

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
BOARD MEETING MINUTES
Thursday, July 8, 2021, 6:00 P.M.
CAFETERIA, CUYAMA ELEMENTARY SCHOOL
2300 Hwy 166, New Cuyama CA 93254
Join via Zoom at:**

Join Zoom Meeting

<https://us04web.zoom.us/j/77819052368?pwd=YU9nYi9sc2lhUUVsUWgrZkRiZlBUdz09>

Meeting ID: 778 1905 2368

Passcode: b29P5x

- I. The meeting will be called to order by Board President, Heather Lomax at **6:02 P.M.**

ROLL CALL:

Heather Lomax **P** Whitney Goller **Ab** Marcela Medina **P** Emily Johnson **P**

Jan Smith **P**

Heather Lomax and Emily Johnson were physically present. Marcela Medina and Jan Smith were present via Zoom.

Alfonso Gamino **P** Superintendent

FLAG SALUTE: Led by Emily Johnson

II. PUBLIC FORUM:

Following recognition by the President, members of the public shall have an opportunity to address the Board of Trustees either before or during the Board's consideration of each item of business to be discussed. In order to efficiently manage the business of the Board, the Board President may limit the amount of time allocated for each individual speaker to 3 minutes and limit the total time allocated on a particular issue to 15 minutes, pursuant to board policy. Items not appearing on the agenda cannot, by law, be the subject of Board action. Such items may be placed on future agendas for full discussion and/or action.

**III. SUPERINTENDENT'S REPORT:
School District Activities Update**

Elementary and Secondary School Emergency Fund (ESSER III): The District will be working on the ESSER III plan that will be brought to the board at the September 9, 2021, board meeting for approval. The district will receive input from certificated staff, classified staff, and other required groups. This is one-time funding that will need to be spent by September 30, 2023.

Staff Back to School week: The district is working on completing the August 17-20, 2021, staff PD plan. In addition, a letter will go out to all staff regarding the All-Staff meeting. Teachers will also have 1.5 days designated for setting up their classrooms.

California School Board Association (CSBA) GAMUT Plus services to update all of our district's board policies that date back to at least the 1990's. The district will use this service as it will be a goal for mine to have all the policies updated and uploaded to the website no later than June 30, 2022.

IV. Board Reports

Emily Johnson introduced her AmeriCorps staff to the board and the superintendent.

Emily also shared the DREAM magazine which is a Publication of the California Arts Council that features photos by Noe Montes of the Cuyama Valley. There is also information about Jack Forinash who is a co-executive director of Blue Sky Center here in Cuyama.

V. CONSENT AGENDA:

The Board will consider the following consent calendar items. All items listed are routine and noncontroversial. Consent items will be considered first and may be approved by one motion if no member of the CJUSD Board wishes to comment or discuss. If comment or discussion is desired, the item will be removed from the consent agenda and considered in the listed sequence with an opportunity for any member of the public to address the CJUSD Board concerning the item before action is taken.

1. Minutes of the June 10, 2021, Regular Board Meeting – Members present: Heather Lomax, Emily Johnson, and Jan Smith. **Pg. 1-10**
2. Minutes of the June 24, 2021, Special Board Meeting – Members present: Emily Johnson, Marcela Medina, and Jan Smith. **Pg. 11-14**
3. Checks Board Report and Warrants June 1-30, 2021. **Pg. 15-32**
4. Williams Report for second quarter April – June 2021. **Pg. 33**
5. Use of Facilities Request for high school gym (July dates). **Pg. 34**

Moved By: **Emily Johnson**

2nd By: **Jan Smith**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith Y

Consent agenda approved 4-0; No Consent agenda items pulled.

VI. Action Items:

a. It is recommended that the board review, discuss, and act on Resolution to oppose the Santa Barbara County Planning Commission project case #17RVP-00000-00081. This is a proposal to truck offshore oil along state route 166 through Cuyama Valley. The Board action options include: **Pg. 35-36**

A. Approve the resolution **X**

B. Not approve resolution _____

Moved By: **Emily Johnson**

2nd By: **Jan Smith**

Roll Call Vote:

Heather Lomax Y Whitney Goller Ab Marcela Medina Y Emily Johnson Y

Jan Smith Y

Resolution Approved 4-0

b. It is recommended that the board review and approve the 2021-2022 Elementary and Secondary Schools Emergency Relief (ESSER II) fund planned expenditures. The district expects to receive approximately \$193,557 total one-time funding from the ESSER II grant. Funds are to be expended by September 30, 2023. The district expects to spend these funds by September 30, 2022. **Pg. 37**

Moved By: **Jan Smith**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax Y Whitney Goller Ab Marcela Medina Y Emily Johnson Y

Jan Smith Y

Approved 4-0

c. It is recommended that the Board review and approve the Safe Return to In-Person Instruction and Continuity of Services 2021-2022 plan. This plan is to be approved within 30 days of the

district submittal of the Elementary and Secondary Schools Emergency Relief (ESSER III) one-time fund assurances. The assurances were submitted the week of June 21, 2021. **Pg. 38-54**

Moved by: **Jan Smith**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 4-0

d. It is recommended that the board approve starting the return to a full (all students return) In-Person Instructional program effective August 23, 2021. This information will be communicated to all staff, students, and the community.

Moved by: **Emily Johnson**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Mrs. Laura Price asked the district to consider having a counselor around for the start of the school year to support any student as they come back to in-person instruction. The district did lose a teacher last year and we want to make sure that our students that may need support receive it.

Approved 4-0

e. It is recommended that the Board discuss and approve the Response to Intervention (RTI) job description. **Pg. 55-57**

Moved By: **Emily Johnson**

2nd By: **Marcela Medina**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 4-0

f. It is recommended that the Board approve the 2021-2022 Professional Development provided by the Santa Barbara County Education Office. **Pg. 58-61**

Moved By: **Emily Johnson**

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 4-0

g. It is recommended that the board approve the Teachers' Curriculum Institute (TCI) history/social science curriculum (K-12) to be implemented in the 2021-2022 school year. **Pg. 62-64**

Moved By: **Jan Smith**

2nd By: **Emily Johnson**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Approved 4-0

h. It is recommended that the Board approve the July 8, 2021, Personnel Activity Report. **Pg. 65**

Moved by: Jan Smith

2nd By: **Heather Lomax**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Abstain**

Jan Smith **Y**

Approved 3-1-1

VII. ITEM(S) PULLED FROM CONSENT AGENDA:

1. _____

Moved By: _____

2nd By: _____

Roll Call Vote:

Heather Lomax _____ Whitney Goller _____ Marcela Medina _____ Emily Johnson _____
Jan Smith _____

2. _____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Heather Lomax _____ Whitney Goller _____ Marcela Medina _____ Emily Johnson _____
Jan Smith _____

3. _____

Moved By: _____ 2nd By: _____

Roll Call Vote:

Heather Lomax _____ Whitney Goller _____ Marcela Medina _____ Emily Johnson _____
Jan Smith _____

VIII. CLOSED SESSION: **NONE**

NOTE: The Brown Act permits the Board to consider certain matters in closed session, in limited circumstances. The Board will consider and may act upon any of the items described below in closed session. The Brown Act requires that the Board report out certain actions taken in closed session, which will be announced following the closed session. **WITH LIMITED EXCEPTIONS, THE LAW REQUIRES THAT INFORMATION DISCLOSED IN CLOSED SESSION REMAIN CONFIDENTIAL.**

The Board will adjourn into closed session at _____ p.m.

The Board returned to open session at: _____ p.m.

Report out from closed session

VIII. ADJOURNMENT: **Board meeting adjourned at 6:48 p.m.**

Moved By: **Emily Johnson**

2nd By: **Jan Smith**

Roll Call Vote:

Heather Lomax **Y** Whitney Goller **Ab** Marcela Medina **Y** Emily Johnson **Y**

Jan Smith **Y**

Materials prepared in connection with an item on the regular session agenda may be reviewed in the Superintendent's office 72 hours in advance of the meeting and will be available for public inspection at the meeting. An individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

**The next regularly scheduled School Board Meeting will be on
Thursday, August 12, 2021; 6:00 p.m., Elementary School Cafeteria**

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the District office and at: <https://cuyamaunified.org/board-materials-2020-2021/> using the "Click Here" links next to the date: 08/12/2021.

USE OF RELAXED TELECONFERENCE PROCEDURES PER GOVERNOR'S COVID-19

EXECUTIVE ORDER: Notice of Teleconferencing Pursuant to Executive Order N-25-20 and Government Code section 54953: In order to mitigate possible impacts relating to the Coronavirus (COVID-19), the Board will conduct this meeting via teleconference or videoconference, with one or more board members participating from remote locations.

Members of the public wishing to observe the meeting or make public comments as authorized under Government Code section 54954.3 may do so at the following location: 4500 Hwy 166, New Cuyama, CA 93254, or via electronic participation by accessing the link provided as the beginning of the agenda. Voting at this meeting shall be by roll call.

Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-656740	07/02/2021	CEV Multimedia, Ltd.	01-5800		2,650.00
01-656741	07/02/2021	Jordano's Food Service	13-4710		434.69
01-656742	07/02/2021	Kern County Supt. Of Schools	01-5640		1,316.42
01-656743	07/02/2021	LimottalT	01-5900		3,367.19
01-656744	07/02/2021	Southern California Gas Co.	01-5510		423.11
01-656745	07/02/2021	T-Mobile	01-5900		3,140.00
01-657121	07/09/2021	Applied Technology Group, Inc.	01-5900		250.00
01-657122	07/09/2021	Edgenuity Inc.	01-5835		12,000.00
01-657123	07/09/2021	James Herrera	01-5100		90.00
01-657124	07/09/2021	James Herrera	01-5100		30.24
01-657125	07/09/2021	Old Cuyama Do It Best	01-4300		125.14
01-657126	07/09/2021	Quinn Company	01-5640		2,545.04
01-657127	07/09/2021	Southern California Gas Co.	01-5510		333.26
01-657128	07/09/2021	Waldrop's Auto Parts	01-4300		83.50
01-658012	07/16/2021	Davis-Lopez, Sherry L	01-4300		211.07
01-658013	07/16/2021	BENCHMARK AIR CONDITIONING	01-5600		775.00
01-658014	07/16/2021	California Department Of Ed	13-4710		236.55
01-658015	07/16/2021	CANON FINANCIAL SERVICES, INC.	01-4355	1,710.09	
			01-5600	1,277.03	2,987.12
01-658016	07/16/2021	Cuyama Community Services Dist	01-5530		592.54
01-658017	07/16/2021	Flinn Scientific Inc.	01-4400		1,014.77
01-658018	07/16/2021	Infinity Communications	01-5865		625.00
01-658019	07/16/2021	Midway Laboratory, Inc	01-5800		25.00
01-658020	07/16/2021	Pacific Gas & Electric	01-5520		328.82
01-658021	07/16/2021	Santa Barbara County Ed Office	01-5800		7,400.00
01-658022	07/16/2021	Self-Insured Schools of CA	01-3701		100.00
01-658690	07/23/2021	AMERICAN FIRE SAFETY	01-5800		1,532.66
01-658691	07/23/2021	Cif Southern Section	01-5300		300.00
01-658692	07/23/2021	Home Depot Credit Services	01-4300		22.73
01-658693	07/23/2021	James Herrera	01-5100		310.00
01-658694	07/23/2021	James Herrera	01-5100		3.36
01-658695	07/23/2021	Kern Machinery	01-4300		71.40
01-658696	07/23/2021	LimottalT	01-5800		375.00
01-658697	07/23/2021	Marborg Disposal	01-5570		685.56
01-658698	07/23/2021	PowerSchool Group LLC	01-5835		3,783.43
01-658699	07/23/2021	Verizon Business	01-5910		22.02
01-659432	07/30/2021	Alarcon, Andrew	01-5800		62.52
01-659433	07/30/2021	Cata-Ca Ag Teachers Assn	01-5200		370.00
01-659434	07/30/2021	Dubuque Bank & Trust	01-7438	4,203.04	
			01-7439	23,770.88	27,973.92
01-659435	07/30/2021	Greek Life, Inc.	01-4300		427.99
01-659436	07/30/2021	Jordano's Food Service	13-4710		277.68
01-659437	07/30/2021	Praxair	01-4300		503.53
01-659438	07/30/2021	Santa Barbara County Ed Office	01-7142		76,282.00
01-659439	07/30/2021	Vernier Software & Technology	01-4400		1,052.01
Total Number of Checks			43		155,140.27

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

ESCAPE ONLINE

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Checks Dated 07/01/2021 through 07/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
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Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	40	154,191.35
13	Cafeteria Spec Rev Fund	3	948.92
Total Number of Checks		43	155,140.27
Less Unpaid Tax Liability			.00
Net (Check Amount)			155,140.27

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

ESCAPE ONLINE

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ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Employee										
			Alarcon, Andrew (000132) P.O. Box 370 New Cuyama, CA 93254							
@	2020/21	06/22/21	classified employee live scan	210622	07/28/21	Paid	Printed	62.52		62.52
Check #	01-659432	2021	01-0000-0-0000-7200-5800-000-0000-0000							
				BatchId	AP07302021	Check Date 07/30/21	PO#		Register # 000232	
						Total Invoice Amount		62.52		
Direct Vendor										
			Davis-Lopez, Sherry L (000016) PO BOX 166 Grover Beach, CA 93483							
2021/22	07/12/21		Classroom Supplies	SDAVISLOPEZ	07/14/21	Paid	Cleared	211.07		211.07
Check #	01-658012	2022	01-0000-0-1110-1000-4300-030-0000-0000							
				BatchId	AP07162021	Check Date 07/16/21	PO#		Register # 000230	
						Total Invoice Amount		211.07		
Direct Vendor										
			AMERICAN FIRE SAFETY (000176/1) P.O. Box 10073 Bakersfield, CA 93389-0073							
2021/22	07/20/21		Yearly Fire Extinguisher Maintenance ES	121189	07/21/21	Paid	Printed	979.35		979.35
Check #	01-658690	2022	01-0000-0-0000-8100-5800-030-0000-0000							
				BatchId	AP07232021	Check Date 07/23/21	PO#		Register # 000231	
2021/22	07/20/21		Yearly Fire Extinguisher Maintenance HS	121190	07/21/21	Paid	Printed	553.31		553.31
Check #	01-658690	2022	01-0000-0-0000-8100-5800-070-0000-0000							
				BatchId	AP07232021	Check Date 07/23/21	PO#		Register # 000231	
						Total Invoice Amount		1,532.66		
AP Vendor										
			Applied Technology Group, Inc. (000419/1) 4440 Easton Drive Bakersfield, CA 93309							
2021/22	07/01/21	R22-00006	UHF RADIO SERVICE	REC0000071037	07/07/21	Paid	Cleared	250.00		250.00

2022 01-0000-0-0000-3600-5900-000-0000-7230

Selection Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

Generated for Gloria Morales-Lerena (43MORALES), Aug 4 2021

9:37AM

ESCAPE ONLINE

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ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor Applied Technology Group, Inc. (000419/1) (continued)										

Check # 01-657121

BatchId AP07092021

Check Date 07/09/21 PO# PO22-00006

Register # 000229

Total Invoice Amount

250.00

AP Vendor
BENCHMARK AIR CONDITIONING (000029/1)
1920 Mineral Court
Bakersfield, CA 93308

F 2021/22 07/12/21 R22-00013 HS Gym Swamp 13562657 07/14/21 Paid Cleared 775.00 775.00

Cooler Repairs

2022 01-0000-0-0000-8100-5600-070-0000-0000

Check # 01-658013

BatchId AP07162021

Check Date 07/16/21 PO# PO22-00008

Register # 000230

Total Invoice Amount

775.00

Direct Vendor
California Department Of Ed (000156/1)

P.O. Box 515006

Sacramento, CA 95851

@ 2020/21 03/12/21 Nutrition Program 21SF-37645 07/14/21 Paid Cleared 116.85 116.85

2021 13-5310-0-0000-3700-4710-000-0000-COMM

Check # 01-658014

BatchId AP07162021

Check Date 07/16/21 PO#

Register # 000230

Check # 01-658014

2021 13-5310-0-0000-3700-4710-000-0000-COMM

BatchId AP07162021

Check Date 07/16/21 PO#

Register # 000230

Total Invoice Amount

236.55

AP Vendor
CANON FINANCIAL SERVICES, INC. (000155/1)

14904 Collections Center Drive

Chicago, IL 60693-0149

@ F 2020/21 07/13/21 R21-00046 Quarterly copy fee 27037738 07/14/21 Paid Cleared 1,710.09 1,710.09

based on metered

usage March-May

2021

2021 01-0000-0-1110-1000-4355-030-0000-0000

Check # 01-658015

BatchId AP07162021

Check Date 07/16/21 PO# PO21-00041

Register # 000230

2021/22 07/13/21 R22-00012

Canon Lease 27037739

07/01/2021-07/31/20

21

Paid

1,277.03

1,277.03

2022 01-0000-0-0000-7200-5600-000-0000-0000

2022 01-0000-0-1110-1000-5600-030-0000-0000

2022 01-0000-0-1110-1000-5600-070-0000-0000

127.70

255.41

893.92

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043 - Cuyama Joint Unified School District

Generated for Gloria Morales-Lerena (43MORALES), Aug 4 2021

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ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
(continued)										
AP Vendor			CANON FINANCIAL SERVICES, INC. (000155/1)							

Check # 01-658015

BatchId AP07162021

Check Date 07/16/21

PO# PO22-00007

Total Invoice Amount 2,987.12

Register # 000230

AP Vendor

Cata-Ca Ag Teachers Assn (000546/1)

PO BOX 186

Galt, CA 95632-0186

@

2020/21 05/31/21 R21-00091

210621

07/28/21

Paid

Printed

370.00

370.00

CA AgrTeacher's Association

Conference 2021

2021 01-0000-0-0000-7200-5200-000-0000

2021 01-6387-0-3800-1000-5200-070-0000-AGRI

Check # 01-659433

BatchId AP07302021

Check Date 07/30/21

PO# PO21-00081

Total Invoice Amount 370.00

Register # 000232

AP Vendor

Cif Southern Section (001321/1)

10932 Pine Street

Los Alamitos, CA 90720-2428

F

2021/22 07/20/21 R22-00019

5400

07/21/21

Paid

Printed

300.00

300.00

CIF Southern Section

Dues

2022 01-0000-0-1137-4200-5300-070-0000-0000

Check # 01-658691

BatchId AP07232021

Check Date 07/23/21

PO# PO22-00013

Total Invoice Amount 300.00

Register # 000231

AP Vendor

Cuyama Community Services Dist (000206/1)

PO BOX 368

New Cuyama, CA 93254

@

2020/21 06/30/21 R21-00024

210630-1000213A

07/14/21

Paid

Cleared

229.14

229.14

Water Service for High School

05/20/2021-06/20/20

21

2021 01-0000-0-0000-8100-5530-070-0000-0000

Check # 01-658016

BatchId AP07162021

Check Date 07/16/21

PO# PO21-00018

Total Invoice Amount 363.40

Register # 000230

Water Service for High School

05/20/2021-06/20/20

21

2021 01-0000-0-0000-8100-5530-070-0000-0000

Check # 01-658016

BatchId AP07162021

Check Date 07/16/21

PO# PO21-00018

Total Invoice Amount 363.40

Register # 000230

Selection

Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

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ESCAPE ONLINE

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ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTRY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Total Invoice Amount 592.54										

AP Vendor DuBuque Bank & Trust (002903/1) P.O. Box 148 Dubuque, IA 52004-0148										
@	F	2020/21	07/21/21	R21-00003	Q4 4/1-6/30/21	210710	07/21/21	Printed	27,973.92	27,973.92
Solar-Commercial loan pymnt										
						2021 01-0000-0-0000-9100-7438-030-0000-QZAB	2,101.52			
						2021 01-0000-0-0000-9100-7438-070-0000-QZAB	2,101.52			
						2021 01-0000-0-0000-9100-7439-030-0000-QZAB	11,885.44			
						2021 01-0000-0-0000-9100-7439-070-0000-QZAB	11,885.44			
Check # 01-659434						Batchld AP07302021		Check Date 07/30/21	PO# PO21-00003	Register # 000232
						Total Invoice Amount		27,973.92		

AP Vendor Edgenuity Inc. (000161/1) 8860 E. Chaparral Rd., Suite 600 Scottsdale, AZ 85250										
F	2021/22	06/25/21	R22-00002	07/01/2021-06/30/20	818083	07/07/21	Cleared	Paid	12,000.00	12,000.00
22 Virtual Course offerings										
						2022 01-3010-0-1110-1000-5835-070-0000-0000	6,000.00			
						2022 01-3212-0-1110-1000-5835-070-0000-0000	6,000.00			
Check # 01-657122						Batchld AP07092021		Check Date 07/09/21	PO# PO22-00002	Register # 000229
						Total Invoice Amount		12,000.00		

AP Vendor Flinn Scientific Inc. (000370/1) PO BOX 71721 Chicago, IL 60694-1721										
@	2020/21	06/21/21	R21-00088	AG Biology Lab Supplies	2574630	07/12/21	Cleared	Paid	1,014.77	1,014.77
2021 01-7010-0-3800-1000-4400-070-0000-0000										
Check # 01-658017						Batchld AP07162021		Check Date 07/16/21	PO# PO21-00080	Register # 000230
						Total Invoice Amount		1,014.77		

AP Vendor Greek Life, Inc. (000188/1) 2224 Cerritos Avenue Signal Hill, CA 90755										
--	--	--	--	--	--	--	--	--	--	--

ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
(continued)										
@	2020/21	05/20/21	R21-00093	Greek Life, Inc. (000188/1)	07/28/21	Paid	Printed	427.99		427.99
ASB Sashes for Graduating Seniors Class of 2021										
Check #	01-659435			2021 01-0000-0-0000-2700-4300-070-0000-0000	BatchId AP07302021	Check Date 07/30/21		PO# PO21-00085		Register # 000232
Total Invoice Amount								427.99		
Direct Vendor										
Home Depot Credit Services (002329/1)										
Dept 32-2502046356										
PO BOX 78047										
Phoenix, AZ 85062-8047										
@	2020/21	06/14/21		ES Cafeteria Flooring	7512346	Paid	Printed	22.73		22.73
Check #	01-658692			2021 01-0000-0-0000-8100-4300-030-0000-0000	BatchId AP07232021	Check Date 07/23/21		PO#		Register # 000231
Total Invoice Amount								22.73		
AP Vendor										
Infinity Communications (000128/1)										
PO Box 999										
Bakersfield, CA 93302-0999										
2021/22	07/12/21	R22-00015	E-rate consulting services Fee INV 1 out of 4	12339	07/14/21	Paid	Cleared	625.00		625.00
Check #	01-658018			2022 01-0000-0-0000-7200-5865-000-0000-0000	BatchId AP07162021	Check Date 07/16/21		PO# PO22-00010		Register # 000230
Total Invoice Amount								625.00		
Direct Vendor										
James Herrera (002887/1)										
PO BOX 251										
New Cuyama, CA 93254										
@	2020/21	06/30/21		Daily Rate	210630	Paid	Cleared	90.00		90.00
Check #	01-657123			2021 01-0000-0-5001-3600-5100-070-0000-0000	BatchId AP07092021	Check Date 07/09/21		PO#		Register # 000229
Total Invoice Amount								90.00		
Direct Vendor										
James Herrera (002887/1)										
PO BOX 251										
New Cuyama, CA 93254										

