Cecilia A. Massetti, Ed.D.
Superintendent of Schools

8.4.1

BOARD OF EDUCATION ACTION ITEM

October 13, 2020

Topic:
Consideration/Annual Review of School Safety Plans.

Background:
California Education Code Sections 32280-32289 requires all school districts and county offices of education to develop comprehensive school safety plans for their schools operating kindergarten or any of grades 1 to 12, in order to ensure a safe and orderly environment for students. These code sections also describe the components of the safety plans and processes to be used in their development.

The components include safe ingress and egress, suspension & expulsion, child abuse reporting, notifying teachers of dangerous pupils, sexual harassment, dress code, hate crime policies & procedures, student discipline, uniform complaint policies & procedures, and disaster response.

For our organization the documentation, policies, and procedures historically known as the Emergency Preparedness Plan address the disaster response component of the Safe Schools Plan. Together, the Safe Schools Plan and the Emergency Preparedness Plan form a Comprehensive Safety Plan.

Financial Impact:
None.

Resource:
Jessica Drake
Assistant Executive Director
Student Programs & Services

Fred Cogan
Director
Career Technical & Alternative Education Services

Recommendation:
Approval as submitted.

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2020-2021
Comprehensive Safety Plan
(Education Code Section 32280-32288)

Mission

The Madera County Superintendent of Schools staff seeks opportunities to deliver services responsive to the needs of students, parents, school districts, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive, and consistent learning environment that will encourage participation and lead to success. This program will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability level. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Madera County Superintendent of Schools
Comprehensive School Safety Plan Committee Members
2020- 2021

The successful development and implementation of a comprehensive Safe Schools Plan begins with the vision and priorities established by the Safe Schools Planning Committee. This committee should have broad based representation that includes staff, students, parents, and community members as necessary and appropriate. Ongoing communication and review of the plan is essential to ensure its implementation and achievement of identified goals resulting in school environments that are safe and accepting.

The Madera County Superintendent of School (MCSOS) offers a variety of instructional programs for students in alternative education, special education, and charter schools. Based upon the diverse needs of the student population, a Core Planning Committee will ensure that all components of the Safe Schools Plan are included and that there is coordination within the various instructional programs. School sites will convene separate Safe Schools Committees to address the individual, specific identified needs at each site. School site Safe Schools Committees will report to the Core Planning Committee on a quarterly basis.

Core Planning Committee members include:
Alan Macedo
Alex Manriquez
Dani Little
Fred Cogan
Hugo Sanchez
Scott Ellingson
Jacklyn Jones
Jessica Drake
Joseph Casarez
Kim Linderholm
Opie Riar
Cynthia Bostick
Tanya Hill
Yolanda Lua

Special Education/Gould Educational Safe School Committee members include:
Alex Manriquez
Blanca Castillo
Chrystina Murillo
Dani Little
Jessica Drake
Joseph Casarez
Kim Linderholm
Mark Parrott
Melissa Alves
Opie Riar

Cynthia Bostick
Tanya Hill
Yolanda Lua

Career and Alternative Education Services Safe School Committee members include:
Hugo Sanchez
Jose Espinoza
Alan Macedo
Elizabeth Sanchez
Fred Cogan
Scott Ellingson

ANNUAL NOTICE TO
PARENTS/GUARDIANS, PUPILS AND EMPLOYEES

The Madera County Board of Education and the Madera County Superintendent of Schools (MCSOS) annually notifies our Parents/Guardians, Pupils and Employees, the MCSOS advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The Madera County Board of Education and the Madera County Superintendent of Schools are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education; Career Technical; Technical Training (State)
6. Career Technical Education (Federal)
7. Child Care and Development
8. Compensatory Education
9. Course Periods without Educational Content
10. Education of Pupils in Foster Care, Pupils Who are Homeless, Former Juvenile Court Pupils Now Enrolled in a School District, and Pupils of Military Families
11. Every Student Succeeds Act/No Child Left Behind (Titles I-VII)
12. Local Control and Accountability Plans (LCAP)
13. Migrant Education
14. Physical Education Instructional Minutes
15. Pupil Fees
16. Reasonable Accommodations to a Lactating Pupil
17. Regional Occupational Centers and Programs
18. School Plans for Student Achievement
19. School Safety Plans
20. School-site Councils
21. State Preschool
22. State Preschool Health and Safety Issues in LEAs Exempt from Licensing

