training on the following topics using interactive methods that are easy to understand including lecture, PPT, and handouts.

- General description of COVID-19 and symptoms and when to seek medical attention,
- Procedures for preventing its spread at the workplace including asymptomatic spread
- Procedures for response masking
- Instructions on cleaning, sanitation and washing

### ENGINEERING CONTROLS

- Provision of high-quality air filtration
- Provision of high ACH HVAC units

### POST-EXPOSURE PROCEDURES

Staff are required to report the following information immediately to their manager:

- Positive COVID-19 test.
- Close contact with COVID 19 case