Selection

Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

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ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor James Herrera (002887/1) (continued)										
@	2020/21	06/30/21	Daily Rate was paid at \$5 instead of \$20 (difference)	210630B	07/21/21	Paid	Printed	270.00		270.00
Check #	01-658693		2021 01-0000-0-5001-3600-5100-070-0000-0000	Batchld AP07232021		Check Date 07/23/21	PO#		Register # 000231	
	2021/22	07/19/21	Daily Rate at \$20 a Day	210719	07/21/21	Paid	Printed	40.00		40.00
Check #	01-658693		2022 01-0000-0-5001-3600-5100-070-0000-0000	Batchld AP07232021		Check Date 07/23/21	PO#		Register # 000231	
						Total Invoice Amount		310.00		
Direct Vendor James Herrera (002888/1)										
@	2020/21	06/30/21	54 miles at 0.56 a mile	06302021	07/08/21	Paid	Cleared	30.24		30.24
Check #	01-657124		2021 01-0000-0-5001-3600-5100-070-0000-0000	Batchld AP07092021		Check Date 07/09/21	PO#		Register # 000229	
						Total Invoice Amount		30.24		
Direct Vendor James Herrera (002888/1)										
	2021/22	07/16/21	Mileage at .56 per mile	210719B	07/21/21	Paid	Printed	3.36		3.36
Check #	01-658694		2022 01-0000-0-5001-3600-5100-070-0000-0000	Batchld AP07232021		Check Date 07/23/21	PO#		Register # 000231	
						Total Invoice Amount		3.36		
Direct Vendor Jordano's Food Service (001095/1)										
@	2020/21	06/21/21	brkfst - (lunch inv # s/b 6430717)	6430718B	07/28/21	Paid	Printed	277.68		277.68
Check #	01-659436		2021 13-5310-0-0000-3700-4710-000-0000-0000	Batchld AP07302021		Check Date 07/30/21	PO#		Register # 000232	
						Total Invoice Amount		277.68		

ReqPay05a

Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
<i>Direct Vendor</i>										
			Kern Machinery (001297/1) PO BOX 80007 Bakersfield, CA 93380							
2021/22	07/16/21		Mower blade kit for HS	101-879204	07/21/21	Paid	Printed	71.40		71.40

2022 01-0000-0-0000-8100-4300-070-0000-0000

Check # 01-658695 Batchld AP07232021 Check Date 07/23/21 PO# Register # 000231

Total Invoice Amount

71.40

<i>Direct Vendor</i>										
			LimotialT (002779/1) 320 Alisal Road Suite 101 Solvang, CA 93463							
@	2020/21	02/28/21	Consulting hours for ES	44923	07/20/21	Paid	Printed	375.00		375.00

01/16/2021-02/28/2021

2021 01-0000-0-0000-2700-5800-000-0000-0000

Check # 01-658696 Batchld AP07232021 Check Date 07/23/21 PO# Register # 000231

Total Invoice Amount

375.00

<i>AP Vendor</i>										
			Marborg Disposal (000715/1) PO BOX 4127 Santa Barbara, CA 93140							
@	2020/21	06/30/21	R21-00023 Trash Services HS June 2021	5251688	07/20/21	Paid	Printed	228.52		228.52

2021 01-0000-0-0000-8100-5570-000-0000-0000

Check # 01-658697 Batchld AP07232021 Check Date 07/23/21 PO# PO21-00022 Register # 000231

Paid

457.04

457.04

2021 01-0000-0-0000-8100-5570-000-0000-0000

Check # 01-658697 Batchld AP07232021 Check Date 07/23/21 PO# PO21-00022 Register # 000231

Total Invoice Amount

685.56

<i>AP Vendor</i>										
			Midway Laboratory, Inc (002627/1) 315 Main Street PO BOX 1151 Taft, CA 93268							
@	2020/21	06/28/21	R21-00028 Monthly water testing Fee June 2021	35888	07/14/21	Paid	Printed	25.00		25.00

2021 01-0000-0-0000-8100-5800-000-0000-0000

Selection Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

043 - Cuyama Joint Unified School District

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Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Check Status	Paymnt Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	Midway Laboratory, Inc (002627/1)								
(continued)									

Check #	01-658019	Batchld	AP07162021	Check Date 07/16/21	PO# PO21-00023	Register # 000230
				Total Invoice Amount	25.00	
Direct Vendor						
Old Cuyama Do It Best (0002171/1)						
3045 Hwy 166						
Cuyama, CA 93254						
@	2020/21 06/07/21	AG Supplies	A1721	07/08/21	Cleared	51.72
Check #	01-657125	2021 01- 6387- 0- 3800- 1000- 4300- 070- 0000- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/03/21	Duct tape for HS Grad	B267927	07/08/21	Cleared	10.77
Check #	01-657125	2021 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/07/21	Maintenance Supplies	B268349	07/08/21	Cleared	25.50
Check #	01-657125	2021 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				25.50
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/07/21	AG Supplies	B268397	07/08/21	Cleared	5.38
Check #	01-657125	2021 01- 6387- 0- 3800- 1000- 4300- 070- 0000- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/14/21	Rental House	B269002	07/08/21	Cleared	18.09
Check #	01-657125	2021 01- 0035- 0- 0000- 8100- 4300- 000- RENT- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/15/21	REF B268349 exchange	B269069	07/08/21	Cleared	.86-
Check #	01-657125	2021 01- 0000- 0- 0000- 8100- 4300- 000- 0000- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/24/21	HS Lawn Mower	B270069	07/08/21	Cleared	8.08
Check #	01-657125	2021 01- 0000- 0- 0000- 8100- 4300- 070- 0000- 0000				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
@	2020/21 06/24/21	Batteries for Board Recorder	B270113	07/08/21	Cleared	6.46
Check #	01-657125	2021 01- 0000- 0- 0000- 7100- 4300- 000- 0000- SUPT				
			Batchld AP07092021	Check Date 07/09/21	PO#	Register # 000229
				Total Invoice Amount	125.14	

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Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

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Payment Register

Scheduled 07/07/2021 - 07/28/2021							Bank Account COUNTY - County-AP			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
Pacific Gas & Electric (000074/1)										
Box 997300										
Sacramento, CA 95899-7300										
@	2020/21	06/18/21	HS 05/06/2021-06/06/2021	210618-M1010260288	07/12/21	Paid	Printed	31.78		31.78
			21							
Check #	01-658020	2021	01-0000-0-0000-8100-5520-070-0000-0000	Batchld AP07162021		Check Date 07/16/21	PO#		Register # 000230	
@	2020/21	06/18/21	HS IRRIG 05/19/2021-06/17/2021	210618-M1010428403	07/12/21	Paid	Printed	137.89		137.89
			21							
Check #	01-658020	2021	01-0000-0-0000-8100-5520-070-0000-0000	Batchld AP07162021		Check Date 07/16/21	PO#		Register # 000230	
@	2020/21	07/07/21	R21-00056 High School Electric Bill June 2021	210707-M1005135716	07/14/21	Paid	Printed	72.02		72.02
Check #	01-658020	2021	01-0000-0-0000-8100-5520-070-0000-0000	Batchld AP07162021		Check Date 07/16/21	PO# PO21-00051		Register # 000230	
@	2020/21	06/18/21	HS 05/19/2021-06/17/2021	21618-M1010428403	07/12/21	Paid	Printed	52.73		52.73
			21							
Check #	01-658020	2021	01-0000-0-0000-8100-5520-070-0000-0000	Batchld AP07162021		Check Date 07/16/21	PO#		Register # 000230	
@	2020/21	07/07/21	R21-00056 High School Electric June 2021	21707-M1005135716	07/14/21	Paid	Printed	34.40		34.40
Check #	01-658020	2021	01-0000-0-0000-8100-5520-070-0000-0000	Batchld AP07162021		Check Date 07/16/21	PO# PO21-00051		Register # 000230	
						Total Invoice Amount		328.82		
AP Vendor										
PowerSchool Group LLC (000044/1)										
PO BOX 398408										
San Francisco, CA 94139-8408										
F	2021/22	05/27/21	R22-00020 License and subscription fees 07/09/2021-07/08/2022	INV262667	07/21/21	Paid	Printed	3,783.43		3,783.43
			22							
Check #	01-658698	2022	01-0000-0-0000-2700-5835-000-0000-0000	Batchld AP07232021		Check Date 07/23/21	PO# PO22-00014		Register # 000231	
						Total Invoice Amount		3,783.43		

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Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
			Praxair (002447/1) 1244 Kern Street Taft, CA 93268							
@	2020/21	06/16/21	H/S Ag welding supplies	64213966	07/28/21	Paid	Printed	503.53		503.53
Check #	01-659437		2021 01-6387-0-3800-1000-4300-070-0000-AGRI			Check Date 07/30/21	PO#		Register # 000232	
				BatchId AP07302021		Total Invoice Amount		503.53		
AP Vendor										
			Quinn Company (002742/1) PO BOX 849665 Los Angeles, CA 90084-9665							
@ F	2020/21	06/28/21	R21-00097 Bus 5 Repair	WON60013005	07/07/21	Paid	Cleared	2,545.04		2,545.04
Check #	01-657126		2021 01-0000-0-0000-3600-5640-000-0000-7230			Check Date 07/09/21	PO# PO21-00090		Register # 000229	
				BatchId AP07092021		Total Invoice Amount		2,545.04		
AP Vendor										
			Santa Barbara County Ed Office (002764/1) 4400 Cathedral Oaks Road PO BOX 6307 Santa Barbara, CA 93160-6307							
@	2020/21	05/20/21	R21-00016 SPED Direct Services Q3 2020/21 cust#000122	45C21-00011	07/28/21	Paid	Printed	76,282.00		76,282.00
Check #	01-659438		2021 01-0000-0-0000-9200-7142-000-0000-0000			Check Date 07/30/21	PO# PO21-00066		Register # 000232	
				BatchId AP07302021		Total Invoice Amount		76,282.00		
AP Vendor										
			Self-Insured Schools of CA (002199/1) PO BOX 1808 Bakersfield, CA 93303-1808							
@ F	2020/21	06/30/21	R21-00054 RETIREE INSURANCE REIMBS. June 2021	JREYES0	07/14/21	Paid	Cleared	100.00		100.00
Check #	01-658022		2021 01-0000-0-1110-1000-3701-000-0000-REIM			Check Date 07/16/21	PO# PO21-00050		Register # 000230	
				BatchId AP07162021		Total Invoice Amount		100.00		

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Payment Register

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor										
			Southern California Gas Co. (000091/1) PO BOX C Monterey Park, CA 91756-5111							
@	2020/21	06/24/21	Gas bill for HS 05/20/2021-06/22/20 21	210624-M12775093	07/08/21	Paid	Cleared	333.26		333.26
Check #	01-657127		2021 01-0000-0-0000-8100-5510-070-0000-0000	BatchId AP07092021		Check Date 07/09/21	PO#		Register # 000229	
						Total Invoice Amount		333.26		
AP Vendor										
			Verizon Business (002132/1) PO Box 15043 Albany, NY 12212-5043							
@ F	2020/21	07/10/21	Verizon Fax Monthly Fee 06/01/2021-06/30/20 21	66905207	07/20/21	Paid	Printed	22.02		22.02
Check #	01-658699		2021 01-0000-0-0000-2700-5910-000-0000-0000	BatchId AP07232021		Check Date 07/23/21	PO# PO21-00017		Register # 000231	
						Total Invoice Amount		22.02		
AP Vendor										
			Vernier Software & Technology (000064/1) 13979 SW Millikan Way Beaverton, OR 97005							
@	2020/21	05/08/21	Lab equipment for Ag Science class	1077888-000	07/28/21	Paid	Printed	1,052.01		1,052.01
Check #	01-659439		2021 01-7010-0-3800-1000-4400-070-0000-0000	BatchId AP07302021		Check Date 07/30/21	PO# PO21-00083		Register # 000232	
						Total Invoice Amount		1,052.01		
Direct Vendor										
			Waldrop's Auto Parts (002783/1) 601 Kern Street Taft, CA 93268-2716							
@	2020/21	06/25/21	Mower Battery for HS Mower	59678-1	07/08/21	Paid	Printed	83.50		83.50
Check #	01-657128		2021 01-0000-0-0000-8100-4300-070-0000-0000	BatchId AP07092021		Check Date 07/09/21	PO#		Register # 000229	
						Total Invoice Amount		83.50		

Selection Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

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043 - Cuyama Joint Unified School District

Scheduled 07/07/2021 - 07/28/2021

Bank Account COUNTY - County-AP

EXPENSES BY FUND - Bank Account COUNTY		
Fund	Expense	Cash Balance
01	135,894.63	1,083,937.94
13	514.23	
Total	136,408.86	

Difference
948,043.31
514.23-

Number of Payments	53
Number of Checks	36
Number of ACH Advice	0
Number of vCard Advice	0
Total Check/Advice Amount	\$136,408.86
Total Unpaid Sales Tax	\$0.00
Total Expense Amount	\$136,408.86

CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS

\$0 - \$99	9
\$100 - \$499	13
\$500 - \$999	5
\$1,000 - \$4,999	6
\$5,000 - \$9,999	1
\$10,000 - \$14,999	2
\$15,000 - \$99,999	
\$100,000 - \$199,999	
\$200,000 - \$499,999	
\$500,000 - \$999,999	
\$1,000,000 -	

***** ITEMS OF INTEREST *****

* Number of payments to a different vendor
! Number of Prepaid payments
@ Number of Liability payments
& Number of Employee Also Vendors

40

? denotes check name different than payment name
F denotes Final Payment

136,408.86

Total Check/Advice Amount

0

vCard Count

0

ACH Count

36

Check Count

53

Payment Count

Report Totals -

21

Selection Sorted by AP Check Order Option, Filtered by (Org = 43, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Create Date = 7/1/2021, Ending Create Date = 7/31/2021, Page Break by Check/Advice? = N, Zero? = Y)

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043 - Cuyama Joint Unified School District

CUYAMA JOINT UNIFIED SCHOOL DISTRICT
FACILITIES USE STATEMENT
APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY

* Must be submitted no less than two weeks prior to use *

Date of Application: 7/13/2021 Contact Name & Title: Matt Klinchuch, Manager

Purpose or Use: Cuyama Basin Water District Board of Directors Monthly Meeting

Expected Attendance: 12 Open to public? ☒ YES ☐ NO ☐ N/A

Will admission be collected? YES ☒ NO ☐ N/A If yes, amount per person: _____

If yes, for what purpose will net proceeds be used? _____

If proceeds are for charitable purpose: _____

Facility Desired? ☒ YES ☐ NO (Organization Name)
If yes, name of school: Cuyama Elementary School Board Room

Circle any/all that apply: Cafeteria, Multi-Purpose Room _____, Gymnasium,
(Specify)

Specific Classroom _____, Other _____
(Specify) (Specify)

Equipment Needed? Circle any/all that apply (if applicable): Folding Chairs, Folding Tables, P.A. System,
Lighting System (with CIUSD Operator), Other _____
(Specify)

Specify date(s) and time(s) of use: 10/27/2021; 11/17/2021; 12/15/2021; 1/26/2022; 2/23/2022; 3/23/2022
4/27/2022; 5/25/2022; 6/22/2022.

Please notify the school and district office of any changes or cancellations.

Name of Organization: Cuyama Basin Water District

(Please Print)

Address: 1800 30th Street, Suite 280

City/State/Zip: Bakersfield, CA 93301

Phone Number: (661) 616-5900

Email: mklinchuch@ppeng.com

Have you received, read and agree to the Statement of
Information? (See attached) ☒ YES ☐ NO

Are you authorized by the requesting organization to act on
its behalf? ☒ YES ☐ NO

Signed: Matt Klinchuch

Date Signed: 7/13/2021

DISTRICT APPROVAL

Facilities/Equipment available? YES ☐ NO ☐

Application Approved? YES ☐ NO ☐

Authorized Signature:

X _____

Print: _____

Date of Approval: _____

Notes: _____

CUYAMA JOINT UNIFIED SCHOOL DISTRICT FACILITIES USE STATEMENT
APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY
STATEMENT OF INFORMATION

Legal authorization for use of school property for public purposes shall be determined by the Education Code, State of California – Division 12, Chapter 4 – PUBLIC USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES, Section 40040 through 40058, inclusive.

Applicant hereby agrees to hold the Cuyama Joint Unified School District, its Board of Trustees, the individual members thereof, and all District Officers, agents and employees true and harmless from any loss, damage, liability, cost or expense that may arise during or be caused in a way by such use or occupancy of school property.

The above signed hereby certify to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any unlawful act, and further certify they will be personally responsible on behalf of the applicant for any damages sustained by the school building, furniture or equipment, accruing through the occupancy or use of said building by the applicant.

The above signed states that, to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the government of the United States by force, violence, or other unlawful means;

That the organization on whose behalf they are making application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States.

The organization shall comply with all restrictions placed on the use of the school facilities by law or district policy or regulations.

The organization recognizes that, in accordance with Education Code 38134, it is liable for any damage to the school facilities or for any injury to any person due to the organization's negligence in using the school facilities.

This statement is made under penalties of perjury.

1st Reading: September 10, 2015

2nd Reading: October 8, 2015

Adopted: October 8, 2015

CUYAMA JOINT UNIFIED SCHOOL DISTRICT
FACILITIES USE STATEMENT
APPLICATION & AGREEMENT FOR USE OF SCHOOL PROPERTY

* Must be submitted no less than two weeks prior to use *

Date of Application: 8/3/2021 Contact Name & Title: Sanya Herrera Community leader

Purpose or Use: 4-H mtgs

Expected Attendance: _____ Open to public? ☒ YES ☐ NO ☐ N/A

Will admission be collected? YES ☐ NO ☒ N/A If yes, amount per person: _____

If yes, for what purpose will net proceeds be used? _____

If proceeds are for charitable purpose: _____

Facility Desired? ☒ YES ☐ NO (Organization Name)
If yes, name of school: CAFETERIA ELEMENTARY School Farm
High School

Circle any/all that apply: ☒ Cafeteria, Multi-Purpose Room School Farm, Gymnasium,
(Specify)

Specific Classroom _____, Other _____
(Specify) (Specify)

Equipment Needed? Circle any/all that apply (if applicable): Folding Chairs, Folding Tables, P.A. System,
Lighting System (with CIUSD Operator), Other _____
(Specify)

Specify date(s) and time(s) of use: Sept 2021 - June 2022 (CAFETERIA)
School Farm October 2021 - July 2022

Please notify the school and district office of any changes or cancellations.

Name of Organization: _____
(Please Print)

Address: _____

City/State/Zip: _____

Phone Number: _____

Email: _____

Have you received, read and agree to the Statement of
Information? (See attached) YES ☐ NO ☐

Are you authorized by the requesting organization to act on
its behalf? YES ☐ NO ☐

Signed: _____

Date Signed: _____

DISTRICT APPROVAL

Facilities/Equipment available? YES ☐ NO ☐

Application Approved? YES ☐ NO ☐

Authorized Signature:

X _____

Print: _____

Date of Approval: _____

Notes: _____

ATTACHMENT 3 ANNUAL INSPECTION REPORT



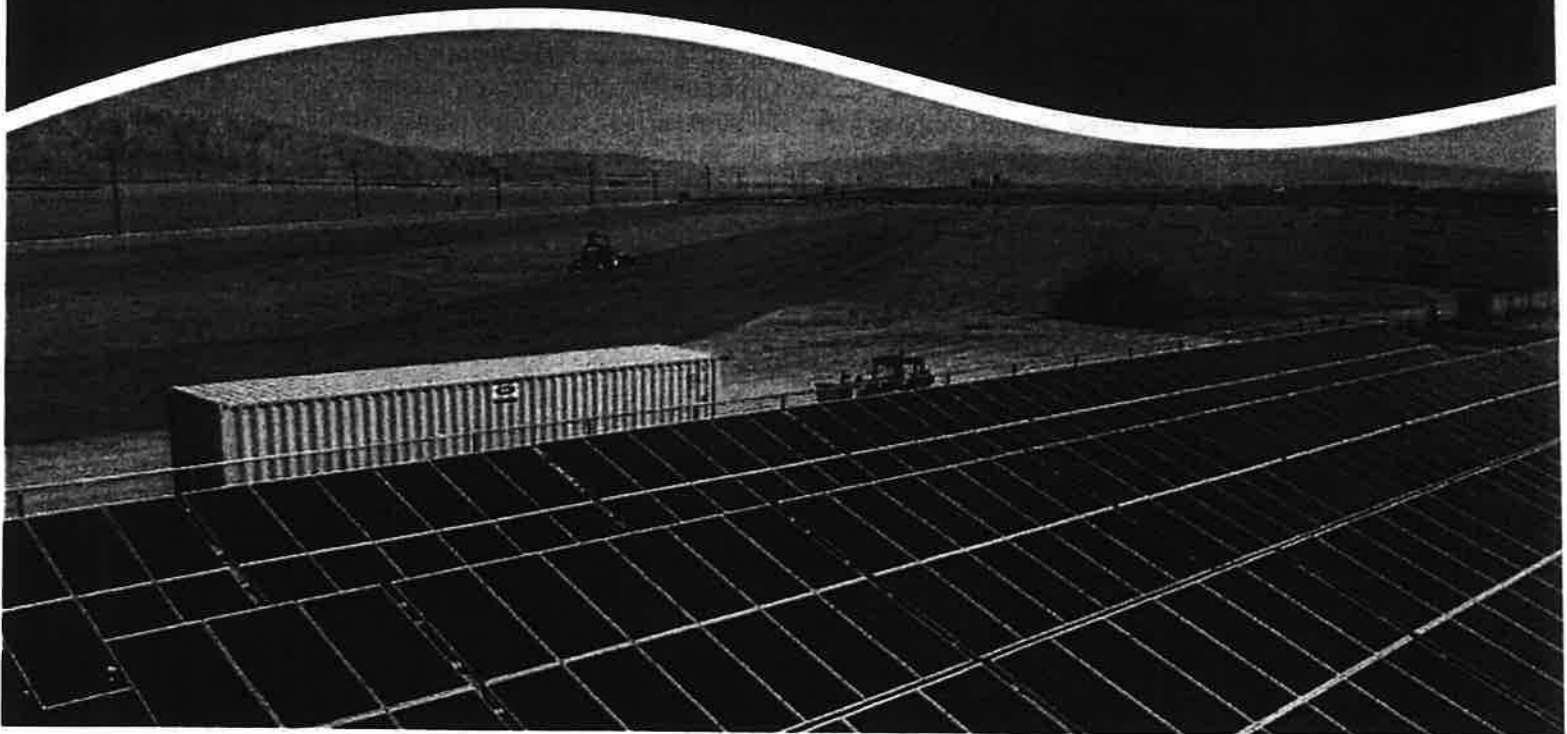
This document was provided to Cuyama JUSD in separate attachment.