Pupil Fees

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or the county superintendent/designee. A pupil fees complaint and/or an LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school or program provided by MCSOS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

The county superintendent/designee shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

The county superintendent/designee shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each site notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

The Madera County Superintendent of Schools/designee responsible to receive UCP complaints is:

Assistant Superintendent, Human Resources
1105 South Madera Avenue
Madera, CA 93637
Telephone: (559) 673-6051
Fax: (559) 673-7318

The county superintendent/designee shall ensure that the employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal the county superintendent's/designee's decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education by filing a written appeal within 15 days of receiving the decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the decision.

The county superintendent/designee will advise the complainant of civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of Uniform Complaint Procedures process shall be available free of charge.

Adopted: November 12, 2019

TYPES OF COMPLAINTS

The Madera County Board of Education and the Madera County Superintendent of Schools are primarily responsible to ensure compliance with applicable state and federal laws and regulations. The county superintendent/designee shall investigate and seek to resolve, in accordance with our Uniform Complaint Procedures (UCP), any complaints alleging failure to comply with applicable state and federal laws or regulations governing educational programs, including non-compliance with laws relating to pupil fees and the Madera County Superintendent of Schools Local Control and Accountability Plan (LCAP).

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of the Local Control and Accountability Plan (LCAP).

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and non-compliance with laws relating to pupil fees or non-compliance with the requirements of the Local Control and Accountability Plan (LCAP). If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, the county superintendent/designee shall assist the complainant in the filing of the complaint.

According to state and federal codes and regulations, the programs and activities subject to the UCP are:

1. Accommodations for Pregnant and Parenting Pupils
2. Adult Education
3. After School Education and Safety
4. Agricultural Career Technical Education
5. Career Technical and Technical Education; Career Technical; Technical Training (State)
6. Career Technical Education (Federal)
7. Child Care and Development
8. Compensatory Education
9. Course Periods without Educational Content

10. Education of Pupils in Foster Care, Pupils Who are Homeless, Former Juvenile Court Pupils Now Enrolled in a School District, and Pupils of Military Families
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20. School-site Councils
21. State Preschool
22. State Preschool Health and Safety Issues in LEAs Exempt from Licensing

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements.

Allegations of child abuse shall be referred to Madera County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

Health and safety complaints regarding a Child Development Program shall be referred to the Department of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities.

Employment discrimination, harassment, intimidation, or bullying complaints shall be sent to the State Department of Fair Employment and Housing (DFEH).

Allegations of fraud shall be referred to the Legal Audits and Compliance Branch in the California Department of Education (CDE).

Pupil Fees

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a

condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

The Local Control Accountability Plan (LCAP)

The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF, the Madera County Superintendent of Schools is required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code Section 52060(d).

LEGAL REFERENCE
20 United States Code (U.S.C.) Section 6301 et seq. 34 Code of Federal Regulations (CFR) Section 299.11 EDUCATION CODE SECTIONS 200, 222, 234.1-234.5, 262.3, 8235.5, 8200-8493, 8500-8538, 32280-32289; 33315;, 46015, 47606-47606.5, 47607.3, 48645.5, 48645.7, 48853.5, 48985,49010-49013,49069.5, 51210, 51223, 51225.1, 51228.1-51228.3, 52060-52075, 52300-52462, 52500-52616.4, 54440-54445, 64001, 65000. California Government Code (GC) Sections 11135, 17581.6(f). California Penal Code (PC) Section 422.55. California Welfare and Institutions Code (WIC) Sections 300

Adopted: November 12, 2019

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3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or the county superintendent/designee. A pupil fees complaint and/or an LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.