July 2021



CUYAMA JOINT UNIFIED SCHOOL DISTRICT

SOLAR PLANT ANNUAL REPORT



SUBMITTED TO:

Mr. Alfonso Gamino
Superintendent
Cuyama Joint Unified School
District 2300 Highway 166
New Cuyama, CA 93254

SUBMITTED BY:

IEC Power, LLC
8795 Folsom Boulevard, Suite 205
Sacramento, CA 95826
Phone: 916.383.6000



iec-corporation.com



IEC Power, LLC
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www.iec-corporation.com

July 21, 2021

Mr. Alfonso Gamino
Superintendent
Cuyama Joint Unified School District
2300 Highway 166
New Cuyama, CA 93254

Subject: Cuyama Joint Unified School District Solar Plant Annual Report
Period: July 1, 2020 – June 30, 2021

Dear Mr. Gamino,

June 30, 2021 marked the completion of the seventh Annual Production Period of the Cuyama JUSD solar PV system. In accordance with our Operation and Maintenance Agreement with the District, IEC Power has prepared the Solar Plant Annual Report which consists of production summaries, maintenance logs, and inspection reports for the complete year. The purpose is to report the performance and annual energy production of the system, and to identify any action items for the District.

Production

The PV systems at each site have displayed adequate performance. The system produced 100% of the Expected Annual Energy Production, satisfying the Energy Production Guarantee of 90%. The system generated a total of 233,547 kWh. A breakdown of system performance by site has been included in Attachment 1, Energy Production Report.

Safety and Environment

There were no safety/accident issues or reports of any environmental disturbances during the twelve-month period ending on June 30, 2021.

Safety is of the utmost importance to IEC. In the event of an emergency, contact the following:

- Brandon Doering: (801) 671-1708
- Blake Heinlein: (916) 541-3045
- Eric Quintero: (916) 835-2150

Additional Services

In addition to continuously monitoring the systems via the PowerTrack web interface, IEC has performed the following services at the systems:

- Annual equipment inspection/maintenance
- Equipment warranty repair/replacement

Inspections & Engineering Investigations

IEC performed Annual Inspections at all the solar sites to ensure installations are fully functional and properly serviced. Annual Inspections were performed on April 1, 2021. Results of the inspections have been provided in the Annual Inspection Report.

Throughout the year, performance of system components is also continuously monitored to ensure optimum system output. In the event of a malfunction, a technician or engineer is dispatched to investigate and resolve the issue. Items requiring action from IEC included: troubleshooting and replacement of inverters and troubleshooting communication equipment. Details have been provided in Attachment 2, Maintenance Logs.

In general, all solar PV sites are operating normally. During the maintenance inspections and engineering investigations, we discovered the following issues that were reported but repeated here for convenience.

- *Cuyama High School*
 - *Inverter #3 has failed and been replaced with a temporary spare unit. A replacement has been ordered under warranty. IEC will install the replacement once received.*

Action Required by Operator and Owner

Below is summary of action items for the Owner (District)

1. None.

Below is a summary of action items for the Operator (IEC)

All items have been addressed, resolved, and closed out with the exception of the items listed below.

1. IEC will replace inverter #3 at Cuyama High School once the replacement has been received. Warranty claims have been submitted.

Next Steps

- The next “Annual Inspection” is tentatively scheduled for March 2022 to prepare for summer months
- The next “Annual Report” is due August 30, 2022

Please feel free to contact Blake Heinlein at (916) 383-6000 if you have any questions.

Sincerely,



Eric Quintero, PE
President

Enclosure

1. Energy Production Report
2. Maintenance Logs
3. Annual Inspection Report

ATTACHMENT 1 ENERGY PRODUCTION REPORT



iec-corporation.com



Cuyama Joint Unified School District
Energy Production Report (Jul 1, 2020 - Jun 30, 2021)
7/21/2021

PV System Energy Production Report

Site Name	Expected Annual Energy Production (MWh)	Cumulative Annual Energy Production (MWh)
Cuyama Elementry School	130.854	135.326
Cuyama High School	101.938	98.221
Total:	232.792	233.547

- Yearly Energy Production Evaluation Summary: PV systems are performing at 100% of Expected Annual Energy Production based on actual weather data (Cumulative Annual/Expected Annual = $233.547/232.792 = 100\%$).
- Effects of PV module soiling on system performance are constantly monitored to ensure proper system performance. For the twelve month period ending on June 30, 2021, the soiling impact was insignificant and washing of the PV modules was unnecessary.
- Cumulative annual energy production data are downloaded from the AlsoEnergy PowerTrack interface at: <http://www.alsoenergy.com/powertrack>
- In accordance with the O&M agreement, the expected annual energy production has been adjusted to account for PV module performance degradation (manufacture's power warranty specifies a power output degradation of 0.7% from the previous year).
- The District disabled the solar array at Cuyama High School between 7/1/2020 - 7/7/2020 and 7/27/2021 - 8/19/21 due to constuction. IEC was not able to record production data during this time period, and during this time the system was not producing. The actual and expected production energy for this period is 0 kWh for this report.

ATTACHMENT 2 MAINTENANCE LOGS



ATTACHMENT 2**Maintenance Logs**Cuyama Elementary School

- 8/13/20 Reinstalled repaired Inverter #1.
- 4/1/21 Performed Annual Inspection of site/equipment.
- 6/3/21 Rebooted datalogger to restore communications.

Cuyama High School

- 8/13/20 Pulled Inverter #1 for warranty repair.
- 10/9/20 Reinstalled repaired Inverter #1.
- 2/10/21 Pulled Inverter #1 for warranty repair and installed spare unit.
Replaced Station Radio with spare unit to restore communications.
- 4/1/21 Performed Annual Inspection of site/equipment.
Reinstalled Station radio following repair and reprogramming.
- 6/3/21 Pulled Inverter #3 for warranty repair.
- 6/16/21 Reinstalled repaired Inverter #1, moved spare unit to #3.

CSBA POLICY GUIDE SHEET

July 2021

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.

DELETE - Board Policy 6157 - Distance Learning

Policy deleted due to expiration of emergency legislation that temporarily waived apportionment requirements to permit distance learning for the 2020-2021 school year.

Board Policy 6158 - Independent Study

Policy updated to reflect **NEW LAW (AB 130, 2021)** which requires all districts, for the 2021-22 school year, to offer independent study to meet the educational needs of students unless a waiver is obtained and to adopt policy with specified components in order to generate apportionment for independent study. Policy updates the minimum period of time permitted for independent study to be three consecutive school days, requires an evaluation to determine if the student should continue in independent study if the student fails to make satisfactory educational progress, and requires that content be aligned to grade level standards including the requirement for high schools to offer access to all courses offered by the district for graduation and approved as creditable for A-G admission criteria. Policy also updated to include the requirement for live interaction and/or synchronous instruction based on grade level, tiered reengagement strategies for students not generating attendance for a specified period of time, expeditious transition for students whose families wish to return to in-person instruction, notice to parents/guardians of specified information, the provision of a student-parent-educator conference, upon request, prior to enrollment and/or disenrollment, and the keeping of additional records including documentation of each student's participation in live interaction and synchronous instruction on each school day, as applicable. Policy updated to include material formerly in the AR regarding requirements for independent study and written agreements as well as new requirements regarding the same, including that written agreements must include a detailed statement of academic and other supports that will be provided to address the needs of particular students, that the agreement may be signed electronically as specified, and that, for the 2021-22 school year, the written agreement must be signed no later than 30 days after the first day of instruction. Policy updated to include material formerly in the AR regarding course-based independent study and to generally align the requirements of course-based independent study with the requirements for general independent study.

Administrative Regulation 6158 - Independent Study

Regulation updated to reflect **NEW LAW (AB 130, 2021)** which includes, adding definitions for "live interaction," "student-parent-educator conference" and "synchronous instruction," the requirement for all districts for the 2021-22 school year to offer independent study to meet the educational needs of students unless the district has obtained a waiver, that independent study may be offered to students whose health would be put at risk by in-person instruction as determined by the parent/guardian, the assurance of access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work, and the documentation of each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable. Material regarding requirements for independent study, written agreements and course-based independent study moved to BP.

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

INDEPENDENT STUDY (continued)

(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6200 - Adult Education)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

INDEPENDENT STUDY (continued)

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

INDEPENDENT STUDY (continued)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year

INDEPENDENT STUDY (continued)

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

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

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

INDEPENDENT STUDY (continued)**Course-Based Independent Study**

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.

(cf. 4112.2 - Certification)

3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other

INDEPENDENT STUDY (continued)

indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

(cf. 5125 - Student Records)

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

(cf. 6162.51 - State Academic Achievement Tests)

8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

INDEPENDENT STUDY (continued)

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

(cf. 3260 - Fees and Charges)

13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

INDEPENDENT STUDY (continued)

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.

INDEPENDENT STUDY (continued)

11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021-22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study

INDEPENDENT STUDY (continued)

2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

INDEPENDENT STUDY (continued)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Legal Reference: (see next page)

INDEPENDENT STUDY (continued)

Legal Reference:

EDUCATION CODE

17289 *Exemption for facilities*
 41020 *Audit guidelines*
 41976.2 *Independent study programs; adult education funding*
 42238 *Revenue limits*
 42238.05 *Local control funding formula; average daily attendance*
 44865 *Qualifications for home teachers and teachers in special classes and schools*
 46200-46208 *Instructional day and year*
 46300-46307.1 *Methods of computing average daily attendance*
 46390-46393 *Emergency average daily attendance*
 46600 *Interdistrict attendance computation*
 47612-47612.1 *Charter school operation*
 47612.5 *Independent study in charter schools*
 48204 *Residency*
 48206.3 *Home or hospital instruction; students with temporary disabilities*
 48220 *Classes of children exempted*
 48340 *Improvement of pupil attendance*
 48915 *Expulsion; particular circumstances*
 48916.1 *Educational program requirements for expelled students*
 48917 *Suspension of expulsion order*
 49011 *Student fees*
 51225.3 *Requirements for high school graduation*
 51745-51749.6 *Independent study programs*
 52060 *Local control and accountability plan*
 52522 *Adult education alternative instructional delivery*
 52523 *Adult education as supplement to high school curriculum; criteria*
 56026 *Individuals with exceptional needs*
 58500-58512 *Alternative schools and programs of choice*

FAMILY CODE

6550-6552 *Authorization affidavits*

CODE OF REGULATIONS, TITLE 5

11700-11703 *Independent study*

UNITED STATES CODE, TITLE 20

6301 *Highly qualified teachers*

6311 *State plans*

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources: (see next page)

INDEPENDENT STUDY (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

INDEPENDENT STUDY**Definitions**

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement

INDEPENDENT STUDY (continued)

6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

(cf. 0420.4 - Charter School Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

(cf. 6146.1 - High School Graduation Requirements)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

INDEPENDENT STUDY (continued)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.1 - District Residency)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

(cf. 6200 - Adult Education)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6184 - Continuation Education)

INDEPENDENT STUDY (continued)**Monitoring Student Progress**

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study

INDEPENDENT STUDY (continued)

6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

INDEPENDENT STUDY (continued)

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

Board approved:

August 12, 2021

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
POLICY DEVELOPMENT WORKSHOP AND
POLICY MANUAL DEVELOPMENT AGREEMENT**

This Policy Development Workshop Agreement (Agreement) is entered into between the California School Boards Association ("CSBA") and **Cuyama Joint USD** of New Cuyama, California (District/COE) shall become effective (the Effective Date") upon the execution and delivery hereof by the parties hereto.

WHEREAS CSBA is a statewide membership association for California school districts and county offices of education;

WHEREAS District/COE is a member of CSBA and a GAMUT Policy subscriber;

WHEREAS CSBA has developed, and as necessary, updates, a CSBA Sample Policy Manual, including sample policies, regulations, bylaws, and exhibits, based on applicable state and federal law;

NOW THEREFORE, CSBA and District in consideration of the covenants herein contained, and other good and valuable consideration, agree as follows:

1. CSBA Responsibilities. CSBA agrees to facilitate a Policy Development Workshop and assist District/COE with developing a local policy manual by doing the following:

- (a) Provide access to the CSBA Sample Policy Manual via CSBA's GAMUT website;
- (b) Provide a CSBA Policy Manual Consultant to facilitate a Policy Development Workshop for a period of up to three (3) consecutive days at a location provided by District/COE if the workshop is to be facilitated in person. If the workshop is facilitated virtually, the workshop will be scheduled as several sequenced meetings.;
- (c) Provide guidance in the selection of policies, regulations, bylaws, and exhibits from the CSBA Sample Policy Manual for District/COE to revise, through edits and the incorporation of current District/COE policies and practices, for the purpose of creating local policy manual that reflects the philosophy, goals, objectives and mandates of District/COE;
- (d) Provide District/COE with consulting, editing, and proofreading required to produce a draft copy of the local policy manual for adoption by the District/COE governing board;
- (e) Provide District/COE with consulting, editing, and proofreading required to produce required a final draft of the local policy manual, after adoption by the District/COE governing board; and
- (f) Provide District/COE, either through GAMUT (if District/COE subscribes to GAMUT Policy Plus) or as PDF formatted documents, an electronic copy of the final draft of the local policy manual adopted District/COE governing board.

2. District/COE Responsibilities. To ensure the timely production of a final draft of the local policy manual, District/COE agrees to the following:

- (a) Within 1 year of the execution of this agreement, schedule and complete the Policy Development Workshop. The parties may mutually agree to extend this time subject to any applicable increases in CSBA's fee schedule for Policy Development Workshops;

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- (b) Unless the workshop will be conducted remotely, provide physical space to host the Policy Development Workshop;
- (c) Review CSBA's Sample Policy Manual and District/COE's existing policy manual and, as appropriate, select, edit, and revise applicable policies, regulations, and bylaws to incorporate into a local policy manual that reflects District/COE philosophy and practices;
- (d) Identify any areas where District/COE lacks policies or has insufficient policies, and, as appropriate, create new policy or select and revise applicable policies from CSBA's Sample Policy Manual for compliance with current state and federal laws and regulations and incorporation into the local policy manual to be adopted by the District/CEO governing board;
- (e) Review policies for consistency with current state and federal laws and, when applicable, District/COE's collective bargaining agreements;
- (f) Within 90 days of the Policy Development Workshop described in section 1(b), above, provide CSBA with necessary documents, edits, and revisions required to produce the draft copy of the local policy manual; and
- (g) Within 120 days of receiving the draft copy of the local policy manual, provide CSBA with necessary documents, edits, and revisions required to produce the final local policy manual as adopted by the District/COE governing board.

3. Fees and Payment. District/COE agrees to pay CSBA the sum of **\$8,200** for the services described under this Agreement. District/COE also agrees to reimburse CSBA for the travel expenses and direct costs incurred as a result of the workshop, including expenses for transportation, lodging, food, and shipping costs, if any. Reimbursement for mileage and meals shall be at the IRS rates in effect on the date of travel. Lodging and other costs, excluding personal expenses, shall be reimbursed in their entirety. Reasonable lodging accommodations shall be selected and booked by CSBA. In addition to the on-site three (3) days described in section 1(b), above, District/COE may request additional onsite consultation at a rate of \$100 per hour for on-site attendance. District/COE agrees to pay CSBA for any additional costs or travel expenses for additional onsite consultation. Payment for the services and fees described in this Agreement shall be due in full upon receipt of invoice from CSBA following the completion of the Policy Development Workshop.

4. Proprietary Rights. The CSBA Sample Policy Manual and all copies of CSBA's sample policies, regulations, bylaws, and exhibits, including electronic, digital, or other data storage device containing such materials, as well as the materials made available through CSBA's GAMUT website are provided for District/COE's sole use, and they may not be transmitted, reproduced, or distributed to others, in whole or in part, without CSBA's prior written consent.

5. Disclaimer of Warranty. District/COE acknowledges that by providing the services described in this Agreement, CSBA, its employees, agents, representatives, and consultants are neither acting as District's legal counsel nor providing legal advice or counsel. CSBA sample policies, administrative regulations, bylaws, and exhibits are provided as a resource for school districts and county offices of education in developing their local policy manual and are not intended for exact replication, or as a substitute for legal advice. CSBA's sample policies are a reflection of current law and do not necessarily express the personal or political opinions or viewpoints of CSBA, its Board of Directors, or its employees. Although CSBA's sample policies, regulations, bylaws and exhibits have been carefully crafted and thoroughly reviewed,

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POLICY DEVELOPMENT WORKSHOP AND
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they contain no warranty as to their sufficiency for addressing District/COE's specific circumstances or individual situations that may arise. District/COE is cautioned to seek the advice of its legal counsel when confronted with legal questions or situations requiring legal advice.

6. Limit of Liability. IN THE EVENT OF A BREACH OF THIS AGREEMENT OR THE WARRANTY STATED ABOVE, DISTRICT/COE'S DAMAGES SHALL BE LIMITED TO THE AMOUNT OF THE ANNUAL FEE PAID BY DISTRICT/COE FOR THE CURRENT YEAR. IN NO EVENT SHALL CSBA BE LIABLE FOR ANY CONSEQUENTIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF PROFITS AND/OR SAVINGS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION OR OTHER PECUNIARY LOSSES) ARISING FROM THE POLICY DEVELOPMENT WORKSHOP OR THE DEVELOPMENT OF THE DISTRICT/COE LOCAL POLICY MANUAL. DISTRICT/COE AGREES THAT DAMAGES DESCRIBED IN THIS PARAGRAPH ARE A REASONABLE ESTIMATION OF ANY LOSS DISTRICT/COE MAY SUFFER AND DO NOT CONSTITUTE A PENALTY.

7. Cancellation. This Agreement may be cancelled by either party by giving the other party 30 days written notice. CSBA may also cancel this agreement if District/COE cancels either its membership with CSBA or subscription to GAMUT Policy. If District/COE cancels the agreement after the Policy Development Workshop has been scheduled, District/COE shall pay for any existing travel expenses that were incurred and cannot be refunded to CSBA. If District/COE cancels the agreement during or after the Policy Development Workshop, District/COE shall pay CSBA the entire workshop fee, and any outstanding hourly fee, costs, or travel expense.

8. Compliance with Laws. District/COE is solely responsible for complying with state and federal laws, including the Americans with Disabilities Act of 1990 and those laws pertaining to open meetings and public information, including, but not limited to, the Ralph M. Brown Act and the California Public Records Act.

9. Indemnification and Duty to Defend. Except as otherwise provided in this Agreement, each party shall indemnify, defend, and hold harmless the other party, and its directors, officers, employees, agents and representatives, from and against any and all liabilities, obligations, losses, damages, penalties, fines, claims, actions, suits, costs and expenses, (including legal fees and expenses) of any kind whatsoever imposed on, asserted against, incurred or suffered by the other party, or its directors, officers, employees, agents or representatives by reason of damage, loss or injury (including death) to persons or property resulting in any way from (a) any negligent or intentional act by it or any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder; or (b) any neglect, omission or failure to act when under a duty to act on its part or the part of any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder.

It is expressly understood and agreed that in any third-party action to obtain District/COE's records from CSBA which is opposed by District/COE, any cost to CSBA in opposing the request, including, but not limited to, attorney's fees and costs, shall be paid by District/COE. It is also expressly understood and agreed that no personal liability whatsoever shall attach to any member of CSBA's Board of Directors, or to any of the officers, employees, agents or representatives thereof, by virtue of this Agreement.

10. Jurisdiction and Venue. Jurisdiction and venue in the event of any litigation or action commence by one party against the other, shall be only in a California state court having subject matter jurisdiction located in Sacramento County, California.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
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11. Third Party Rights. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than CSBA and District/COE.

12. Modification. The scope of work and any other terms of this Agreement may be modified only by a written agreement signed by both parties.

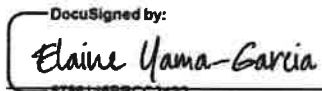
13. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one and the same instrument.

14. Entire Agreement. This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings or other terms or conditions as regards to the subject matter hereof and neither party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. This Agreement supersedes all prior understandings, whether written or oral, and any such terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

California School Boards Association

Cuyama Joint USD

DocuSigned by:

278613688CC2432
Elaine Yama-Garcia, Esq.
Assistant Executive Director
Policy & Governance Technology

Signature

Printed Name

7/9/2021

Date

Title

Date

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

This Agreement is entered by and between the California School Boards Association ("CSBA") and **Cuyama Joint USD** of New Cuyama, California ("Subscriber") for the use of CSBA's GAMUT services in accordance with the terms and conditions contained herein. This Agreement shall become effective (the Effective Date") upon the execution and delivery hereof by the parties hereto.

1. Term and Renewal. CSBA shall provide the services described in this Agreement on an annual basis from July 1st to June 30th. This Agreement shall commence as of the Effective Date and shall continue in effect until June 30th of the same year (such initial term referred to in this Agreement as the "Initial Term"). THEREAFTER, THE TERM OF THE AGREEMENT SHALL BE AUTOMATICALLY RENEWED ANNUALLY FOR ADDITIONAL ONE (1) YEAR TERM FROM JULY 1st to JUNE 30th (referred to in this Agreement as a "Renewal Term") UNLESS EITHER PARTY GIVES WRITTEN NOTICE OF NON-RENEWAL TO THE OTHER PARTY AT LEAST NINETY (90) DAYS PRIOR TO THE END OF THE INITIAL TERM OR ANY RENEWAL TERM HEREOF.

2. Grant of License. Subject to the TERMS OF SERVICE and PRIVACY NOTICE located at <https://simbli.eboardsolutions.com/termsofservice.pdf> and <https://eboardsolutions.com/privacy-statement/>, Subscriber is hereby granted a non-exclusive, non-transferable, non-assignable, non-sub-licensable license to access GAMUT (the "Service") through the website provided by CSBA (the "Site"). All rights not specifically granted to Subscriber by this Agreement are reserved to CSBA.

3. Fees. For the license, Service, and training and support received pursuant to this Agreement, Subscriber agrees to pay CSBA the annual fees and set-up conversion fees described in Attachment A. Fees are calculated on annual fiscal year periods, pro-rated for a July 1 renewal, that begin on the subscription start date and each fiscal year anniversary thereof; therefore, Fees for subscriptions added in the middle of a monthly period will be charged for that full monthly period and the monthly periods remaining in the subscription term. To renew this Agreement after the Initial Term, Subscriber shall pay the applicable annual fee, in full. Fees for Renewal Terms may be subject to change. CSBA reserves the right to withhold or cancel access to GAMUT if said fees are not paid within 60 days of Subscriber's receipt of an invoice from CSBA.