A pupil enrolled in a school or program provided by MCSOS shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information

The county superintendent/designee shall post a standardized notice of the educational rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

The county superintendent/designee shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each site notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

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1105 South Madera Avenue
Madera, CA 93637
Telephone: (559) 673-6051
Fax: (559) 673-7318

The county superintendent/designee shall ensure that the employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal the county superintendent's/designee's decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the California Department of Education by filing a written appeal within 15 days of receiving the decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of the decision.

The county superintendent/designee will advise the complainant of civil law remedies, including but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of Uniform Complaint Procedures process shall be available free of charge.

Adopted: November 12, 2019

UCP COMPLAINT INVESTIGATION

The Madera County Superintendent of Schools (MCSOS) designates the following compliance officer(s) in accordance with our Uniform Complaint Procedures (UCP), to receive and investigate any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of unlawful discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the Madera County Superintendent of Schools that are subject to the UCP, including charging pupil fees for participation in an educational activity or non-compliance with the requirements of the MCSOS Local Control Accountability Plan and ensure compliance.

Compliance Officer

Assistant Superintendent, Human Resources
1105 South Madera Avenue
Madera, CA 93637
Telephone: (559) 673-6051
Fax: (559) 673-7318

The county superintendent/designee shall ensure that the employee(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate.

The county superintendent/designee will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code Section 200 and 220 and Government Code Section 11135, including any actual or perceived characteristics as set forth in Penal Code Section 442.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted, which is funded directly by, or that receives or benefits from any state financial assistance.

Unlawful discrimination, harassment, intimidation, or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.

All complaints are protected from retaliation. The county superintendent/designee will advise complainants of the right to pursue civil law remedies under state or federal

discrimination, harassment, intimidation, or bullying laws.

NOTIFICATIONS

The county superintendent/designee shall ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of its students, school and advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation, or bullying.

The UCP Annual Notice shall also include information regarding the requirements of Education Code Section 49010 through 49013 relating to pupil fees and information regarding the requirements of Education Code Section 52075 relating to the LCAP.

The UCP Annual Notice shall be in English and in the primary language, pursuant to Education Code Section 48985 or mode of communication of the recipient of the notice.

In order to identify appropriate subjects of state preschool health and safety issues, a notice is posted in each California state preschool program classroom at each site notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC Section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.

FILING UCP COMPLAINTS

When Filing Pupil Fees UCP Complaints

A pupil fees complaint may be filed with the principal of a school or the county superintendent/designee. A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.

When Filing State Preschool Health and Safety Issues UCP Complaints

The preschool program administrator or the designee of the county superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the county superintendent.

A complainant shall comply with the appeal requirements of 5 CCR section 4632.

UCP complaints regarding state preschool health and safety issues pursuant to HSC Section 1596.7925 shall include the following statements:

1. File with the preschool program administrator/designee.
2. A state preschool health and safety issues complaint pursuant to HSC Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution.
3. A state preschool health and safety issues complaint pursuant to HSC Section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Education Code Section 48985 is otherwise applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.
4. A complaint form for a state preschool health and safety issue pursuant to HSC Section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as he or she wishes.

When Filing All UCP Complaints

The county superintendent/designee shall provide an opportunity for complainants and/or representatives to present evidence or information.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by the Madera County Superintendent of Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

The complaint will be investigated and a written report with a decision will be issued to the complainant by the county superintendent/designee within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This report will contact the following elements:

1. The findings of fact based on the evidence gathered;

2. Conclusion of law;
3. Disposition of the complaint;
4. The rationale for such a disposition;
5. Corrective actions, if any are warranted;
6. Notice of the complainant's right to appeal our decision to the California Department of Education;
7. Procedures to be followed for initiating an appeal to the California Department of Education.

UCP COMPLAINT RESOLUTION

If the county superintendent/designee finds merit in a complaint regarding Pupil Fees, Local Control and Accountability Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall go to all affected pupils and parents/guardians.