4. User Accounts. Subscriber is authorized to create an unlimited number of user accounts for its employees and officers. Subscriber is responsible for creating user accounts, determining access levels for each user, and informing all users of their obligations and responsibilities pursuant to this Agreement and the Terms of Service. Subscriber shall take reasonable measures to prevent unauthorized access to the Service, including protecting usernames, passwords and other log-in information.

5. Training and Technical Support. All logged in users of the Service will have 24/7/365 access to the online user guide, including the Knowledge Base and Training Webinars and Videos. Additional training materials, webcasts and videos may be available through CSBA. Upon receipt of this signed Agreement, when applicable, CSBA will contact Subscriber to set up Subscriber's Site and to schedule any applicable training. Upon request, CSBA may provide onsite training at the Subscriber's facility, subject to any training fees described in Paragraph 3 and Attachment A of this Agreement. Subscriber shall pay reasonable travel costs and expenses incurred by CSBA for any on-site training. CSBA will provide timely support to Subscriber for the Service. CSBA shall not be responsible for supporting network, infrastructure, computing devices, or any third-party software applications installed on Subscriber's devices.

6. Proprietary Rights. Subscriber acknowledges that the Service, the Site, and all software and intellectual property used to create or maintain the Service or the Site confidential and constitute trade secrets and proprietary information. Subscriber has a right to access Subscriber's information hosted or

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

stored on the Service, but acknowledges and agrees that it holds no proprietary rights related to the Service or the Site. Any documents or files created by Subscriber on or uploaded by Subscriber to the Site belong to Subscriber, and Subscriber may use them as it sees fit, subject to applicable state and federal law and local policy. Subscriber agrees not to:

- (a) Modify, translate, reverse engineer, decompile, disassemble, or create derivative works based on the Services except to the extent that enforcement of the foregoing restriction is prohibited by applicable law;
- (b) Circumvent any user limits or other timing, use or functionality restrictions built into the Services;
- (c) Remove any proprietary notices, labels, or marks from the Services (except to the extent Reseller is so permitted to for the purposes of re-branding the Services);
- (d) Frame or mirror any content forming part of the Services; or
- (e) Access the Services in order to build a competitive product or service, or copy any ideas, features, functions or graphics of the Services that are established as intellectual property or proprietary information; or to authorize or attempt to do any of the foregoing. Subscriber agrees not to sell, rent, license, distribute, transfer, directly or indirectly permit the sale, rental, licensing, distribution, use or transfer of the license or any right granted thereby, including permitting the use or dissemination of documentation related to the Service, to any other party, either during the term of this Agreement or at any time thereafter.

7. Data and Records. CSBA has no responsibility or liability for the accuracy of documents, files, data, or information uploaded to the Service or provided by Subscriber or Subscriber's users. For the duration of this Agreement, CSBA agrees to take reasonable steps to preserve and protect Subscriber information uploaded to the Service. For as long as Subscriber continues to subscribe to the Service, CSBA agrees to store Subscriber's data. CSBA may delete all of Subscriber's stored information ninety (90) days after the termination of this Agreement. Upon request by Subscriber made within ninety (90) days after the effective date of termination or expiration of the Service, CSBA will make available to Subscriber an export of Subscriber's data in a format determined by CSBA at no fee, or in a format requested by the Subscriber for a mutually agreed-upon fee not to exceed the additional cost of exporting to the requested format. After such ninety (90) day period, CSBA shall have no obligation to maintain or provide any of such Subscriber data and thereafter, unless legally prohibited, may delete all of such data on the Site systems or otherwise in CSBA's possession or under CSBA's control.

Subscriber acknowledges that documents, data, and information uploaded to the Service are not an official record and acknowledges its responsibility to create an archive of such materials when Subscriber desires them to serve as official Subscriber records. Subscriber agrees not to hold CSBA liable for any damage to, any deletion of, or any failure to store Subscriber information. CSBA is not the custodian of Subscriber's records for any purpose and will direct any third-party request for Subscriber's information or records to Subscriber. In the event Subscriber records are requested pursuant to a lawfully issued subpoena or court order, to the extent possible, CSBA agrees to inform Subscriber prior to responding.

Notwithstanding the provisions of this Agreement, CSBA may access, compile, record and/or distribute statistical analyses and reports utilizing aggregated data derived from information and data related to Subscriber's use of the Service.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

8. Warranty. CSBA warrants that the Service will work in substantial accordance with purposes expressed in the Grant of License clause above. CSBA provides no other warranty of any kind, either express or implied, including, but not limited to, the implied warranties of merchantability, satisfactory quality, accuracy, and fitness for a particular purpose. Subscriber assumes all responsibility to provide and upgrade any hardware, computer operating system and/or software required to access GAMUT. CSBA does not warrant that functions contained in GAMUT will meet Subscriber's business requirements or that the operation of the service will be uninterrupted or error free.

9. Limit of Liability. IN THE EVENT OF A BREACH OF THIS AGREEMENT OR THE WARRANTY STATED ABOVE, SUBSCRIBER'S DAMAGES SHALL BE LIMITED TO THE AMOUNT OF THE ANNUAL FEE PAID BY LICENSEE FOR THE CURRENT YEAR. IN NO EVENT SHALL CSBA BE LIABLE FOR ANY CONSEQUENTIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF PROFITS AND/OR SAVINGS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION OR OTHER PECUNIARY LOSSES) ARISING FROM THE USE OR INABILITY TO USE GAMUT OR THE SERVICE. SUBSCRIBER AGREES THAT DAMAGES DESCRIBED IN THIS PARAGRAPH ARE A REASONABLE ESTIMATION OF ANY LOSS SUBSCRIBER MAY SUFFER AND DO NOT CONSTITUTE A PENALTY.

10. Termination. This Agreement may be terminated by either party by giving the other party 60 days written notice. CSBA may also terminate this Agreement if Subscriber breaches any provision of this Agreement. If termination results from Subscriber's breach the annual fee, or any portion thereof, will not be refunded by CSBA. If termination results from Subscriber's written request, CSBA shall refund the pro rata portion of the annual fee for the balance of the fiscal year (July 1 - June 30) outstanding at the date of such termination. Termination for Subscriber's breach shall not alter or affect CSBA's right to exercise any other remedies available in law or equity for the breach.

11. Compliance with Laws. Subscriber is solely responsible for complying with state and federal laws, including the Americans with Disabilities Act of 1990 and those laws pertaining to open meetings and public information, including, but not limited to, the Ralph M. Brown Act and the California Public Records Act.

12. Indemnification and Duty to Defend. Except as otherwise provided in this Agreement, each party shall indemnify, defend, and hold harmless the other party, and its directors, officers, employees, agents and representatives, from and against any and all liabilities, obligations, losses, damages, penalties, fines, claims, actions, suits, costs and expenses, (including legal fees and expenses) of any kind whatsoever imposed on, asserted against, incurred or suffered by the other party, or its directors, officers, employees, agents or representatives by reason of damage, loss or injury (including death) to persons or property resulting in any way from (a) any negligent or intentional act by it or any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder; or (b) any neglect, omission or failure to act when under a duty to act on its part or the part of any of its directors, officers, employees, agents or representatives in its or their performance of Services hereunder.

It is expressly understood and agreed that in any third-party action to obtain Subscriber's records from CSBA which is opposed by Subscriber, any cost to CSBA in opposing the request, including, but not limited to, attorney's fees and costs, shall be paid by Subscriber. It is also expressly understood and agreed that no personal liability whatsoever shall attach to any member of CSBA's Board of Directors, or to any of the officers, employees, agents or representatives thereof, by virtue of this Agreement.

13. Third Party Rights. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than CSBA and Subscriber.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

14. Modification. The scope of work and any other terms of this Agreement may be modified only by a written agreement signed by both parties.

15. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute but one and the same instrument.

16. Entire Agreement. This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings or other terms or conditions as regards to the subject matter hereof and neither party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. This Agreement supersedes all prior understandings, whether written or oral, and any such terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

California School Boards Association

Cuyama Joint USD

DocuSigned by:

Elaine Yama-Garcia

578614889CC2432
Elaine Yama-Garcia, Esq.
Assistant Executive Director
Policy & Governance Technology Services

7/9/2021

Date

Signature

Printed Name

Title

Date

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

ATTACHMENT A

Subscriber is contracting for the Services and GAMUT Modules described in this Attachment. This Attachment may be updated to add or remove the specific GAMUT Modules that Subscriber is contracting for. By signing this Attachment Subscriber agrees to pay the fees described herein pursuant to the terms this Agreement. Any pro-rated reduction in fees or discounts will be indicated on the invoice. Annual subscriptions may be subject to change and services shall automatically renew unless either party gives written notice of non-renewal to the other party in accordance with the terms of this Agreement.

1. Annual Subscriptions. Subscriber agree to pay the following annual fees for modules provided through GAMUT:

Module	Annual Fee
GAMUT Policy	\$1,100 (Existing Service)
GAMUT Policy <i>Plus</i>	\$2,080 (New Service)
GAMUT Meetings	N/A

GAMUT Policy provides Subscriber with online access to CSBA's Sample Policy Manual, including sample policies, regulations, bylaws, and exhibits and links to related policy resources.¹ The sample policies, regulations, bylaws, and exhibits to which Subscriber is given access are CSBA's proprietary materials, they are provided for the Subscriber's sole use, and may not be transmitted, reproduced, or distributed to others, in whole or in parts, without CSBA's prior written consent. By signing this Attachment Subscriber agrees not to share or reproduce CSBA's Sample Policy Manual or to use any part thereof in any training or presentation without CSBA's prior written consent. Subscriptions to GAMUT Policy without GAMUT Policy Plus or GAMUT Meetings do not include an individual Subscriber Site. Subscribers to GAMUT Policy may access CSBA's Sample Policy Manual through CSBA's GAMUT site. A link to the site and user accounts will be provided upon execution of this Agreement.

GAMUT Policy Plus provides subscribers access to CSBA Policy Manual Consultants during regular CSBA business hours for assistance with policy issues relating to the CSBA Sample Policy Manual, any updates to the CSBA Sample Policy Manual. Such consultation may include: (a) suggestions regarding editing, use and placement of policies within Subscriber's local policy manual, and/or (b) review of and suggestions regarding proposed policies, regulations and bylaws that are unique to the Subscriber. Such review is not intended to be and is not a substitute for advice from legal counsel. Consultation does not include drafting original policy language for the Subscriber. CSBA controls the "codification" of policies related to CSBA's Sample Policy Manual and reserves the right to change the policy number and/or title of any policy related to CSBA's Sample Policy Manual in GAMUT.

¹ CSBA policy services provide sample policies, administrative regulations, bylaws and exhibits as a resource for school districts and county offices of education in developing their own policy manual and are not intended for exact replication or as a substitute for legal advice. CSBA's samples are a reflection of current law and do not necessarily express the personal or political opinions or viewpoints of CSBA, its Board of Directors, or its employees. Although CSBA's sample policies, regulations, bylaws and exhibits have been carefully crafted and thoroughly reviewed, they contain no warranty as to their sufficiency for addressing District's specific legal situations. Subscriber is cautioned to seek the advice of its legal counsel when confronted with legal questions or situations requiring legal advice.

**CALIFORNIA SCHOOL BOARDS ASSOCIATION
GAMUT SERVICE AGREEMENT**

2. Training and Set Up Fees. Subscriber agrees to pay the following fees for the set up their GAMUT site and individual onsite training:

Site Set Up Fee ²	\$250
On Site Training Fee ³	N/A

California School Boards Association

Cuyama Joint USD

DocuSigned by:

Elaine Yama-Garcia

378614098CC2432
Elaine Yama-Garcia, Esq.
Assistant Executive Director
Policy & Governance Technology Services

7/9/2021

Date

Signature

Printed Name

Title

Date

² Site setup fees do not include any data conversion. Separate charges for data conversion may apply. CSBA will consult with Subscriber before any such charges are incurred.

³ On Site Training fees do not include plus the cost of the CSBA trainer's travel expenses. Subscriber shall pay reasonable travel costs and expenses incurred by CSBA for any on-site training.

July 7, 2021

The California School Boards Association (CSBA) is pleased to provide **Cuyama Joint USD** of Santa Barbara County the following quote for GAMUT and policy services.

GAMUT Meetings

\$ 500/year

GAMUT Meetings is an online agenda and meeting management system that gives you an easy and efficient way to create and manage meetings online. GAMUT's paperless board meeting management application helps streamline meeting preparation and provides easy and secure access to meeting materials. Features include: multiple meeting types that allow you to manage all your meeting types in one convenient location; advanced search so you can quickly sort by meeting type, date, and more; private, secure personal notes on individual agenda items; customizable roles and permissions for users, meetings, and items; meeting minutes and voting; custom printing that allows you to integrate attachments and exhibits with your agenda; and advanced safety and security. Packed with time-saving features, GAMUT's paperless board meeting management software automates and simplifies routine tasks associated with meeting development and delivery.

GAMUT Policy (*Already Subscribed!)

\$ 1,100/year

CSBA's GAMUT Policy is an online policy information service that offers quick access to 750-plus sample board policies, regulations, bylaws, and their legal references, including the entire Education Code, Title 5 regulations and other referenced state and federal code sections. GAMUT Policy also features advanced search features, built in translations, and the ability to download sample policies and regulations to word processing programs for editing. The CSBA sample policies on GAMUT are updated regularly and GAMUT Policy users will receive email notifications to alert them when the CSBA sample policy manual has been revised.

GAMUT Policy Plus (*available to GAMUT Policy subscribers*)

\$ 2,080/year

CSBA updates approximately 100 policies every year just to stay up to date with changes in the law. Policy Plus is designed to help you stay on top of your policies and keep them current with the help of CSBA policy staff. With GAMUT Policy Plus you receive your own dedicated GAMUT webpage that integrates into your Cuyama Joint USD website. The website allows you to manage and update policies directly on GAMUT. With Policy Plus you can post, edit and update your policies directly on GAMUT. Subscribers can take advantage of the track changes editor, advanced global search features, and the ability to integrate policies with your agendas. Policy Plus also includes ongoing policy consulting and gives you the option to submit your policies to CSBA for review before you adopt them. If you were not a previous Manual Maintenance or GAMUT Policy Plus subscriber, you will also need to go through a Policy Development Workshop (see below) to prepare your policy manual for the GAMUT website.

Policy Development Workshop (PDW)

\$8,200

GAMUT Policy subscribers can participate in comprehensive Policy Development Workshop (PDW) to develop a new policy manual or have comprehensive updates to their existing policy manual to help address key issues and achieve compliance with state and federal mandates. The 2-3 day on-site workshop pairs the knowledge and experience of Cuyama Joint USD administrators and board members with the expertise of a CSBA consultant to generate a clear, user-friendly policy manual that complies with state and federal law and meets local needs.

¹ A \$250 site set up fee applies to new GAMUT sites

² This quote is valid for six months from the date issued

Cuyama Joint Unified School District

2300 Highway 166, New Cuyama, California 93254
(661) 766-2482 • FAX: (661) 766-2255

August 19, 2021

Personnel Activity Report

Resignations: None

Decline Offer of Employment:

Confidential:	Name:	Pay Scale
1. Secretary to the Superintendent	Alicia Muniz	Class. Confidential

Hires:

Confidential:	Name:	Pay Scale
1. Secretary to the Superintendent	Jocelyn Mora	Class. Confidential

Start date Monday, August 23, 2021

Increase in Hours: (Temporary increase for the 2021-2022 school year) with the One-time funding through the Expanded Learning Opportunities Grant

	Name	Position	Current Assigned	Temporary Hrs.	Total hours
1.	Francisca Perez	Aide	5.5 daily	1.0 daily	32.5 weekly
2.	*Jackie Rodriguez.	Aide	17.25 hrs. weekly	15.25 hrs. weekly	32.5 weekly
3.	*Leticia Fonseca	Aide	17.25 hrs. weekly	11.25 hrs. weekly	28.5 weekly
4.	*Sylvia Fonseca	Aide	17.25 hours weekly	11.25 hrs. weekly	28.5 weekly

*These aides work 4.25 hours on Monday and 3.25 hours Tues – Friday in the ASES program as their current assignment for a total of 17.25 hours per week.

Subject: CDFW NASP® Grant Update

Date: Tuesday, July 27, 2021 at 2:59:36 PM Pacific Daylight Time

From: Palamidessi, Leticia(Tish)@Wildlife

To: Kevin Lebsack, Jennifer Standcliff

CC: Alfonso Gamino

Hello Kevin & Jennifer!

I am pleased to announce that your application and proposal for the CDFW NASP® Grant, on behalf of Cuyama Valley High School, has been approved!

Your proposal letter was very inspiring, and as the California NASP® Coordinator I truly appreciate your in-depth understanding of the NASP® mission and purpose. Especially your explanation of how you will relate the NASP® mission to connecting students to archery, physical activity and the outdoors even after their NASP® experience school experience is over. Well done!

I am honored to be the first person from our department to say, congratulations and welcome to NASP®!

Soon you will be receiving a DocuSign request for the final paperwork to be signed by you, your school principal and the CDFW Assistant Deputy Director of Communications, Education and Outreach. This paperwork is called the Letter of Understanding (LOU). The LOU lays out the agreement between CDFW and Cuyama Valley High School in order to continue with receiving the NASP® Grant. Please read the LOU carefully and reach out to me with any questions you may have so we can address any issues before you sign. Things to note, in order to start teaching students NASP®, ALL potential NASP® instructors from your school must attend a certification course that includes: range set up and safety, coaching techniques, teaching the new archer and running the range. Completion of this training MUST BE DONE before your school can start teaching NASP®. So if you are looking to start in the fall, please get all paperwork signed ASAP so we can move forward with purchasing your equipment and getting all potential instructors signed up to get certified. We have a training coming up on July 31 in San Pedro. I realize this is a drive from your school but if you wanted to get your training out of the way ASAP, it is an option. Link to register for the class is here: [NASP® - National Archery In The Schools Program - BAI Manager \(naspbai.org\)](#).

Congratulations again!

Please be on the lookout for the DocuSign LOU! You may want to alert your principal to sign in a timely manner as well.

Thank you for your time and willingness to bring the sport of archery to more students in California!
Respectfully,

Leticia "Tish" Palamidessi

California NASP® Coordinator

California Department of Fish and Wildlife

Marketing Specialist, Office of Communication, Education & Outreach

(916) 708-8517

[Website](#) | [Facebook](#) | [Twitter](#) | [Instagram](#) |

Cuyama Valley High School
2300 Hwy 166
New Cuyama, CA 93254

California National Archery in the Schools Program (NASP)
Equipment Grant Criterion

Purpose of the Grant: What are the goal(s) and measurable objectives of this project?

Cuyama Valley High School is a small needed rural school with a student population that averages around fifty students. Our goal is to introduce the students to a lifelong activity which can enhance the quality of their life in the future as well as in their high school years. The archery program would provide the opportunity for our students to acquire a skill and appreciation for a sport that they could carry throughout their lives as well as allow the students to compete with other schools in California on an equal footing. In our rural area are many opportunities for outdoor activities and increasing the awareness of these would be beneficial to our students. In addition to the in-class portion of our program will be an afterschool program run by one of our teachers, these afterschool programs increased student connectedness to the school, which in turn increases student attendance and is shown to increase student success in school. A measurable goal we expect to obtain is increased student participation in the program over time.

School Involvement: How many students will participate? How many teachers will be involved?

Our physical education class consists of half of our students (approx. 25), all of which would be participating in our program. At the present time we have two certificated teachers interested in taking part in this program, the physical education teacher who would create a physical education module to be taught in class as well as heading up a student extracurricular opportunity for an after-school program to learn, practice, and compete against other California Schools. The second individual, teacher in charge, will be the school site administrator who has volunteered to head up the program and take the lead in the administrative affairs as well as help with the after-school program.

NASP/California NAS Curriculum Correlation: Explain how the NASP/California NASP curriculum will conform to your school year plan?

The curriculum will be incorporated into the physical education program in our school in a six-week unit. As is well documented school buy in is a major component to student success. Providing the Archery program to the students will increase school buy in, this will be measured by seeing a yearly increase in student participation in the afterschool competitive program. Initially as the module in archery is taught during the physical education program, we will have approximately 25 students in class (9th and 10th Grades). Introduction of the program in class should increase student interest and increase participation in the after-school program.

Project Impact Describe how the proposed project will affect students.

Introducing our students to archery will give them a sporting option in which all students can compete regardless of ability level. Archery can be pursued throughout a lifetime, and we hope to build a lifetime passion for some of our students through this program. Through this program our students can compete with other schools, this will give a chance for any student to be included in a traveling sports team and to travel outside our valley, an opportunity many of our students do not enjoy. The opportunities for outdoor activities and increasing awareness of these would be beneficial to the success of our students by acquiring the skills and disciplines necessary to be successful in skills they never thought they would have. The program will also increase our offerings in the physical education program with a module that conforms to state standards and give our students more opportunities to seek higher education through scholarships.

Kevin Lebsack
Teacher in Charge
klebsack@cuyamaunified.org

Jennifer Stancliff
Physical Education Teacher
jstancliff@cuyamaunified.org



National Archery* in the **Schools Program*

National Curriculum

Grades 9-12

Revised 2019



© 2006

The National Archery in the Schools Program does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or in the provision of services.

NASP® Revised 2019

“On Target for Life”

Grades 9-12

Archery

Important note: This archery unit may be used ONLY in conjunction with the National Archery in the Schools Program certification classes and manual. The instructor must be authorized through the NASP® program as having received the new NASP® curriculum prior to classroom implementation.

Overview: As a result of this unit, the history, physical, emotional and social benefits will be learned. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed.

Note to instructor: The activities, enhancements and timeframe of this unit may be adapted to fit specific student or classroom needs. However, the safety procedures and instructional guidelines for teaching archery as developed by the National Archery in the Schools Program **MUST** be taught throughout the unit. For adaptations for special needs students, please see the Appendix.

Major focus:

- **National Standards:**

- **Physical Education (SHAPE America, 2013)**

1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

- **Social Studies**

1. US History – Understands comparative characteristics of societies in the Americas that increasingly interacted after 1450 (NSS-USH.5-12.1)
2. History/Culture – Understanding the biological and cultural processes that gave rise to the earliest human communities (NSS.USH.5-12.1)
3. History/Culture – Understanding major global trends from 1750 to 1914 (NSS.USH.5-12.7)

- **Mathematics**

1. Understand numbers, ways of representing numbers, relationships among numbers and number systems (NM-NUM.9-12.1)
2. Judge the effects of operations such as multiplication and computation powers on the magnitudes of quantities (NM-NUM.9-12.2)

3. Judge the reasonableness of numerical computations and their results (NM-NUM.9-12.3)
4. Apply appropriate techniques, tools and formulas to determine measurements (NM-MEA.9-12.2)
5. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer (NM-DATA.9-12.1)
6. Select and use appropriate statistical methods to analyze data (NM-DATA.9-12.2)
7. Develop and evaluate inferences and predictions based upon data (NM-DATA.9-12.3)
8. Understand and apply basic concepts of probability (NM-DATA.9-12.4)
9. Create and use representations to organize, record and communicate mathematical ideas (NM-PROB.REP.PK-12.1)

- Essential Core Content:

Social Studies: The history of archery. Students will understand, analyze and interpret historical events, conditions, trends and issues to develop historical perspective.