If the county superintendent/designee finds merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.

The county superintendent/designee ensures that an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint.

The county superintendent/designee shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints on a quarterly basis to the Madera County Superintendent of Schools and the Madera County Board of Education. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Madera County Board of Education. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and responses shall be available as public records.

UCP COMPLAINT APPEAL PROCESS

An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

A complainant may appeal the county superintendent's/designee's decision of a UCP complaint to the State Superintendent of Public Instruction or his or her designee at the California Department of Education (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.

A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of the county superintendent has a right to file an appeal to the State Superintendent of Public Instruction within 30 days of the date of the report.

The appeal to the California Department of Education must fully explain the basis for the appeal, stating how the facts of the county superintendent's/designee's decision are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of the county superintendent's/designee's decision

A complainant not satisfied with the resolution of the preschool program administrator or the designee of the county superintendent has the right to describe the complaint to the Madera County Board of Education at a regularly scheduled meeting.

The SSPI shall comply with the requirements of 5 CCR Section 4633 and shall provide an Investigation Report to the State Board of Education describing the basis for the complaint, the county superintendent's/designee's response to the state preschool health and safety issues complaint and its remedy or proposed remedy.

LEGAL REFERENCE
20 United States Code (U.S.C.) Section 6301 et seq. 34 Code of Federal Regulations (CFR) Section 299.11 EDUCATION CODE SECTIONS 200, 222, 234.1-234.5, 262.3, 8235.5, 8200-8493, 8500-8538, 32280-32289; 33315;, 46015, 47606-47606.5, 47607.3, 48645.5, 48645.7, 48853.5, 48985,49010-49013,49069.5, 51210, 51223, 51225.1, 51228.1-51228.3, 52060-52075, 52300-52462, 52500-52616.4, 54440-54445, 64001, 65000. California Government Code (GC) Sections 11135, 17581.6(f). California Penal Code (PC) Section 422.55. California Welfare and Institutions Code (WIC) Sections 300

Adopted: November 12, 2019

MADERA COUNTY SUPERINTENDENT OF SCHOOLS
UNIFORM COMPLAINT PROCEDURES

COMPLAINT FORM

To be filed with: Madera County Superintendent of Schools (MCSOS)
Attention: Assistant Superintendent, Human Resources
1105 South Madera Avenue, Madera, CA 93637

I have read the school district policy on Uniform Complaint Procedures (UCP) and wish to file a complaint regarding an alleged violation of federal or state law or regulations governing the following educational program which is covered under this procedure.

_____

State the name of the federally-funded educational program in which the alleged violation occurred or other violation covered under the Uniform Complaint Procedure. If this complaint is not subject to the Uniform Complaint Procedure, the MCSOS representative should list below the agency to which the complainant has been referred.

_____

State the agency to which complainant has been referred if this complaint is not covered by the Uniform Complaint Procedures

NATURE OF COMPLAINT:
Describe here the nature of the alleged violation. If this complaint involves the educational service provided to a specific child, please give the name, grade, and school of enrollment. Attach additional pages if necessary.

DATE OF VIOLATION: _____
Must be within six (6) months of today's date. If not, you will be given information regarding an appeal to the State Superintendent of Public Instruction for an extension of time in which to file the complaint.

MEDIATION
I have been offered and _____ *an opportunity for mediation of this complaint.*
(Accept / Reject)

Signed: _____ *Date:* _____

Complainant's address: _____ Telephone Number: _____

Complaint Received by: _____
(Name and Title) (Date)

Distribution: Original – Parent
Copy - Madera County Superintendent of Schools

Ingress and Egress

General Procedures

Visitor:
Staff and visitors are required to check in at the school office upon arrival, and check out upon departure. All MCSOS staff have an official photo ID Badge with a barcode, in which they will "scan" their badge at the EasyLobby scan station located at the front desk. Once the badge is scanned it will mark the employee "checked in". Guests that do not have a badge, will walk up to the EasyLobby scan station and manually type in their first, and last name, then hit "print". They will then receive a printed badge with their name, and barcode at the bottom, once printed they are "checked in". All guests should have their printed badge visible on the outside of their clothing, while all staff should have their MCSOS ID badge visible at all times as well. Upon departure, staff will return to the EasyLobby scan station and scan their ID badge with the scanner, and the screen will indicate they are "checked out". Guests, will remove their paper badge and proceed to scan it with the scanner, and the screen will indicate they are "checked out".