- History is a series of connected events, shaped by cause and effect relationships, tying the past to the present.
- As early hunters and gatherers developed new technologies, they settled into organized civilizations.

Strategies for archery safety: Using safety strategies in archery activities reduces the possibility of injury.

- *Archery skills and techniques:* Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Character Development through Archery: Physical, emotional and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.

- Communication, cooperation, rules and respect are important to the effective functioning of groups.
- Behaviors such as constructive communication, fulfilling commitments and cooperation show respect and responsibility to self and others.

Mathematical Concepts through Archery: Basic mathematical concepts can be addressed, taught and real-life connections formed through the use of archery.

- Organizer: How can I be “on target for life” through developing skills for, and participating in, the sport of archery?
- Essential Questions:
 - How do I participate in archery in a safe and responsible manner?
 - How do I successfully perform archery skills?
 - How does participation in archery activities promote my character development?
 - How does participation in archery activities enhance my physical, emotional and social well-being?
- Enabling knowledge
 - Safety strategies
 - Archery equipment
 - Archery techniques
 - Basic shooting form
 - Archery rules
 - Scoring procedure
 - Archery etiquette and sportsmanship
 - Archery history
 - Physical, social and emotional benefits of archery
- Enabling skills and processes:
 - Research skills
 - Listening skills
 - Observation skills
 - Hand-eye coordination

- Refinement of motor skills
- Self-evaluation
- Following directions
- Scoring
- Skill improvement through practice
- Effective group participation
- Communication skills
- Cooperation skills
- Practicing responsibility and respect

Instructional Plan 1

Title: String Bow™ Success

Time: 2 to 3 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
 - S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities
 - S1.H1.L2 Refines activity-specific movement skills in 1 or more lifetime activities
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
 - S2.H1.L1 Applies the terminology associated with exercise and participation in selected individual-performance activities and/or outdoor pursuits appropriately
 - S2.H1.L2 Identifies and discusses the historical and cultural roles of games, sports, and dance in a society
 - S2.H2.L1 Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill
 - S2.H3.L1 Creates a practice plan to improve performance for a self-selected skill
 - S2.H3.L2 Identifies the stages of learning a motor skill
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.H1.L1 Discusses the benefits of a physically active lifestyle as it relates to college or career productivity
 - S3.H6.L1 Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day
- Standard 4 Exhibits responsible personal and social behavior that respects self and others
 - S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity
 - S4.H5.L1 Applies best practices for participating safely in physical activity

- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
- S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014). Champaign, IL: Human Kinetics)

Academic Expectations:

Student health - Students demonstrate skills that promote individual well-being.

Psychomotor skills – Students perform physical movement skills effectively in a variety of settings.

Essential Content:

Archery skills and techniques:

- Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Essential Questions:

How can I participate in archery in a safe and responsible manner?

How do I successfully perform archery skills?

How can I use the string bow tool to improve my archery skills?

Enabling Knowledge:

Safety strategies

Basic shooting form

Archery techniques

History of Archery

Enabling Skills and Processes:

Listening skills

Observation skills

Hand-eye coordination

Refinement of motor skills

Following directions

Effective group participation
Self-evaluation
Practicing responsibility and respect

Materials needed:

String bow™ (approximately 90" of 1/8" diameter, non-elastic string or cord) for each student
Painter's tape
Whistle
Safety rules poster
Television
DVD/VCR
Archery Journal

Note to instructor: Refer to the Appendix for Glossary of Archery terms. Also refer to the Basic Archery Instructor manual for more information on the specific lessons.

I. Establishing Eye Dominance

(Note to instructor: Establishing eye dominance is crucial to ensure that you have children's dominant eye matched to their drawing hand. However, according to industry reports, only 10% of bows sold are left-handed. Cross-dominant students (right-handed and left-eyed) can either be: a) taught left-handed (or right-handed, whichever eye is dominant) to begin with; b) be taught with their dominant hand and use a patch or flip-down to block their dominant eye; c) taught to close their dominate eye in order to aim with their non-dominant eye; and d) allowed to experiment with both methods to see which works best for them.) It is not absolutely necessary that an archer shoot with both eyes open. However, with both eyes open an archer will have better depth perception (binocular vision), better peripheral vision, and in some cases improved balance. If an archer shoots a bow that doesn't match the dominant eye (i.e. left-eye dominant person shooting a right-handed bow), the dominant eye must be closed or masked to achieve proper form and sight picture. For a right-handed shooter with a left dominant eye, if the left eye isn't closed the archer will either miss very badly to the left (opposite for left-handed/right-eyed persons) or the archer will exhibit improper posture leaning the head over the bow string to aim with the left eye instead of the right. Early in the archery lesson it is beneficial to help a new archer determine if his dominant eye and string hand are on the same side. There are various methods of doing this.

You will begin participating in the sport of archery by completing either of the following activities:

Pointing and Winking:

With both eyes open have the students extend their right or left hand with their index finger pointing at a small, distant object. Then have the student close one eye at a time. For most people when the dominant eye is closed, the finger will appear to move to the right or left of the object. For example, for a right-eye dominant person, when the left eye is winked the object remains under the index pointer finger. When the right eye is winked the finger moves.

OR

Pointing at the Instructor:

Some students will have trouble or will resist these procedures and force the eye they want to be dominant to pass the "point and wink" test. In these cases it can be helpful to have the student stand 10-20 feet from the instructor and with both eyes open, have the student point the index finger of either hand toward the instructor's face. The instructor should be able to see the pointing finger naturally line up under the student's dominant eye.

II. Building a String Bow™

The use of the String Bow™ enables the instructor to teach the student what is needed to enjoy archery success without interference from the target. It helps to avoid having the student judge performance by where the arrow hits the target during the beginning stages of learning.

Use of the String Bow™ will enable the student to determine personal draw length and bow hand and string hand placement. The student can use the String Bow™ to practice proper archery form. The student can also use the String Bow™ to perform warm-up and warm-down exercises.

With the String Bow™ you can teach the new archer proper hand and finger position on the bow's string. You can guide archers to proper hand placement and knuckle angle alignment on the bow's grip. Use of the String Bow™ is also used to teach the student how to rotate the elbow to prevent the bow string from hitting the forearm.

The String Bow™ can be used to teach proper archery shooting dynamics. Students can learn which muscles they need to activate and how to keep them active so the arrow will clear the bow before the bow moves. Learning the proper way to release the string is very easy with the String Bow™. It will allow you to observe the student's follow-through and provide instant feedback whether or not the student is keeping her muscles properly active throughout the shot. By using the String Bow™ you can emphasize the importance of working on shot technique and developing a repeatable form. Without the actual bow and arrow in hand, the student can concentrate on learning proper form without the distraction of scoring well on a target. Strive to teach the archer to feel the shot. Introduce the idea of shooting to learn rather than thinking about where the arrows land.

(Note to instructor: Please refer to the BAI manual you receive as part of your certification process for more detailed instructions on how to construct and use the String Bow™.)

Activity 2:

Once students have properly constructed a string bow, then instruction may begin on the "Eleven Steps to Archery Success." This approach allows students to concentrate on executing a correct shot, instead of being focused on the target and result of their shot. (See the Basic Archery Instructor's manual for further information.)

Eleven Steps to Archery Success

Lesson Objective:

Student archers will learn 11 steps to perform and execute ideal shooting form.

Discussion: There are many keys to enjoying success in archery. It is important that the archer's equipment fits and that bows, arrows and accessories are well tuned for effective arrow flight. The archer must also execute consistent shooting form from shot to shot. The archer's shooting form is most effective when it allows the shooter to be stable, relaxed and comfortable to maintain proper muscle activity throughout each shot.

During this lesson the archer will learn 11 consecutive steps to follow to achieve life-long archery success. These steps will guide the archer from initial form on the shooting line, through execution and reflection of each shot.

This lesson will rely heavily upon the String Bow™ previously constructed. New archers should master these steps using the String Bow™ before moving on to using bows, arrows and targets.

Occasionally, experienced archers will find it helpful to review their performance of these 11 steps, even using the String Bow™, to improve or maintain the level of performance they desire.

Materials Needed

- Each student needs a properly constructed and fitted String Bow™.

Why 3 Fingers? Some experienced archers will question placing three fingers under the arrow nock rather than one finger above and two below. Explain that three fingers under prevents twisting of the bow string and reduces the likelihood that the arrow will fall off the arrow rest.

Practicing Turning Elbow to Protect Arm For students who have a difficult time keeping the bow string from hitting the bow arm and who can't turn the elbow down and to the left (or right for left handed shooter), have them put their bow

hand palm against a wall and turn the elbow under and to the side. It is certainly acceptable for any student to wear an arm guard while shooting.

Classroom Set-Up: No actual shooting will take place during this lesson and this session may be held in a classroom, hallway or gymnasium. However, it is important that there be a waiting and shooting line and target direction for the students to simulate shooting. All students should be behind the waiting line.

Conducting the Lesson: The instructor should first show and explain the Eleven Steps to Archery Success to the class. The class will stand behind the waiting line while the instructor, using the String Bow™, stands at the shooting line. After the steps have been explained and students have followed the instructor through each step, have the students call them out for the instructor to demonstrate again. Then blow two whistles to move students to the shooting line. Next have the students perform the steps. Then have the class call them out as they do them together. If a student has difficulty with a particular step, refer them to more practice of this step using the String Bow™.

Form

Stance: Each student should straddle the shooting line with one foot on either side. If the archer is right-handed, the left foot should be over the shooting line toward the target line. To establish correct foot placement, begin with both feet together and toes even or “closed.” Then move the foot closest to the target (front foot) back, behind the shooting line so these toes are even with the back foot. Then slide the front foot towards the heel of the back foot until the front foot toes are even with the instep of the back foot. Then, while maintaining this mid-point toe placement, move the front foot across the shooting line, toward the target so the feet are shoulder-width apart.

Then turn (open) the front foot toward the target. Imagine the shooter is facing a 12 o’clock position. The toes of the back foot should be pointed to 12 o’clock, parallel to the shooting line. The toes of the front foot should be pointing toward 10 o’clock for a right-handed shooter and 2 o’clock for a left-handed shooter. The archer should stand vertical and relaxed, without the body leaning to the front, back, or from side to side.

Nock Arrow: With your bow in your bow hand, withdraw an arrow from the floor quiver by grasping the arrow below the fletching. Keeping your bow as vertical as possible, carry the arrow up and over the top of the bow. With the different colored “index fletching” pointed toward you, snap the arrow’s nock under or between the nock locator(s). The arrow shaft should be placed on the arrow rest.

Drawing Hand Set: With your bow at arm’s length and pointed down, grasp the string immediately under the nock at least to the first joint of the 1st and 3rd

finger and slightly inside the joint of the middle finger forming a hook. Keep the back of the hand flat and the thumb down and relaxed. This is done exactly the same for the String Bow™ and the real bow.

Bow Hand Set: Place your hand in the bow grip with the meaty part of your thumb inside the grip to the lifeline of your palm. The lifeline should be aligned over the center of the bow's grip. When set properly the knuckles of your bow hand should form a 30- to 45-degree angle. At the same time your bow hand is set, rotate your elbow down to the left (for right-handed archer). This hand and elbow position allows for improved string clearance of the bow arm. This is done exactly the same for the String Bow™ and the real bow.

SHOT EXECUTION

Pre-Draw: Starting with your bow arm hanging relaxed at your side, lift your arm allowing it to hinge at your shoulder so your shoulder will remain level. Your drawing hand will remain hooked around the bow string with the bow un-drawn. The drawing arm will be slightly higher than the bow arm. The drawing hand, arm and elbow should be parallel to the floor or ground. This is done exactly the same for the String Bow™ and the real bow.

Draw: Pull or draw the string toward the right side of your face (right-handed archer) by rotating your hips and your shoulder around until your elbow is slightly in front of the arrow line. You want the feeling of getting in behind the bow. You should feel your upper back muscles being activated. This is done exactly the same for the String Bow™ and the real bow.

Anchor: Anchor by touching your index finger to the corner of your mouth. Keep muscles active while maintaining full draw. This is done exactly the same for the String Bow™ and the real bow.

Aiming: Your master eye is your rear sight and needs to be consistent in location as it relates to the anchor. Think of sighting as an alignment between your eye, the string and your front sight. In bare bow archery (without sights) your front sight would be either your arrow or some part of your bow riser or both. Allow your bow to move naturally—a perfectly still bow is unnatural. Be aware of the target and the sight. Keep your muscles active during the sighting process. This is done exactly the same for the String Bow™ and the real bow.

Shot Set-Up: After you have reached your anchor and begun your sight alignment, you need to create a slight movement from your drawing shoulder and/or arm to the rear. You can initiate the release anytime during this rearward movement. This is done exactly the same for the String Bow™ and the real bow.

Release: The release is a combination of relaxing your fingers and the back of your hand all at once. All your arm and back muscles remain active during this process. This is done exactly the same for the String Bow™ and the real bow.

Follow-Through/Reflection: Upon release, your drawing hand will move rearward with your fingers relaxed and end up with your thumb touching or near your drawing shoulder. The shoulder should hinge so your elbow can move down. The bow arm moves a bit forward then slightly both left (right for left-handed shooter) and down. After follow-through, reflect upon the position of your drawing and bow hand to see that they are in the proper ending positions as a result of having kept your muscles active throughout the shot sequence. This is done exactly the same for the String Bow™ and the real bow.

Instructional Plan 2

Title: Shoot Straight - Be Safe

Number of days: 3 to 4 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
 - S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities
 - S1.H1.L2 Refines activity-specific movement skills in 1 or more lifetime activities
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
 - S2.H1.L1 Applies the terminology associated with exercise and participation in selected individual-performance activities and/or outdoor pursuits appropriately
 - S2.H1.L2 Identifies and discusses the historical and cultural roles of games, sports, and dance in a society
 - S2.H2.L1 Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill
 - S2.H3.L1 Creates a practice plan to improve performance for a self-selected skill
 - S2.H3.L2 Identifies the stages of learning a motor skill
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.H1.L1 Discusses the benefits of a physically active lifestyle as it relates to college or career productivity
 - S3.H6.L1 Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day
- Standard 4 Exhibits responsible personal and social behavior that respects self and others
 - S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity
 - S4.H5.L1 Applies best practices for participating safely in physical activity
- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014). Champaign, IL: Human Kinetics)

Academic

Expectations:

- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- Psychomotor Skills - Students perform physical movement skills effectively in a variety of settings.

Essential Content:

- Strategies for archery safety –Using safety strategies (e.g., in archery activities) reduces the possibility of injury.
- Archery skills and techniques –Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports. Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.
- The history of archery:
 - Students understand analyze, and interpret historical events, conditions, trends, and issues to develop a historical perspective.
 - History is a series of connected events shaped by cause-and-effect relationships, tying the past to the present.
 - As early hunters and gatherers developed new technologies, they settled into organized civilizations.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.)

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?

Enabling Knowledge:

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- History of archery

Enabling Skills and Processes:

- Research skills
- Listening skills

- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Following directions
- Effective group participation
- Self-evaluation
- Practicing responsibility and respect

Activity 1

Materials:

- Bow rack
- Easton 1820 Aluminum arrows
- Floor quivers for arrows (e.g., cones)
- Genesis Bow
- Blue painter's tape
- Targets (covered or blank faces until later in lesson, then use FITA 80cm faces)
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

(Instructor note: Refer to the Appendix or Basic Archery Instructor Manual for Shooting Range Diagram, Archery Range Rules, Whistle Commands, Archery Safety Procedures and a Glossary of Archery Terms.)

Steps:

- Describe the boundaries and lines of the shooting range.
- Explain archery equipment safety rules and location of equipment.
- Explain and demonstrate "whistle commands."
 - Two blasts - Archers may walk to the shooting line.
 - One Blast - Archers may load their bows and begin shooting.
 - Three Blasts - Archers may walk to the target line to retrieve arrows.
 - Five or more blasts –EMERGENCY SITUATION - STOP SHOOTING and put your arrows back in your quivers.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Archery is a safe and enjoyable lifetime physical activity when safety procedures are followed.

- a. Identify four safety procedures you must follow when participating in archery activities.
- b. Explain why each of these are important.

Rubric for scoring open response:

Performance Level	Indicator
International Archer (4)	-Student identifies at least four safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety -Student connects learning to personal experiences or expands his or her explanation of the importance of safety and procedures.
Master Archer (3)	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
(0)	-Student response is totally incorrect or irrelevant

Activity 2

Materials:

- Bow rack
- Easton 1820 Arrows
- Floor quiver for arrows (e.g., cones)
- Genesis bows
- Blue Painter's Tape
- 80 cm FITA faces - Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Steps:

- Review safety procedures and whistle commands.
- Divide students into groups with two or three students.
- Begin actual shooting instruction with a target placed at a close distance. Targets will not be moved back until all students have become proficient at this distance
- Observe and correct any form or technique issues that arise through positive reinforcement. For example, if a child is 'plucking' the string, comment that you'd like to see a good shot set-up.

Objectives:

- You will be striving to develop correct form and technique in your students' shooting by making helpful suggestions. Students will encourage and assist other students in your group as they shoot.
- As the classes progress, you will move the targets back based on the ability of the class until you reach the NASP® competition distances of 10 and 15 meters.
- Once students can maintain a proper shooting form, scoring processes may be addressed, using the rings on the target.

(Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard and Sample Target.)

Archery Journal Entry

Record the scores in your Archery Journal for your last end (or round) of arrows (5 arrows).

You will also record the following:

List and define the "Eleven Steps to Archery Success."

Describe two things I learned today as I worked on my archery techniques that will help me improve my shooting skills.

Activity 3

Note to the Instructor: You may collaborate with the Language Arts, Social Studies, and/or Media Specialist in the completion of the research activity.

Materials:

- Summary of the History of Archery (Appendix)
- Resource materials on the history of archery
- Computer Lab
- Book-marked Internet sites

You will read a summary of the history of archery provided by your instructor. Choose a topic from these materials and using reference books from the library or the internet prepare a two page report on the impact of archery on society at a particular time in history, contrasting the place archery had then and in the world today.

OR

Select from one of the following topics:

- History of Olympic archery,
- Archery in contemporary bow hunting,
- Compound bow versus recurve bow,
- Compare one historical period of archery with another, or
- Another archery topic with instructor's approval.

Note to the Instructor, suggestion for enrichment activities:

Collaborate with the art teacher for students to create a mural depicting a timeline of the history of archery.

Collaborate with the English teacher in the selection of literature or reading materials that include archery activities from historical time periods.

Instructional Plan 3
Title: Practice Makes Perfect
Number of days: 6 to 7 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
 - S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities
 - S1.H1.L2 Refines activity-specific movement skills in 1 or more lifetime activities
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
 - S2.H1.L1 Applies the terminology associated with exercise and participation in selected individual-performance activities and/or outdoor pursuits appropriately
 - S2.H1.L2 Identifies and discusses the historical and cultural roles of games, sports, and dance in a society
 - S2.H2.L1 Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill
 - S2.H3.L1 Creates a practice plan to improve performance for a self-selected skill
 - S2.H3.L2 Identifies the stages of learning a motor skill
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 - S3.H1.L1 Discusses the benefits of a physically active lifestyle as it relates to college or career productivity
 - S3.H6.L1 Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day
- Standard 4 Exhibits responsible personal and social behavior that respects self and others
 - S4.H2.L1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity
 - S4.H5.L1 Applies best practices for participating safely in physical activity
- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

S5.H2.L2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014). Champaign, IL: Human Kinetics)

Academic Expectation:

- Students demonstrate skills that promote individual well-being.
- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- Psychomotor Skills - Students perform physical movement skills effectively in a variety of settings.
- Lifetime Physical Activities - Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Essential Core Content:

- Strategies for archery safety - Using safety strategies (e. g., in archery activities) reduce the possibility of injury.
- Archery skills and techniques - Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.
- Principles of motor skills refinement (e.g., accuracy, techniques, movement) require a logical and sequential approach.
- Character development through archery participation - Physical, emotional, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well-being?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- Archery etiquette and sportsmanship
- Physical, emotional, and social benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills
- Observation skills
- Refinement of motor skills
- Self-evaluation
- Effective group participation
- Communication skills
- Cooperation skills
- Sportsmanship
- Practicing responsibility and respect

Activity 1

- Bow rack
- Easton 1820 arrows
- Floor arrow quiver (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Steps:

- Whole group: Brainstorm what communication, cooperation, rules, and respect mean to students and how these will be applied when participating in archery activities.
- Depending on the size of your class and the available equipment, place students in a group of three or four students to share the same target.
- Following safety procedures and commands, students will repeatedly shoot one end (5 arrows) throughout the class period.
- "Non-shooting groups" will rotate through centers to develop core-strength and flexibility and be able to work with their string bows on proper shot execution.
- Students record their scores on their scorecard.

Archery Journal Entry :You will record the scores in your Archery Journal.
Answer the following Open Response Question in your Archery Journal:

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

- Give two examples of how a person uses communication skills and applies these skills effectively in a group archery activity.
- Provide two examples of opportunities to cooperate with others in a group archery activity and explain how these examples impact the group.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates an extensive understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates an extensive understanding of how these examples impact the function of the group.
Master Archer (3)	-Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates a broad understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a broad understanding of how these examples impact the function of the group.
Bowman (2)	- Student identifies one or two ways a person can use communication skills in a group archery activity. -Student demonstrates a basic understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how these examples impact the function of the group.
Yeoman (1)	- Student identifies one way a person can use communication skills in a group archery activity. -Student demonstrates minimal understanding of how these skills impact the function of the group. -Student proposes one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a minimal understanding of how these examples impact the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

Activity 2

Materials:

- Bow rack
- Easton 1820 arrows
- Floor arrow quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Discuss with students the principles of practice and the importance of practice in improving their skill in any sport.

To enhance their archery skills through practice, they will be allowed to shoot with a group of students of your choice.

OR

Allow students to challenge willing classmates to a friendly competition.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Martha is excited about joining an Archery Club. She wants to be on a competitive team but knows she has to practice in order to improve her shooting skills and reach her goal.

- a. List two important principles of practice to be considered when practicing any sport.
- b. How can Martha apply these two principles of practice to improve her skill level in archery?

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these two principles of practice will affect the level of archery skills.
Master Archer (3)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these two principles of practice will affect the level of archery skills.
Bowman (2)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a basic understanding of how the application of these two principles of practice will affect the level of archery skills.
Yeoman (1)	-Student identifies one principle of practice to be considered when practicing any sport. -Student demonstrates a limited or no understanding of how the application of this one principle of practice will affect the level of archery skills.
(0)	-Student response is totally incorrect or irrelevant.

Activity 3

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Students will brainstorm with the class a list of positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. They will be required and expected to practice good sportsmanship during the following tournament.

Steps:

- Place students in a single elimination seeding based on their previous scores recorded on a scorecard and turned in.
- Review safety procedures and commands.
- Give each student five arrows for a practice round.
- Allow students to perform in a one-on-one tournament to determine the winner, scoring after each end.

Archery Journal Entry

Record your scores from the score card in your journal.

Answer the following Open Response question in your Archery Journal:

Ben enjoys participating in sports activities and is a good athlete but he needs to improve his sportsmanship.

- a. Describe three behaviors Ben can demonstrate as a participant in a team activity to show good sportsmanship.
- b. Describe three behaviors Ben can demonstrate as a spectator of a team activity to show good sportsmanship.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student describes three behaviors a participant can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants. -Student describes three behaviors a spectator can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.
Master Archer (3)	-Student describes two behaviors a participant can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants. -Student describes two behaviors a spectator can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for spectators.
Bowman (2)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants. -Student describes one behavior a spectator can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for spectators.
Yeoman (1)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants. OR -Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.
(0)	-Student response is totally incorrect or irrelevant.

Activity 4

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- "100 Benefits of Exercise" sheet from Appendix
- Archery Journal

Steps:

- Place students in teams of three. Each team will have students designated as A, B, and C players as determined by previous scores.
- Each team will shoot several rounds to determine the seeding for the follow day, practicing good sportsmanship during the following tournament.
- Students will participate in a double-elimination tournament.
- Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

Archery Journal Entry: As a class you will brainstorm and make a list of the short- and long-term physical, emotional, and social benefits of exercise.

OR

Create an individual list of physical, emotional, and social benefits of exercise to share with the class. Compile a class list.

Your instructor will hand out "100 Benefits of Exercise."

Compare the class list with the "100 Benefits of Exercise" list.

Circle 30 items on either list that have the most relevance to you. Discuss why these benefits are important.

(Note to Instructor: See Appendix for handout.)

Archery Journal Entry: Choose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

In your Archery Journal explain why you chose these benefits and how they are important to you.

(Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece.)

As an out-of-class assignment you will research the possible physical, emotional, and social benefits of participating in archery activities. Select and complete one of the following writing activities.

You will write an article for the school newspaper that will convince students and school staff of the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to your school-based council convincing them that archery should become a permanent part of your school's curriculum. Site and explain the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to a large business or corporation (e.g., bank, manufacturing company) in your community requesting funding for an archery club in your school. Site the physical, emotional, and social benefits students will experience as a result of participating in the sport of archery. Explain the effect that these benefits will have on the community as a whole.

Archery Journal Entry

(Note to the Instructor: Collaborate with the mathematics teacher in the development of appropriate types of graphs for this activity.)

Using all of your recorded scores, create a graph for your journal that demonstrates the change in your skill level over time.

Activity 5

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected
- Archery Journal

Assessment Activity

(Note to the Instructor: Refer to the Appendix and the Archery Instructor Manual for information to use in the development of the archery assessment questions.)

Students will complete a written test developed by you, as the instructor, covering the content learned in the Archery Unit including but not limited to archery safety procedures, "Eleven Steps to Archery Success," archery range, target, equipment, and other archery-related topics.

(Note to the Instructor: Refer to the Appendix for a list of Sample Games and Activities.)

During the remainder of the class period(s) students may participate in archery games for fun.

Resources:

http://www.ping.be/olivier_plcard/medieval/

<http://www.horsearchery.com>

<http://www.centenaryardners.gil.com.au/history.htm>

<http://library.thinkquest.org/27344/history.htm>

<http://www.usarchery.org/naapub/history.htm>

<http://www.schuetzenbund.de/archery/history/histo/histo.htm>

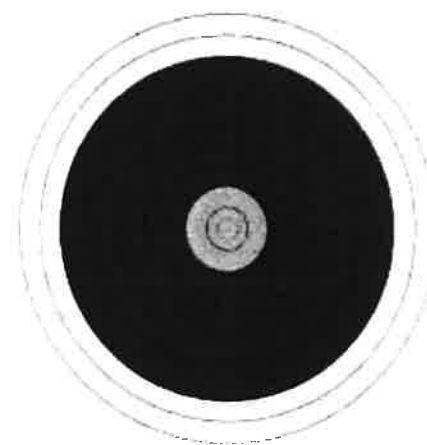
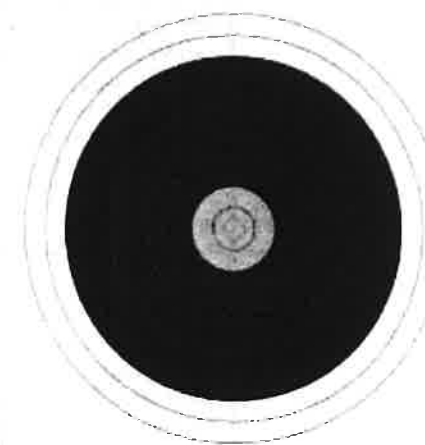
<http://www.abc.het.au/olympics/archery/about/history.htm>

NASP® Archery Assessment- This rubric can be used by the teacher and student

NASP® Archery Assessment

Name: _____ Class/Grade/Period: _____

Task	Mastery 4	Advancing 3	Developing 2	Beginning 1	Date/ Score		
String Bow	Consistently uses string bow to improve form, shooting and aiming. Follows all 11 Steps to Archery Success.	Mostly works with string bow. Follows most of 11 Steps. Attempts to improve a consistent release.	Sometimes works with string bow.	Rarely works with string bow.			
Shooting Preparation Steps 1-5	Consistent preparation; stance, nock, draw hand set, bow hand set, and pre-draw.	Mostly prepares for shooting using 3-4 steps correctly.	Sometimes prepares for shooting using 1-2 steps correctly.	Rarely prepares for shooting using 0-1 steps correctly.			
Shooting Steps 6-11	Consistently uses the last 6 steps; draw, anchor, aim, shot set-up, release & follow through/reflect	Mostly uses shooting steps by using 4-5 steps correctly.	Sometimes uses shooting steps by using 2-3 steps correctly.	Rarely uses shooting steps by using 0-1 steps correctly.			
Safety	Consistently follows all whistle commands and arrow safety in nocking, aiming, retrieval and carrying.	Mostly follows the previously mentioned safety rules.	Sometimes follows the previously mentioned safety rules.	Rarely follows previously mentioned safety rules.			
Scoring	Consistently follows scoring protocol; remain on feet, accurately call out and score partner's arrows, remain aware of partner calling out and scoring your arrows, initial box after each end, stay behind target waiting line while partner is pulling arrows.	Mostly follows scoring protocol; following 3-4 guidelines.	Sometimes follows scoring protocol; following 1-2 guidelines.	Rarely follows scoring protocol; following 0-1 guidelines.			
Etiquette	Consistently follows etiquette procedures; remain in half of the lane, remain quiet while shooting, and positive interactions with partner.	Mostly follows etiquette procedures; Some talking while shooting or exciting/discouraging sounds after shots.	Sometimes follows etiquette procedures; doesn't pay attention to half of the lane, talking to partner while shooting, shows frustration in shots.	Rarely follows etiquette procedures; horsing around while waiting, "trash-talking", putting others down.			

Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____	Date: _____  Group Circumference: _____ Score: _____
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National Archery in the Schools Program

Appendix of Resources

Appendix

Teaching Archery to Persons with Disabilities

Guidelines for Disabilities:

Throughout this document are items which may or may not be familiar to you. Many of the items that are familiar may now have a different definition as the information is provided in this section to eliminate any distortions, misconceptions, as well as additional barriers that people with disabilities have faced over the years due to inadequate terminology.

In most personal and social relationships labels are rarely used, except perhaps as a sign of endearment. However, in a legal or professional sense, there is often a need to categorize people to make them eligible for a privilege, such as a student loan, low-income housing, or special educational opportunities. In class, approach a student as an individual and a person, rather than someone with a disability.

Words can bring people together, or they can push them apart. The words that have been used interchangeably for many years are "impairment," "disability," and "handicap." The handicap or impairment is that vision may be blurred at long range, or there could be difficulty reading small print. When dealing in plain semantics, it should be remembered that disabilities don't always create a handicap or impairment in every situation.

As far as students with impairments, disabilities and handicaps are concerned, teachers must deal with the handicap or impairment the student's disability has created. This can be done through modification of the activity or by modifying the environment in which the activity takes place. One example of this is a person who has blurred vision when looking at a target 60 feet away. This handicap can be addressed with prescription glasses thus modifying the activity, or bringing the target closer can modify the environment.

First, you must work to identify students' abilities as well as their disabilities and plan to accommodate them in the group. The goal is to meet the individual student's needs.

Students with disabilities may require additional class time and have special needs, like space for a wheelchair or an interpreter who knows sign language. Plan for those needs before class begins and try to be prepared for student disabilities, which were not discovered before the session began. Once the first class has been conducted, the planning stage will be easier. Alternative teaching methods may or may not be needed. Take charge of the group and the environment. Students with multiple disabilities may require more than one adaptive device or approach. Experiment with different teaching methods. Other items to note include:

- Ramps or elevators can be added to the facility to eliminate difficulty. The person is assisted past the barrier, or a new, more accessible location can be obtained for the event;
- Narrow doors, poor telephone placement or handles put at levels that are inconsistent with a wheelchair user's needs can create problems;

- Clearing overhanging branches from outdoor walkways, removing doormats, repositioning furniture and clearing debris from walkways will ease many different handicaps;
- Another example of a handicap or impairment is the lack of range accessibility, resulting from any of a long list of disabilities. Steps, high curbs, inclines and improperly designed facilities can all create a handicap or impairment;
- Be creative, modify equipment and procedures to allow the students to reach their highest level of performance;
- Build each lesson plan on previously learned knowledge;
- Use a variety of teaching methods in classes. Alternate between lectures and practical exercises and use visual aids to play to each student's strengths. Always remember that different students learn differently;
- Repeat safety rules, fundamentals and other information frequently;
- Encourage students to do things independently using as little adaptive equipment as possible;
- Assist minimally, but whenever necessary;
- Provide regular feedback whenever something goes right, regardless of level of success; and
- Use discreet physical contact to correct positions and help the child maintain the safety of the equipment.

Disability Awareness:

Persons with disabilities have the same needs as every other person in the world. Students need to feel the joy of learning, sharing and growing, and to experience new challenges. No matter what the disability, all persons have the potential to become whatever they want to be.

Communication: An instructor's major concern is communication with students. Addressing the impairments or handicaps that some disabilities cause may require modification of communications techniques. Deal with the person, not the disability. Treat adults as adults, and not as children. Talk to the person with the disability and not just to the companion who may be along with them. When offering help, wait until they accept it, as they are the only one who really knows if they need help or not. Take cues from the person with the disability concerning what they can or cannot do, and don't emphasize any supposed differences in their abilities.

There are a variety of impairments or handicaps, and many ways and levels to communicate with the individual students that address their impairments yet still allow them to feel they are part of the group.

Students with Physical Impairments:

Because there is such a wide range of causes, definitions, and severities of physical disabilities, there is no recognized system for classifying a disability by degree. Terms referring to physical conditions such as "paraplegia," "cerebral palsy," and "muscular dystrophy" are good clinical descriptions but have little functional meaning,

since people with the same condition differ greatly in what they can do. The best way to determine what a person can do or not do is to ask them.

Knowing the abilities of students is very important. Keep in mind that individuals with the same physical condition will vary in both preferences and abilities to do the same task.

Thousands of people have some degree of physical disability. Just because they have disabilities does not mean they can't do everything required in a shooting sports class.

Mobility poses the biggest problem for many students. Fortunately, shooting doesn't require a great deal of movement. In situations requiring movement, adaptations may be made.

Lack of strength poses a problem for some persons with disabilities. Equipment may be modified to alleviate the problem in many cases.

When working with people with disabilities:

Don't assume that a person in a wheelchair needs help. If the person requests help, by all means help, but don't assume they want it. If a person with a disability falls, wait for them to say that they need help getting up before helping them to their feet.

Be patient without being protective or overindulgent. Although a person may be progressing as fast as the rest of the class, it may be very important to them to do it themselves.

Crutches, canes, and wheelchairs are necessary pieces of equipment. Do not put them in the closet or roll them out of the way to "tidy up." Doing so leaves their owner stranded.

Allow all students to do all the activities offered. Do not underestimate the capabilities or interests of the individual.

Misconceptions and myths have always been the major handicap of persons with disabilities. So often, the person's perceived handicap exists only in the teacher's mind, or the minds of other students

Personal aids and devices:

People with physical disabilities often depend on tools to increase their functional abilities. Typically, those tools such as a wheelchair-loading device on the top of their car, or a custom made, ultra-lite racing wheelchair, become as personal to that person as clothes do to others. As a result, any handling of a person's tools should be done carefully and considerately.

In most situations, the person has complete mastery of their equipment and will not need help with it. If they do need help it is not only proper, but usually necessary, to ask them how to help. For children, ask a parent or guardian how to assist them.

Some pieces of equipment have rules or restrictions regarding what the operator can do while using them. Ask the user what might cause trouble, i.e. vibration, shock, or extremes of temperature.

Hearing Impairments:

Hearing disabilities are probably the second most common disability in modern society. As far as shooting sports are concerned, this disability will not cause as many difficulties for the participants as other disabilities might. The main teaching tasks will be to assess the degree of the disability and then adjust methods of communication to resolve any handicap. There are two types of hearing disabilities: one is any of a varying degree of hearing loss. Some form of hearing device to amplify sound is needed. Depending on their hearing loss, the student may still need to watch the instructor's mouth and partially read lips in conjunction with the sounds they are hearing. The other form of hearing disability is deafness, where the person is unable to understand sounds even with amplification. Two-way communication techniques may need to be used such as signing, lip-reading, writing or any of the new keyboard devices now available.

Students with Hearing Impairments:

Hearing impairments are among the most common of disabilities. As with other disabilities, there are different levels of hearing impairment. People who are "hard of hearing" have difficulty hearing other people's speech, but can understand it with the help of amplification. People who are "deaf" Cannot hear sound well enough to distinguish it, even with amplification.

A person who is hearing impaired may also have trouble speaking clearly, since he/she may not be able to hear well enough to correct pronunciation errors in their own speech. People tend to speak the way they hear. Some people with severe hearing impairments may choose not to use their voices.

"Lip reading" is a technique learned by some people with hearing impairments. It assists them in understanding the speech of others; Lip-readers watch a speaker's mouth and identify words by the shape and position of the lips and tongue. This is a difficult skill to master, since less than 35 percent of English words are recognizable solely by mouth positions and movements. Do not expect your hearing- impaired students to read lips. Body language and what the speaker is saying are very important.

People with speech impairments as well as hearing impairments often use signing and writing for communication. For some, writing is the only means of communication available. People with hearing or speech impairments generally find communication to be their main problem, rather than the techniques of a particular activity.

Interpreters who translate verbal language are often necessary in order to include people with severe hearing impairments. Often, finding an interpreter can be accomplished by checking with the student's family to locate a volunteer. Ask other people with hearing impairments for a reference, or call the local department of rehabilitation or social services for suggestions. Check for special education personnel in the school system for interpreters who are teachers or aides. Contact local technical or community colleges for names of instructors who teach sign language, and check the community service listings in the phone book for agencies that serve people with hearing impairments.

Visual Impairments:

Visual disabilities vary from the lack of acuity (clearness) and field (the angle of vision) to legally blind and totally blind. The degree of the disability is measured against the “20/20” formula. The formula means that in one eye a person can see at 20 feet what a person with the benchmark 20/20 vision can see at 20 feet. An example of a visual disability is if someone has 20/100 in one eye. That means that at 20 feet that eye can only see what a person with perfect vision can see at 100 feet. Visual disabilities can also encompass difficulty in perceiving colors, or an extreme sensitivity or insensitivity to light. The degree of the disability will govern the amount of the handicap and, in turn, the amount of modification needed either to the environment or the activity.

When working with people with visual impairments:

If someone seems to need assistance, offer help but don’t give it unless the offer is accepted. If it is accepted, ask for an exact explanation of how to help. Generally, a vision impairment has no affect on a person’s hearing or their mental abilities, so don’t shout at, or talk down to, a person with a visual impairment. Talk directly to them and not to others on their behalf. Don’t be afraid to use words such as “see,” “look” or “blind.” Such words are part of everyday vocabulary, and persons with a visual impairment use them, too. When meeting a person who is blind, be sure to identify yourself and remember to let them know when leaving. Do not pet guide dogs, especially without the owner’s permission. A dog in a harness is on duty, and if the dog is distracted the owner may be placed in jeopardy.

Use specific, descriptive language when giving directions. Use colors, textures, movements, and directional indicators to make directions more vivid for the person with a visual impairment. Orient the person with the visual impairment to the placement of objects around them. The analogy of using the clock face to pinpoint locations works well for all people, not just those with disabilities. For example: “The bottle of cleaning oil is at nine o’ clock and the patches are at three o’ clock, on your table.” When seating a person who has a visual disability, place their hand on the back of the seat and let them seat themselves. Orient the person to new environments by describing sizes, shapes, distances, and any obstacles or hazards. Minimize noise-high levels of background noise can be very distracting and confusing to a person who relies on their hearing for information about their surroundings. When demonstrating a skill, the person with a visual impairment may want to hold the instructor’s hands as they work. Explain graphically, in concrete terms, what is being done as it is done. Sometimes it’s best to stand behind a person and reach through their arms, so they can follow the exact movements of the instructor.

When assisting someone with a visual impairment:

If someone with poor vision accepts an offer to guide them, ask, “Would you like to take my arm?” Brush a forearm against theirs so the blind person can grip the arm

above the elbow. Children will grip the same way, only at the wrist. Some aged and/or disabled will want to walk arm-in-arm because it offers more support. Important! Don't attempt to lead someone by taking his or her arm!

The instructor's arm should be relaxed at their side, while the person's arm will be bent at the elbow. The instructor should keep the student's arm close to their body.

While using the sighted guide method, the person with the visual impairment should walk a half step behind the guide. The guide must walk at that person's pace. If the person being guided pulls back or tightens their grip, the guide is probably going too fast. Never try to push or steer any person in front, and always remember to mention ramps, stairs, narrow hallways, doors, etc. Add whether the stairs go up or down, which way the door opens, and when they've reached the last step.

When opening doors:

When approaching a door, say so. Keep the person's free hand side to the door. Tell them which way the door opens and allow the person to hold the door open.

Students with Learning Impairments:

People with learning disabilities often have average to above average intelligence. However, they lack a particular skill to complete the learning process. Learning disabilities take many forms and may involve any of an individual's senses.

*Some read, "saw" for "was" and write "71" for "17."

*Some have difficulty with sequential things like yesterday, today, and tomorrow.

*Some cannot remember well.

*Many have difficulty with specific sources of information. For example, auditory learners retain spoken information well but have great difficulty retaining information they read.

*Some have poor coordination or timing.

In order to facilitate learning:

*Use a variety of formats (verbal, visual, and physical) to communicate information.

*Break down skills into smaller parts.

*Use colors or symbols to differentiate left from right, front from back, etc.

People with what are called "behavior-motor functioning difficulties" may be over active, behave impulsively, or have coordination problems. When instructing, provide clearly defined activity spaces (range, classroom). Complete one activity before starting another, and provide a variety of activities so that everyone's strengths will shine through.

When working with students who are developmentally disabled:

Concentrate on the abilities and interests of each individual and don't underestimate those abilities or interests. Break down directions into small steps that can be learned sequentially, and demonstrate where possible. Speak to students with dignity

and respect, regardless of their learning ability level. Keep in mind that some people's ability to understand speech is much better developed than their ability to create speech. Don't talk about a person in front of them, a speech problem does not mean they can't understand. Provide positive feedback for positive experiences, not negative feedback for negative experiences. If the person appears to need help, wait until the offer to help is accepted. It may be very important for them to do something themselves even if they don't do it perfectly.

The structure of the activities is important. If a short attention span is a problem, provide a variety of activities with different tasks. Allow plenty of time for learning and completion of a task and, above all, repetition is extremely important.

Before beginning a new activity, review the safety rules. A person with a developmental disability may lack the judgment to understand which situations are dangerous. Persons with developmental disabilities may not be aware of what action is inappropriate or appropriate, so discuss it with them. Provide some non-competitive games and activities, preferably ones that don't eliminate some players from the action.

Students with Mental Impairments:

The terms "mental retardation" and "mental handicap" are now outdated. Instructors must refer to students with a slower ability to learn as "developmentally disabled." There are different levels or categories of developmental disability. The general categories used are mild, moderate, severe, and profound. The range between mild and severe is extremely broad. Many people who are developmentally disabled can easily participate in shooting classes.

People who are developmentally disabled may also have accompanying physical disabilities and may require help with some tasks. Be sure to consider if they will need help to participate in an activity. If so, make sure that an instructor, a friend, or volunteer understands how to provide that assistance.

Instructor and Student safety:

No matter what is done to promote safety, teaching the shooting sports will always hold a certain element of danger. Instructors have given their ideas on how to make the profession a safer one for those on the shooting line.

Close adherence to range procedure is, of course, the best way to avoid problems with safety. However, there are a few things instructors can do to protect themselves, their students and keep problems from happening.

Range Procedure Tips

By dividing the range space into shooting and non-shooting areas, only instructors and the students they are working with are allowed to get close to the shooting line. This

keeps people from wandering close to the shooters, distracting them, and potentially having a safety problem.

Program Safety

The safety of all students in the program begins right in the classroom. By ingrainning archery safety into the students' minds, no one in the class should ever have to worry about another persons' equipment. Safe handling is when every shooter knows 100% of the time what the status of their bow or arrow is. As an instructor, teach through example. A positive attitude, and total control over the class at all times, will teach the students the same attitude toward total control over their archery equipment.

Environmental Safety

Many facilities have been made barrier free, while others are still in the process of becoming accessible to all persons with disabilities. It is the class provider's responsibility to determine if barriers still exist in the class facility or if the accessibility changes that have been made lend themselves to the shooting sports. It can be little things that are not only irritating, but can pose a real danger (i.e. positioning tables too close for wheelchairs, walkers or crutches, or doormats that cause problems for wheelchairs and crutches and others). As people with disabilities are trained and graduate, they can act as critics on access and safety, and can give helpful suggestions.

Access for All People:

The Americans with Disabilities Act of 1990 has mandated access to all people, however, complete access at every facility will take time. During this implementation period, flexibility will be important in planning programs and finding facilities at which to hold classes. Endeavor only to use facilities that are fully accessible to all students. The following is information that, even if as a last resort, will help utilize facilities that have not been made fully accessible.

Wheelchair Pointers:

Moving a wheelchair:

- *Don't lift or steer with the armrests, as they come off.
- *Don't let fingers get between the seat and the frame because they could be crushed.
- *When lifting, grab the frame, not the wheels.