Students:
All students leaving school with permission from a parent/guardian must be signed out by school personnel/parent/guardian on the "student sign-out sheet." The school personnel/parent/ guardian are to note the date, student's name, the time the student is leaving the campus, the destination/reason for the student leaving school, and list name of school personnel/parent/ guardian accompanying the student. The time returning will be noted by office staff if the student returns that day.

Parents with custodial issues must file copies of the current orders with the MCSOS/school office. The child's emergency cards are then marked accordingly. However, parents are advised to instruct their child to warn the school if the adult picking them up is unauthorized to do so.

Peace Officer:
Any student released to a Peace Officer will only be released upon completion of the "Release of Minor to a Peace Officer" form.

Substitutes:
Substitutes are to check-in with site administrators. Information on substitutes is available through the Frontline Absence Management System. A report can be obtained from the Human Resources office.

Procedures Specific to School Sites and Programs

Pioneer Technical Center – Chowchilla
PTC – Chowchilla is located adjacent to Gateway Alternative High School. When arriving to the classrooms (3 single classrooms), all visitors are met by a staff person. All students arriving to school are met by a staff person at the classroom doors. All students leaving school must have permission from parent/guardian and are signed out by the proper school personnel or parent/guardian.

Pioneer Technical Center – Madera allows students to enter through the Blended Independent Studies (BIS) Front office located on the North side of the administration building and exit through the front gate located between Room 9 and the BIS Front Office. When Full Independent Studies (FIS) Students enter Room #6 on the West Parking lot, parents and students may use the FIS / Room #6 office to sign in and sign out. Students may park in any of the designated parking lots in the North or West Parking Lots of the school.

Before school, the Principal monitors the front gate from 7:30 a.m. until 8:00 a.m. There are also two teachers assigned to morning duty at the same; one in the Quad area and one in the Multi-Purpose Building (MPB). All Offices and the teachers on duty / Principal have walkie-talkies to communicate effectively and students are supervised by the Principal and Staff during break and lunch as well. Students are not allowed to loiter in the front office before school starts or afterschool. All students must enter the school immediately after being dropped off by car, bus or by walking. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or signed out or until a parent or guardian picks them up to go home.

At the end of the school day (2:30 p.m.) the campus is monitored by administrators and teachers. Madera Unified School District bus drivers contact the school or police department via phone or radio if they witness any suspicious activities on their route. The Principal / staff maintains a safe perimeter and checks the school and surrounding area before, during and after school and he is accessible by cell phone / radio at all times of the day.

Madera County Independent Academy-(MCIA) allows students to enter through the Front office located on the South side of the building and exit through the same entrance. Parents may park in any of the designated parking lots in the East or West parking lots of the school.
Students are not allowed to loiter in the front office before school starts or afterschool as other students are waiting for their respective appointments or BIS classes. Students waiting for BIS classes usually wait in Conference Room A before being taken back to their classrooms. All students must enter the school immediately after being dropped off by car, bus or by walking. Once a student has been dropped off and signs in, they may not leave the school grounds without permission or signed out or until a parent or guardian picks them up to go home.

Gould Educational Center has one entrance for visitors. Visitors are required to check in at the school office upon arrival, and check out upon departure by using the EasyLobby scan station. Visitors will receive a printed badge with their name. This badge must be worn and visible at all times. All Gould students will be escorted/assisted by school staff to and from the bus drop off area at the east entrance.

All MCSOS staff have an official photo ID Badge with a barcode, in which they will “scan” their badge at the EasyLobby scan stations located on the west entrance (personnel only) and east office. Staff identification badges are to be worn at all times.

Other School Sites

Some MCSOS Special Education programs are provided on school district general education campuses. Students attending school on a district campus follow local school procedures. Students will be escorted and assisted by classroom staff to and from the bus drop off area.

Those students who are not in need of assistance may walk unescorted to and from their classrooms. All visitors are to sign-in at the front office and will follow local school procedures.

Chowchilla Union High School District
Chowchilla Union High School

Golden Valley Unified School District
Liberty High School

Madera Unified School District
Berenda
Desmond
Howard
Madera High School
Madera South High
Millview
Nishimoto
Parkwood

Yosemite Unified School District
Coarsegold
Yosemite High School

Forms:

- Visitors Sign-in Sheet
- Student Sign-out Sheet
- Release of Minor to a Peace Officer

Safe Schools Plan
Apollo Campus
2020 - 2021

Introduction

Mental Health Services is a Madera County Superintendent of Schools (MCSOS) program located at the Apollo Campus in the city of Madera in the Central San Joaquin Valley. The program was developed to provide Educationally Related Mental Health Services to students with disabilities.

The Apollo Campus consists of three portable classrooms, which also have a counseling office and kitchen; a Counseling Center that houses the Support Services Program and Parent Child Interaction Therapy Program (PCIT); a Multi-Purpose Room with a 60-person capacity; and an Administration Building with two drop-in clinics to accommodate community agencies involved with our students in Day Treatment program. The campus features a large shade structure for lunch and other activities, a small well maintained yard, two garden areas and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Apollo Campus houses all of the programs under Mental Health Services which include Individual Counseling Services, Parent Child Interaction Therapy (PCIT), Mental Health Support Services, and the Genesis Day Treatment Program.

Individual Counseling Services support Special Education Students throughout Madera County. The program has three Licensed Marriage and Family Therapists and three clinical interns. All clinicians are trained in several evidenced-based therapy modalities. They use Trauma Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day, or may be seen on site at the Apollo Campus. Current caseloads reflect that 100 students are being provided services.

Parent Child Interaction Therapy (PCIT) services are provided in the Counseling Center. Therapy is for students 2 through 7 years of age with either a IFSP or IEP. PCIT is an intensive treatment program designed to help both parent and child improve their relationship and teach parents the skills necessary to manage their child's severe behavior problems. The program is supported by a team of two clinicians each. Parent and child receive services in the play room which is separated by a one-way mirror. Parent wears an ear bud which allows the parent to hear the directions from the clinician located in the observation room. PCIT is currently providing services to 1 student and their families with 1 referral pending.

Support Services Program: Services are provided by a Board-Certified Behavior Analyst (BCBA) and a School Psychologist who are supported by three Registered Behavior Technicians (RBT) and 1 Behavior Technician. Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom Strategies and Mental Health Staff Trainings to the school districts within Madera County.

Behavior Technicians also provide groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management and conflict resolution. This program currently providing services for 14 students.

Genesis Day Treatment Program consists of two classrooms providing services for students grades 5 through 8, and grades 9 through 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. Each classroom is at capacity with 8 students. Special Education Students are eligible under a primary disability of Emotional Disturbance and are referred to this program by the IEP team and district administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer pressure, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through the psychological issues. The program is currently supporting 12 students.

Section I
Safe Schools Planning Team

The Safe Schools Planning Team is comprised of the following individuals:

- Dani Little, Program Coordinator
- Jessica Drake, Executive Director, Student Programs and Services
- Rita Sepulveda, School Psychologist
- Kelly Hukill, Senior Secretary
- Keisha Harbin, Health Aide
- Yesenia Casarez, Special Education Teacher
- Kassandra Boehm, Parent
- Carmina Montez, Classified Staff
- Jason Peterson, Program Director

Section II
Mission/Vision

Mission

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Mental Health Services Programs
Mission

The mission of the Madera County Superintendent of Schools Mental Health Services is dedicated to improving access to Mental Health Services, as well as providing high quality, empirical-based Mental Health Treatment for our Special Education Students in Madera County.