Taking a wheelchair up stairs:

- *This is a two-person job!
- *Position the chair against the bottom step, back to the stairs.
- *Standing on the first step, take a firm grip and lift the chair onto the first step.
- *The second person must stand below the chair to lift and steady the chair as it goes up the stairs. They must hold the frame, not the wheels.

*Make sure the second person is strong enough to hold the weight of the chair and its occupant in case it slips.

Carrying a wheelchair down stairs:

*This is a two-person job!

*Do not attempt to take an occupied wheelchair down stairs unless the occupant's weight and the weight of the chair can be lifted repeatedly, and full control can be maintained.

*Grasp the handgrips and tip the chair back. With the second person holding the chair from below, slowly move the chair forward to the stairs.

*The lifters must use their bodies as a brake starting at the first step. Don't wait until the chair falls to do so.

*Rest between stops.

Pushing a wheelchair up a curb:

*Tip the chair back and place the front wheels on the top of the curb.

*Lift/push the chair onto the curb.

Pushing a wheelchair down a curb:

*Place your foot on the tipping lever. Take firm hold of the handgrips, and then tip the chair backward.

*Gently lower the chair down the curb, taking some of the weight yourself and making sure both wheels hit the ground at the same time.

Change of Environment:

A change in the program's environment can accomplish several major goals. It can provide access to certain individuals, it can eliminate a handicap and it can make the activity more enjoyable for all participants. The one idea that educators must constantly reinforce is-don't create access for one person that will turn into a handicap for another. An example would be if a "guideline" for a person with a visual impairment was improperly placed on the shooting range, making it a barrier for a person with a physical impairment. An example of a proper change is a ramp – an environmental change that can benefit persons with physical impairments and the elderly, without impairing other students. Railings on the ramp can aid students with visual impairments. Directional beepers that are activated on the shooting line are a direct benefit to the shooter with a visual impairment, and adding a target that shows a hit (balloons, exploding targets, etc.) is of benefit to the shooter with a hearing impairment. In all these cases, the bottom line is that the change in the environment must not handicap any other shooters.

Change the Program

All people learn differently. Instructors must learn to recognize the different learning styles of students and either modify methods or bring additional teachers in to address different students. Some students may need total "hands-on" learning experiences, or do better with written directions. Others may be very productive using

spoken or visual directions. An instructor, teaching to any group of students using only one style, will only reach part of the class.

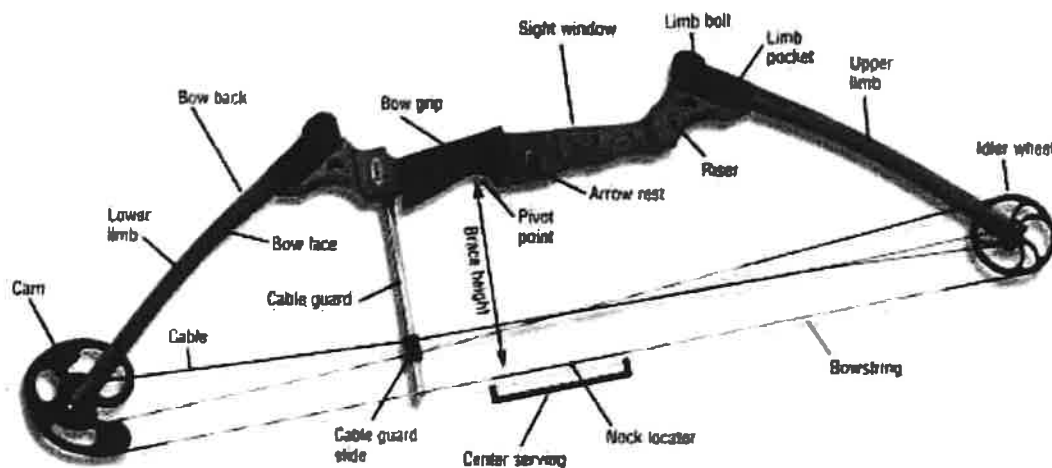
Program changes can run from various forms of special scoring systems to the use of adaptive devices. An example is the "Spot Round" for archery competition. Students shoot two complete rounds at a 40 cm target from 20 yards. By referring to a handicap chart, students are then switched to the proper sized target to fit their skill level. From that point on, the students compete on equal levels with periodic adjustments for improvement in their skill level.

Another example of a program change is once again to add a balloon to the center of the target to provide either a visual or auditory alert of a hit. Imagination, modification, and communication are the key elements to bring a shooting sports program into the mainstream, and allow all people to learn and enjoy. To be flexible enough to modify the program or the product where needed and to be able to communicate your needs and understand the needs of others is the goal of both the teacher and the student.

Archery Theory & Assistive Devices

Theory:

By using lightweight compound bows and any of the multitude of the adaptive devices available, most people can be taught to shoot a bow and arrow. The invention and development of the compound bow has literally brought archery to every man, woman and child regardless of their age or physical abilities. In addition, the development and the full-scale use of mechanical bowstring releasing devices has also opened many doors to new shooters, eliminating the need for strength or manual dexterity. Research into audible indicators has allowed accessibility to the sport of archery for those persons with visual disabilities. It has advanced to the point of staging tournaments exclusively for those persons with visual impairments, including those people who are totally blind. With the full array of archery products on the market, many easily converted to use as an adaptive aid, the majority of people with varying abilities can now enjoy the sport of archery.



Bows:

The compound bow can look complicated to the new shooter, but in reality it is just a system of levers and pulleys. The compound bow could also be included in the next section on assistive devices. So, when speaking about the compound, it must be recognized that what makes this device so unique is that it is not made specifically for persons with disabilities. It is the number one selling bow in the world for all forms of archery.

Assistive Devices

Assistive Devices for Hand and Wrist Disabilities:

Amputees have dozens of mechanical bowstring release aids to use or adapt. The aids come with "T" shaped handles, wrist strap or a concho-style. Their trigger mechanisms can be located on the top, bottom or straight out the back, with a variety of ways to attach them to the bowstring. Many of these devices can be mounted directly to prosthesis with little or no adapting.

Elbow and Wrist supports

These supports can run the full gamut from a regular archery wrist sling or duct tape to a commercially manufactured support. A mechanical bowstring release aid can be used in conjunction with a support.

Wrist slings can be worn on the archer's bow hand or prostheses or attached to the bow. The sling's basic use for all archers is to keep the bow from falling out of their hand when shooting with a relaxed bow hand.

Commercial supports are manufactured for treatment of carpal tunnel syndrome and for use in spinal cord injuries. Products such as Thermo Plastic or duct tape can also do wonders in providing that extra support or confidence for the shooter.

See the illustrations on the following pages on ways to adapt equipment to better suit archers with these types of disabilities.

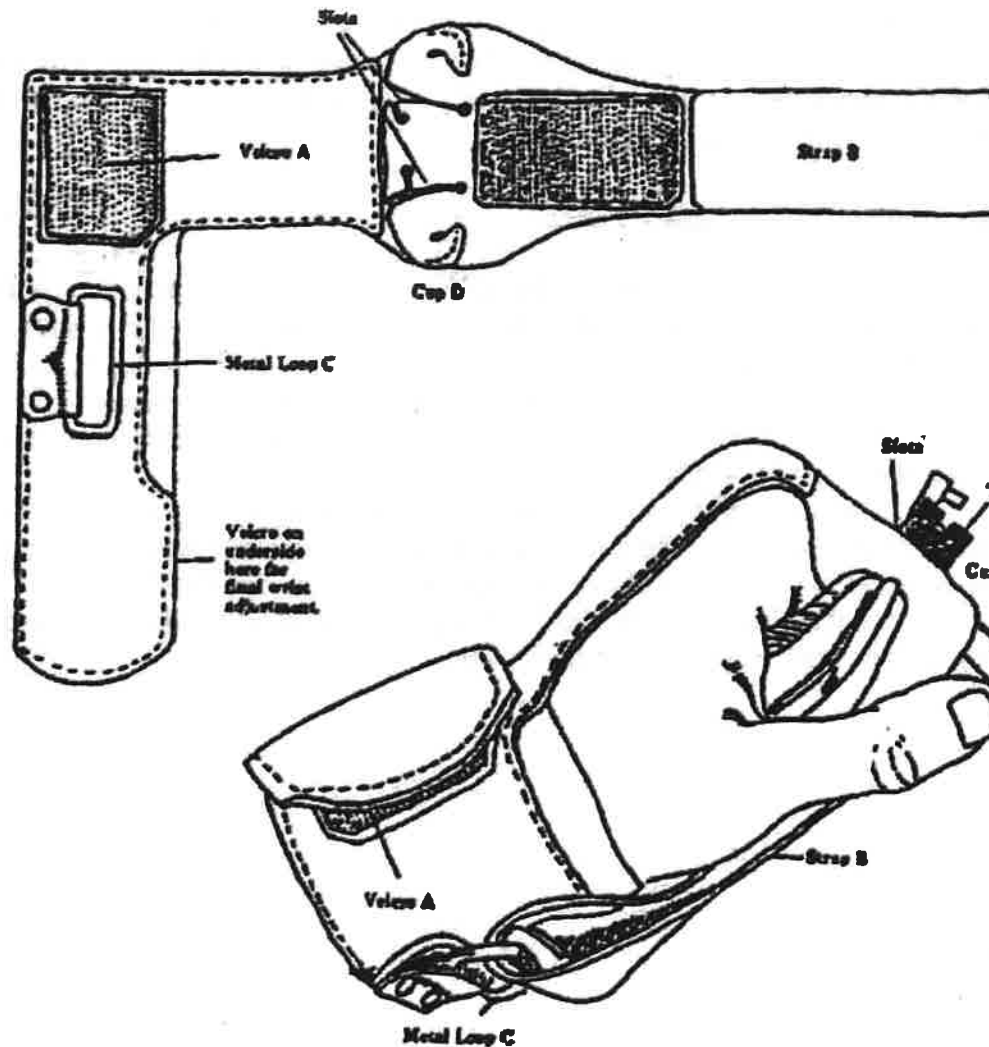
Archery Release Cuff

Operational Instructions

1. Place cuff on the top side of hand, centering 2nd knuckle of fingers under cup D, with Velcro A on back of wrist and metal loop C on palmar side. Tighten around wrist.

2. Insert TSS release between fingers and thumb slots in cuff.

3. Insert strap B through metal loop C and secure to desired tightness.



Archery Splints

Operational Instructions

Long Arm Brace

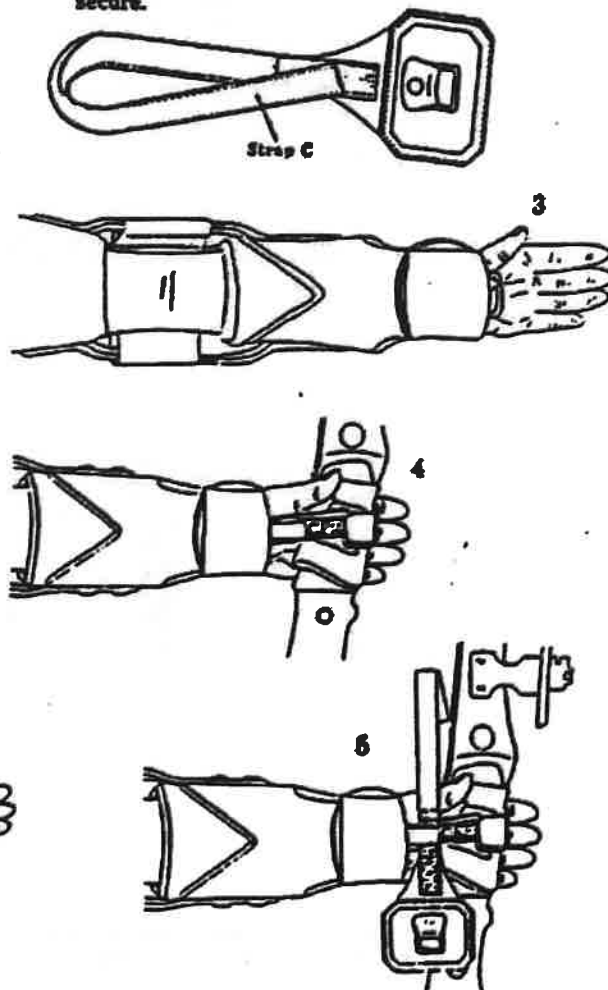
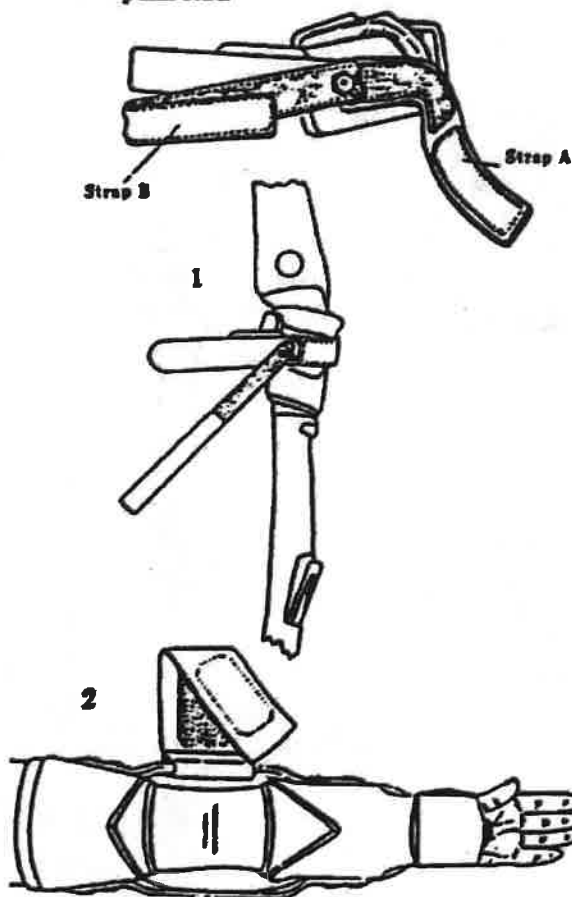
1. Place dycem pad around bow handle, attach bow holder so that it is properly angled to bow handle and comfortable to the hand. Be sure to allow enough space for the webbing of the thumb to rest on the bow handle where it should. Secure with strap A.

2. Center brace on elbow. Secure wrist support around wrist and forearm with the channel on the palm side.

3. Pass elbow strap between elbow and plastic bar. Tighten fold back and secure.

4. Place bow in hand and slide metal bar into channel and secure to wrist support with strap B through metal loop.

5. Position pressure pad on back of hand. Wrap strap C around metal bar and pass strap through metal loop on pressure pad and secure.



Note: Loosen equipment and check

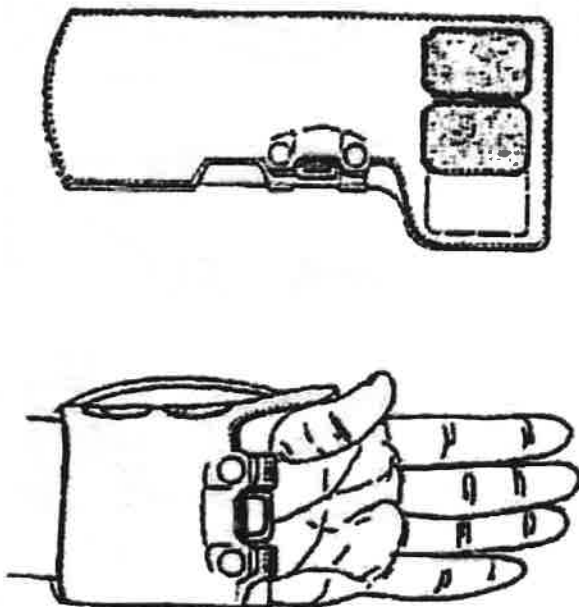
Archery Splints

Operational Instructions

Wrist Support

1. Place dycem pad around bow handle, attach bow holder so that it is properly angled to bow handle and comfortable to the hand. Be sure to allow enough space for the webbing of the thumb to rest on the bow handle where it should. Secure with strap A.

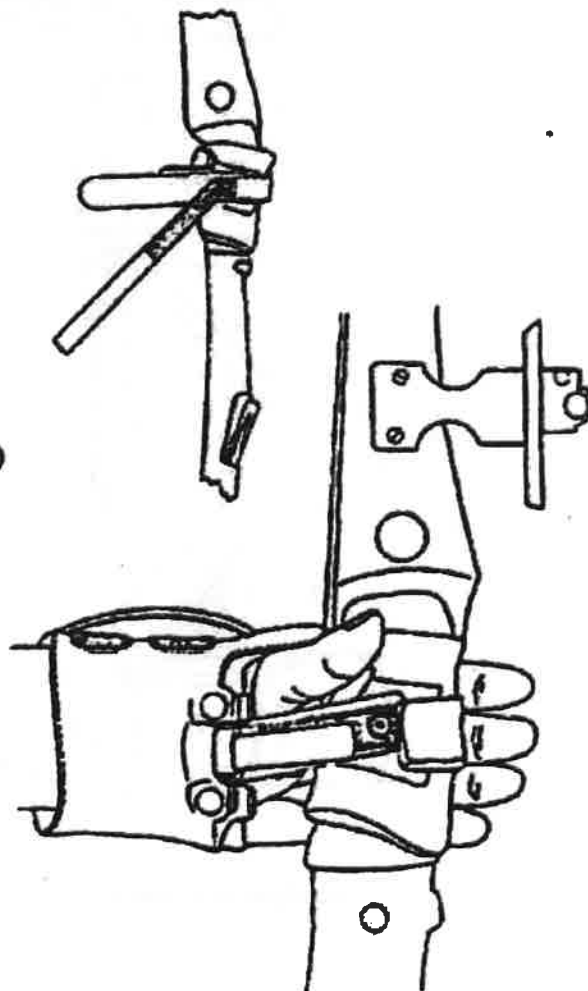
2. Secure wrist support around wrist and forearm with the channel on the palm side.



Note: Loosen equipment and check for pressure spots frequently.

3. Place bow in hand and slide metal bar into channel and secure to wrist support with strap B through metal loop.

4. Position pressure pad on back of wrist. Wrap strap C around metal bar and pass through metal loop on pressure pad and secure.



Bows Placed Sideways

In order to assist students who might have cerebral palsy or might be missing an arm, hemiplegics or even missing both arms – a method might be to place the bow sideways. By building or buying a system that will hold the bow horizontally in front of the archer, students can participate when they might have never thought they could before. A bench press lends itself to quick conversion – just tape the bow to the uprights.

Nocking points or release cushion buttons

All shooters, no matter what their abilities, need to use some form of nocking point. They act as a nock located to ensure that each arrow is loaded at the same point on the string. They also eliminate arrows slipping off the bowstring or sliding up and down on the string while loading or at full draw. A nocking point can be as simple as a piece of tape, shrink-wrap, tied thread or a crimped-on brass clamp.

Cresting made of tape

People with visual disabilities are often unable to see the color or pattern of arrow cresting. By using cresting made from particular combinations of tape, shooters with visual impairments will be able to identify their arrows from among several similar ones in a target.

Feel-able scoring rings

In order for people with visual disabilities to score their targets, tape bands of string onto the target outlining the scoring areas. Building targets with scoring rings made out of different fabrics such as burlap, linen or tin foil, also allows the shooter to score the target by touch, rather than by sight.

Four-fletched arrows

Archers with sight impairments or learning disabilities often have trouble distinguishing the index feather or vane (generally the different-colored feather or vane which would eliminate the confusion of proper nocking configuration by eliminating the need for a specific vane (or the index vane) being placed a particular way.

HISTORY

The bow and arrow are two of the oldest tools known to mankind, dating back to the Stone Age. As the bow and arrow became dominate, history began to change. Creating lore and legends of Attila, King of the Huns, Genghis Khan, Robin Hood and William Tell, the bow and arrow literally changed the world.

Modern American archery history began in 1828 with the first organized recreational archery club formed in Philadelphia, growing to over six million archers today.

Archery adapts easily to individual physical needs and archers face only the challenge of improving their own score, competing against others or testing their skills in pursuit of wild game.

Excellent physical condition is not required for beginning archery classes. Upper body, shoulder and arm strength can be developed, as can hand-eye coordination, and both gross and fine motor skills.

For a student, competitive shooting matches provide an opportunity to both compete against one's self and to share in personal achievements, team spirit and team pride in competition with others. Participating with a team can create feelings of unity between students and their peers and allows students to develop disciplined self-control.

Students' knowledge of shooting can enhance their enjoyment of the outdoors thanks to the many options that shooting presents.

A More Detailed Archery History

Experts believe the bow and arrow are one of the three most important inventions in human history – right alongside the discovery of fire and the development of speech. Once, sticks and stones were man's only weapons against bigger, stronger and faster predators. But armed with the bow and arrow, man suddenly became the most efficient hunter on Earth, able to shoot his prey accurately from a safe distance. The bow and arrow gave humans greater protection, a diet richer in protein, and also a more abundant supply of the raw materials like bone, sinew and hide, upon which early man depended for survival.

The bow and arrow were crucially important to man's survival at one time. Even though guns replaced bows as a weapon almost 400 years ago, archery has evolved as a sport because it is now a unique and rewarding challenge. There are now at least five million archers in the English-speaking world.

Today, the "twang" of the bowstring can be heard at schools, municipal parks, club ranges and in the programs of various youth groups. The reasons for this popularity are simple. It is a sport that can be practiced at any time of the year, indoors or out, in any part of the world, with friends or alone. It is relatively inexpensive. Unlike athletes in

many other sports, an archer can improve with age, since endurance and skill are far more important than brute strength. Archers in their 80s have won competitions!

Primitive cave paintings, such as those discovered in Eastern Spain, prove that man has hunted with a bow and arrow for at least 12,000 years. Ancient arrowheads found at Bir-El-Atir in Tunisia date back even further, some as early as forty thousand years ago.

3500 BC: The ancient Egyptians used two kinds of wooden longbows, the simple one-piece or “self” bow and the double recurve type. They also used the shorter composite bows, made of Oryx horn and wood. Many of these bows were imported from master bowyers in Syria and Asia Minor. The Egyptians’ leaf-shaped and diamond-shaped arrowheads were made of flint and later bronze.

1700 BC: The Assyrians, who dominated the Middle East for centuries, were the first to use mounted archers. Their powerful composite bows were uniquely triangular in shape and short enough to be easily handled by archers on horseback.

1200 BC: The Hittites’ skillful use of archery from chariots was an effective form of mobile warfare. Their light, fast chariots enabled them to out-maneuver and out-shoot their opponents in many Middle Eastern battles.

100 BC: Although the Romans were great soldiers, unparalleled in hand-to-hand combat, they were ineffective archers. To compensate for this, they hired professional bowmen from nations within their frontiers, who fought under the Latin name: Cohortes Sagittariorum.

AD 100: The Parthians were Asiatic horse-archers who invented the art of twisting around in the saddle and shooting backward while at full gallop. Known as the “Parthian Shot,” this acrobatic maneuver enabled the lightly armored Parthians to ride swiftly through enemy ranks, shooting arrows in any direction.

AD 1066: The Vikings introduced the longbow to the French when they settled in Normandy in the 8th century. The Normans became expert bowmen, and the archers led by William, Duke of Normandy, used the longbow to defeat King Harold’s Saxon army at the Battle of Hastings in 1066. The superiority of the longbow persuaded later generations of Englishmen to adopt it as their main weapon.

AD 1200: The Mongols, armed with powerful composite bows and iron-tipped arrows, conquered most of the world known to them. All of Asia and Europe trembled before these fierce, disciplined, nomadic horse-archers, who, led by the military genius, Genghis Khan, perfected the art of mobile warfare.

AD 1400: English archers, shooting the mighty longbow and “cloth yard” (37 inches) shafts, gained everlasting fame and respect in the 13th and 14th centuries by defeating the French in such historical battles as Crecy, Poitiers and Agincourt.

AD 1600: The bow and arrow began as a weapon in ancient Japan, but by the 17th century, had evolved into a ceremonial archery or kyudo. Still very much a tradition, archers shoot arrows that are one meter long, and bows that are often seven feet or more in length and asymmetrical in shape.

Early tournament archery

By the time of the 17th century in England, lead bullets and gunpowder had replaced the bow as a weapon, but there were still large numbers of trained archers, and interest in the bow remained strong.

Fairs and festivals included contests that captured the fun and challenge of archery. Archers competed by shooting balls tossed in the air, by shooting for distances or shooting arrows into and through armored shields.

Tournaments were held, and target archery evolved as a competitive sport. In 1781, the Toxophilite Society was formed. Women wanted to join men in archery competitions and in 1787, the Royal British Bowmen became the first archery society to admit female contestants.

But the British weren't the only people interested in competitive archery. Many countries in Europe and Asia also included archery in their national sports. In Turkey, the Archery Guild – founded in 1453 – set aside large areas for distance for “flight” shooting. Incredible distances were shot and recorded on stone markers. The farthest distance occurred in 1798 when Sultan Selim shot a flight arrow 972 yards and two inches – a record that stood until as recently as 1968.

In the United States, the Civil War was partly responsible for the rise in interest in archery. After the war, Confederate soldiers were not permitted to own firearms. This forced two veterans, brothers Will and Maurice Thompson to learn to hunt with a bow and arrow. Maurice's book, The Witchery of Archery, described their hunting exploits and captured their love of the sport. The book was widely read and interest in archery spread throughout the country.

In 1879, the Thompsons helped organize the National Archery Association, and Maurice was elected president. The first tournament was held the next year. Will won, and he won the following five tournaments as well.

Although an archer – the mystical Greek hero Hercules, supposedly founded the Ancient Olympic Games – archery did not become an official event until the modern Olympics, held in Paris, France, in 1900.

The French hosts had no standard rules to follow, so they tried to accommodate the different countries' styles and rules. For example, they included an archery event called “la perche,” or the Popinjay,” which is still popular in France today. The “popinjay” targets are brightly colored “birds” made of feathers tied to the top of a mast. The French won three gold medals in the contest, while Belgium won two and Austria took one.

Archery was also in the next Olympiad, held at the St. Louis Worlds Fair in 1904. Rain turned the tournament grounds into a quagmire, but the determined archers shot

anyway. Few foreign archers registered for the tournament and the Americans won all the medals.

Competitors donned their best sporting finery for the 1908 Olympics in England. As the chief archery authority of the host country, the Royal Toxophilite Society set the rules for the competition, which included 25 ladies and 15 gentlemen from Great Britain, 11 gentlemen from France and one American. The rules established by the Society covered more than shooting. Manners on the field were also a concern. For example, rule #8 read: "The gentlemen will not be allowed to smoke at the ladies' targets." Great Britain won six medals that year, France four and the lone American gentlemen, Henry Richardson, returned home with a bronze.

Sweden chose not to include archery in the 1912 Stockholm Olympics and in 1916, due to World War I, the Olympics were not held. But in 1920, when the games were held in Belgium, the host country included archery because it was popular there. "Popinjay" was a major event. Not surprisingly, Belgium swept six medals, with the Netherlands, France and England each winning one.

After the 1920 Olympiad, archery was not a part of the Olympic Games for more than a half century. Archery enthusiasts, anxious to compete in international tournaments, knew that universal rules needed to be established. The breakthrough came in 1931, when Poland hosted the first international archery tournament, and with the help of France and Poland organized the Federation Internationale de Tir A L'Arc. Now known as FITA, it is the central authority for international archery competition today.

Later tournament archery

By the 1972 Olympics in Munich, FITA rules were recognized throughout the world, and the "FITA round" was adopted for Olympic competition. In the single FITA round, men competitors shot six sets of arrows from distances of 90, 70, 50, and 30 meters; the women, the same number of arrows from 70, 60, 50, and 30 meters. Olympic archers shot two FITA rounds in the four days' competition, and the top three men and women with the highest combined totals were awarded gold, silver or bronze medals, respectively.

This format continued unchanged in the ensuing Olympics, held in 1976, 1980 and 1984. Then, in the 1988 Games, the competition was changed to feature two new rounds – the Grand FITA and Grand FITA Team Event.

The Grand FITA round consisted of an Open Round shot as a FITA round, and the Finals Round, in which the 24 men and 24 women with the highest scores in the Open FITA compete. The Finals Round was an elimination in which archers shot nine arrows from each of four distances of the FITA Round. After 36 arrows, six archers were dropped and those left would move on to the next round. This process of elimination continued until only eight men and eight women remained for the exciting final 36 arrows.

In the Grand FITA Team Round, teams from each country are made up of the top three archers from the Open Round shooting at the same time. The scoring was cumulative, and the eight best teams in the Grand Finals shot their final arrows starting at the shortest distance.

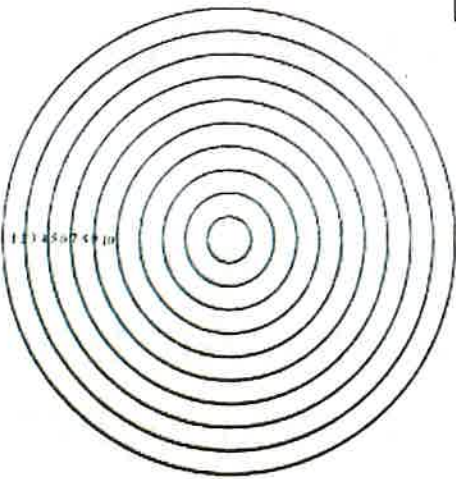
In 1992, a more challenging round was developed. The 'New Olympic Round' featured match competition among the competitors. During the first two days of the competition, the archers shot a single FITA round as before. The top 32 archers advanced to single elimination match play, shooting one-on-one against their competition. Twelve arrows, shot at 70 meters determined who competed for a medal. A single arrow broke ties closest to the center, in a shoot-off. The new Olympic Round provided spectators with a fast-paced competition that often came down to the last arrow to determine the winner.

Sample 80cm target face

Scoring is from 1 (outside ring) to 10 points for the inner yellow ring. Anytime the arrow cuts the line of the next higher score – the higher score is awarded.



Note: This may be made into a poster for use in the classroom and/or gym



NASP® scoring instructions

After each stand of arrows, the target should have 10 arrows in each face. Five will be of similar colored nocks (STUDENT 1); five will be of another color (STUDENT 2). Please go by the scoring rings above. If an arrow touches a line, it is counted as the next higher score. If the arrow is outside the total target circle or misses entirely, it is a zero. Arrows that hit the target and bounce off should be left blank and then after all shooting is over, students will be allowed to shoot again for “bounce outs.” No scorer should pull arrows until after they are scored and marked on the score sheets/clipboards. Indicate the number of 10s/Xs for final ranking purposes. Upon completion of the 15 meter round, scorers and students will check the accuracy of the scores and then sign the scorecard before turning them in to the scorer’s table. See below for an example of a student’s scorecard.

NAME: Bill Smith						Date: 2/12		
Gender: M F Male		GRADE LEVEL: <u>7</u>				Shooting Lane: <u>6</u>		
10 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	44	2
	9	9	6	10	8	42	86	1
	10	9	8	9	10	46	132	2
TOTAL SCORE							132	5
15 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	176	2
	10	9	6	10	9	44	220	2
	6	8	9	10	10	43	263	2
TOTAL SCORE							263	6
OVERALL TOTAL SCORE							263	11

Glossary of Archery Terms

- Aim:** Any method used to point the arrow in the directions you want it to go.
- Anchor:** Consistent placement of the drawing hand to a position on the face, mouth or jaw.
- Arm Guard:** A piece of stiff material such as leather used to protect the bow arm of the bowstring upon release. It is worn on the inside of the forearm of the bow arm.
- Arrow rest:** The horizontal projection on the bow upon which the arrow lies.
- Back:** The side of the bow away from the bowstring.
- Bare bow:** A style of shooting – without a bow sight.
- Blunt tip:** An arrow point usually made of rubber and used in some archery activities.
- Bow:** A device made of a piece of flexible material with a string connecting the two ends, used to propel an arrow.
- Bow sight:** A mechanical device placed on the bow, which the archer uses for aiming at the target.
- Bow square:** A “T” shaped device used to measure brace height and for placing nock locaters.
- Bow stringer:** A device used to string a bow safely.
- Brace height:** The distance between the pivot point to the string when the bow is strung. (Also called the string height and once called the fistmele.)
- Broadhead:** A sharp, razor bladed arrow point used for hunting
- Butt:** Any backstop to which a target face is attached.
- Cant:** To tilt the bow left or right while at full draw.
- Cast:** The ability of a bow to propel an arrow at a given distance.
- Center serving:** The material in the center of the bowstring where the arrow is nocked. Protects the string from wear.
- Composite bow:** A bow made of several materials.
- Compound bow:** A hand-held, hand-drawn bow that uses a pair of cables and wheels to store more energy.
- Crest:** The colored bands around the shaft of an arrow, which aid in its identification.
- Draw:** To pull the bow string back. Also the distance the bowstring is pulled back.
- Draw weight:** The weight, measured in pounds, used to bring the bow to full draw. Also the weight on a bow, using 28 inches to front of bow as the standard draw length.
- End:** A set number of arrows that are shot before going to the target to score and retrieve them.
- Finger Tab:** A flat piece of smooth material, which protects the fingers of the drawing

- hand.
- Finger Sling:* A small strap that attaches to the thumb and index finger of the bow hand.
- Fletching/Fletch:* The feathers, plastic vanes or other devices attached to the arrow shaft, which stabilize the flight of an arrow.
- Flu-Flu:* An arrow with large untrimmed feathers, which restrict the distance it will travel; used for shooting aerial targets.
- Follow-through:* Maintaining the motion of the upper body muscles after releasing the string.
- Full-draw:* The position of the archer when the bowstring has been drawn to the anchor point.
- Group:* To shoot arrows in a pattern, or the pattern of the arrows in the target.
- Laminated bow:* A bow made of several layers of material glued together, usually two layers of fiberglass and a hardwood core.
- Let down:* Returning from full draw to the undrawn position with control and not releasing the string.
- Limb:* Upper or lower part of the bow that bends when the string is drawn back.
The part of the bow where the energy is stored.
- Nock:* To place the arrow on the string. Also, the attachment to the rear end of an arrow, which is placed on the bowstring and holds the arrow on the string.
- Nock locator:* The mark or device that indicates where the arrow is to be placed on the string.
- Recurve bow:* A bow with limbs that bend away from the archer when the bow is held in the shooting position.
- Serving:* The wrapping of material around the loops and center of the bowstring to protect it from wear.
- Spine:* The stiffness or amount an arrow bends, determined by hanging a 2# weight from the center of the arrow and measuring the bend.
- Stabilizer:* A rod attached to the handle riser. Usually has a weight on the end of the rod. Absorbs the vibration of the bow when the string is released.
- Toxophilite:* A lover of the bow: an archer.
- Tune:* To adjust the variables in the bow and arrow system to achieve the best arrow flight and arrow groups.
- Vane:* Any fletching made of a material other than feathers, usually plastic.
- Windage:* The left-right adjustment of the bow sight.

Archery Range Rules

1. Know and obey all range commands and instructors.
2. Always keep your arrows in your quivers until told to shoot with the “one whistle” command.
3. Only use the arrows your instructor gave you. Remember what they look like.
4. Always keep your arrows pointed down to the floor or at the target.
5. Only aim and shoot at your target downrange.
6. If you drop an arrow, leave it on the ground until you are told to retrieve all your arrows.
7. Always walk on the archery range.
8. Always be courteous to the shooter next to you.
9. Stand behind the waiting line when you are finished or not shooting.
10. Only one archer may retrieve their arrows from the target at a time.
11. Be sure no one is behind you when removing your arrows.
12. Walk back to the waiting line and return your arrows to your quivers after retrieving them.
13. **SAFETY IS ALWAYS FIRST PRIORITY!**

Whistle Commands

Two Blasts – “Archers may walk to the shooting line.”

One Blast – “Archers may load their bows and begin shooting.”

Three Blasts – “Archers may walk to the target line to retrieve arrows.”

Five or More Blasts – “STOP SHOOTING and put your arrow back in your quiver.”

Archery Safety Procedures

- Always listen to the archery range instructor.
- Always inspect equipment for cracks or damaged areas on the bow limbs, strings, and arrows; remove any damaged materials from the shooting area.
- Observe courtesy and sportsmanship ideals.
- Only approach the shooting line after hearing two whistle blasts.
- Keep your arrows in your quiver until a whistle is blown one time to load your bows and begin shooting.
- Your arrows should always be pointed downrange while loading the bow.
- Shoot only at the target directly in front of you.
- Always look downrange and beyond your target to be sure that there are no obstructions and the range is clear beyond the targets.
- Shoot with one foot on each side of the shooting line.
- Stop shooting immediately and set your bow down if there are five or more whistle blasts.
- Only approach the target after hearing three whistles and hearing the command to walk to the targets.
- Always carry arrows with one hand on the points and the other hand placed around the shafts just below the fletching.
- Always store the archery equipment in a secure and locked area with only adult access.
- Store all gear including bows, targets and arrows in a dry area with moderate temperatures.

100 Benefits of Exercise

1. Enhances your immune system.
2. Increases your self-confidence and self-esteem.
3. Improves digestion.
4. Helps you sleep better.
5. Gives you more energy.
6. Adds a sparkle and radiance to your complexion.
7. Improves your body shape.
8. Burns up extra calories.
9. Tones and firms up muscle.
10. Provides a more muscular definition.
11. Improves circulation and helps reduce blood pressure.
12. Lifts your spirits.
13. Reduces tension and stress.
14. Enables you to lose weight and keep it off.
15. Makes you limber.
16. Builds strength.
17. Improves endurance.
18. Increases your body's lean muscle tissue.
19. Improves your appetite for nutritious foods.
20. Alleviates menstrual cramps.
21. Improves muscle chemistry.
22. Increases metabolic rate.
23. Improves coordination and balance.
24. Improves your posture.
25. Eases and possibly eliminates back problems and pain.
26. Improves your body's efficiency to use calories.
27. Lowers your resting heart rate.
28. Increases muscle size through an increase in muscle fibers.
29. Enables your body to utilize nutrients more efficiently.
30. Improves the body's ability to burn fat.
31. Enhances oxygen transport through the body.
32. Improves liver functioning.
33. Strengthens the heart.
34. Improves blood flow through the body.
35. Helps to eliminate varicose veins.

36. Increases maximum cardiac output due to an increase in stroke volume.
37. Strengthens your bones.
38. Increases the weight of the heart.
39. Increases heart size.
40. Improves contractile function of the whole heart.
41. Deters heart disease.
42. Decreases cholesterol.
43. Decreases triglycerides.
44. Increases total hemoglobin.
45. Improves the body's ability to remove lactic acid.
46. Improves the body's ability to decrease heart rate after exercise.
47. Increases the number of open capillaries.
48. Improves blood flow to the active muscles at the peak of training.
49. Enhances the functioning of the cardiovascular system.
50. Enhances the functioning of the respiratory system.
51. Improves efficiency in breathing.
52. Increases lung capacity.
53. Improves bone metabolism.
54. Decreases the changes of osteoporosis.
55. Improves the development of and the strength of connective tissue.
56. Increases strength of ligaments.
57. Enhances neuromuscular relaxation thus reducing anxiety and tension
58. Enables you to relax more quickly and completely.
59. Alleviates depression.
60. Enhances clarity of the mind.
61. Improves emotional stability.
62. Makes you feel good.
63. Increases efficiency of your sweat glands.
64. Makes you better able to stay warm in cold environments.
65. Helps you respond quicker to heat in that sweating begins at a lower body temperature.
66. Improves your body composition.
67. Increase bone density.
68. Decreases fat tissue more easily.
69. Helps you become more agile.
70. Instills a positive attitude about yourself and about life.

71. Alleviates constipation.
72. Increases the efficiency of utilizing oxygen.
73. Enables you to meet new friends and develop fulfilling relationships.
74. Enables you to socialize and get in shape at the same time.
75. Helps you move past self-imposed limitations.
76. Gives you a great appreciation for life as a result of feeling better about yourself.
77. Enables you to better enjoy all types of physical activity.
78. Makes your clothes look better on you.
79. Makes it easier to exercise consistently because you like how you look and feel and don't want to lose it.
80. Gives you a greater desire to fully participate in life and to take more risks as a result of increased confidence and self-esteem.
81. Improves athletic performance.
82. Improves the whole quality of your life.
83. May add a few years to your life.
84. Is the greatest tune-up for your body.
85. Reduces joint discomfort.
86. Increases your range of motion.
87. Gives you a feeling of control or mastery over your life and a belief that you can create any reality you want.
88. Stimulates and improves concentration.
89. Brings color to your cheeks.
90. Decreases appetite when you work out from 20 minutes to one hour before a meal.
91. Gets your mind off of minor irritations.
92. Stimulates a feeling of well-being and accomplishment.
93. Invigorates the body and mind.
94. Is a wonderful way to enjoy nature and the great outdoors.
95. Increases the body's awareness of itself.
96. Reduces or precludes boredom.
97. Increases your ability to solve problems more easily.
98. Gives you a clear perspective of ideas, issues, problems and challenges.
99. Releases blockages and limitations in thinking.
100. Helps you to save money on doctor bills and insurance premiums.

Sample games and activities

Tic-tac-toe

Cover the target with a tic-tac-toe target about three feet square. Shoot three arrows trying to get three in a row. Score three points for each. You can also play this head to head with another archer.

Color shoot

First person shoots one arrow and goes to the target to score. This archer and all of that team will aim for that particular color. Each team may be aiming for a different color. Score one point for each arrow in the right color area. Instructor may select color and archers shoot and score only the hits within that color.

Musical arrows

When the music starts, each archer shoots until the music stops. Score and retrieve arrows and move to the next target.

Score as follows: Target #1: All arrows that hit red count one point.

Target #2: All arrows that touch any part of the target count one point. The black dot counts three.

Target #3: Arrows that hit the gold count one point.

Target #4: Arrows that hit the black count one point.

Target #5: Arrows that hit the blue count one point.

Bingo

Make target face to represent a Bingo card on a brown paper bag or wrapping paper. A scorecard can be made by having the students fill in number on the squares before the shooting begins.

Shoot six arrows; and as they are removed from the target, the corresponding number is crossed off the scorecard. Winner is the first to get any combination of numbers crossed.

Bottle Shoot

Target: A half-gallon plastic bottle hung by the neck or handle.

Distance: 10 meters

Number of arrows: four

Scoring: 15 if the arrow sticks in the bottle, 10 if it strikes the bottle and rebounds, and 0 if it misses the bottle.

Shoot the instructor's hat

Hang your hat on the target for the archers to shoot at.

Balloon elimination shoot

After a scoring round, rank the archers from lowest to highest. Hang a balloon in the center of the target. Starting with the lowest scoring archer, each archer shoots one

arrow at the balloon. If the archer pops the balloon, they move to the winners' circle until all archers in turn have shot three arrows. Prizes are awarded to the balloon breakers.

Holidays

If classes are taught as the different holidays approach, it is fun to make special targets in the shape of an item that represents the holiday. For example, the students can shoot at pumpkins, witches, and cats at Halloween, a turkey at Thanksgiving, a bell at New Year's, a shamrock on St. Patrick's Day, eggs at Easter, and flowers at May Day. The scoring areas can follow the outline of the target, giving higher values as the arrows come nearer whatever "center" there may be for that shape. At the completion of the event, it might be fun to award silly prizes appropriate to the holiday.

For the 4th of July, archers can shoot at balloons filled with flour or confetti to simulate fireworks.

Archery Golf

Target: A rubber ball four inches in diameter on a wire stand.

Distance: 10 meters

Number of arrows: four

Scoring: 5 points for each hit

Tablecloth shoot

Target: a regular target covered with a checkered oilcloth with two-inch squares; squares randomly numbered from one to nine.

Distance: 15 meters

Number of arrows: four

Scoring: as marked

Wand Shoot

Target: a three-inch string of masking tape placed vertically on the target mat

Distance: 10 meters

Number of arrows: twelve

Scoring: five points for each hit

Battle ship

Use index cards sized accordingly to the ability of the archers. Draw different ships on the cards and assign points from one to five. You can also include blank cards. Each individual or team will pin the cards up with the blank side showing on the target of their competitor. Archer shoots three to six arrows each or 12-15 as a team. Points are scored by the value of the ship they hit.

**CUYAMA JOINT UNIFIED SCHOOL DISTRICT
AMENDMENT TO CONTRACT OF EMPLOYMENT
SUPERINTENDENT/PRINCIPAL
July 1, 2020 – June 30, 2022 (extended to July 30, 2024)**

This Amendment to Contract of Employment ("Contract") modifies the Contract of Employment entered into by the Governing Board of the Cuyama Joint Unified School District of Santa Barbara County, California ("Board" or "District"), and Alfonso Gamino ("Superintendent/Principal") on or about June 11, 2020 (the "2020-22 Contract").

Pursuant to its action duly taken in an open session of a regular public board meeting on August 12, 2021, and recorded in its official records of proceedings, Board modifies the 2020-22 Contract as follows:

Paragraph 1 of the 2020-22 Contract is amended to extend the term of the Contract up to and including June 30, 2024.

Except as modified in this Amendment, the 2020-22 Contract remains in full force and effect. Executed at Cuyama, Santa Barbara County, California.

SUPERINTENDENT

**GOVERNING BOARD OF THE CUYAMA
JOINT UNIFIED SCHOOL DISTRICT**

ALFONSO GAMINO

By: _____
HEATHER LOMAX, PRESIDENT

Date: August 12, 2021

Date: August 12, 2021

Approved as to Form
Schools Legal Service

Grant Herndon
General Counsel
July 15, 2021