Mental Health Services will improve access to Mental Health Services for the purposes of early intervention, crisis intervention and for teaching coping and social skills to help students deal with emotional instability, which can impair a student's ability to learn and to be academically successful.

Section III
Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 67% of staff members feel that the school is well protected from potential crime; 93% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; feel that administration and staff show respect, consideration, and sensitivity to students and parents; that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have steadily decreased with 8 suspensions in the first year of service to 1 in 2019-20. This can be attributed to better screening for appropriate students for the program, and the use of in-school suspension as an alternative to out of school suspension.

Section IV
Component 1
People and Programs/ School Climate

1. **Areas of pride and strength:**
   All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

Mental Health Services has shown steady growth since inception in 2010-2011 school year. In our inception year the programs served 22 students county wide. At the end of 2019-20 school year, the Mental Health Services Programs has served more than 1,000 students county wide.

Mental Health Services staff has increased to meet the needs of the Madera County's students. The first year at the Apollo Campus, Mental Health Services had 12 staff members. In 2019-20 the Apollo Campus has increased to 28 staff members. All staff is committed to our students, work well as a team, and support each other daily.

The Apollo Campus houses twenty-eight (28) employees consisting of:

2 Certificated Day Treatment Teachers
1 Certificated Adult Transition Program (ATP) Teacher
4 Day Treatment Classroom Aides
2 ATP Classroom Aides
2 Day Treatment Classroom Clinicians (1 LCSW and 1 LMFT)
1 Nurse's Aide
1 School Psychologist
1 Board Certified Behavior Analyst
1 Behavior Technician
3 Registered Behavior Technicians
2 Parent Child Interaction Therapy Clinicians
3 Itinerant Licensed Marriage and Family Therapist
3 Itinerant Marriage and Family Interns
1 Administrative Assistant
1 Mental Health Coordinator

Day Treatment students are provided Group Therapy three times a day, Individual Therapy one time a week and Behavior Intervention daily. Groups and Individual Therapy is provided by a Board of Behavioral Sciences Licensed Mental Health Clinician. Students have access to the clinician full time in the classroom and who provides support during academics and community activities. Students also have access to their primary therapists who visit the school for weekly sessions. Day Treatment Clinicians collaborate with primary therapists to ensure students are being supported according to developed treatment plans.

Students have an established daily schedule which identifies when and where the service components of the program will be provided. An established daily schedule reduces stress and helps students to accomplish academic and personal goals. Student schedules are not modified. A modified schedule for any student disrupts the structured environment, as well as, the group process. Full day attendance increases the likelihood of positive outcomes.

Students' parents/guardians receive monthly contact from the Special Education Teacher with the student's academic progress and weekly contact from the Mental Health Clinician on their social emotional accomplishments. Parents are encouraged to participate in student activities such as yearly Science Fair, holiday gatherings, and promotions.

All Day Treatment students are transported by their District of Residence. Day Treatment Program has a 7-person mini-van that provides student access to the community. Students volunteer their time at Gould Educational Center for students with moderate and/or severe disabilities and a local retirement home. High School students participate in a community service project for the residents of the Madera Rescue Mission.

Monthly drills are now calendared for once a month. Drills alternate between Fire/Disaster and Shelter-in-Place. Monthly drills ensure that all students, as well as, staff know and can implement safety protocols. Each class has an emergency supply of food and water in case of emergency.

The Apollo Campus and classrooms have clear guidelines developed to assist students who are experiencing an emotional crisis. When a student who has been hospitalized due to being a danger to self or others, returns a Wellness Plan is developed with input from the IEP team to provide additional supports so the student can return to their previous level of functioning.

2. **Areas needing Improvement:**
   Due to increased need in the Districts, the Day Treatment Program needs to expand to provide support to younger students.

   More outreach to area Law Enforcement in order to build positive relationships with our students

3. **Goal 1:**
   Identify students in the Districts that are in grades 3 through 5 that, based on suspension rates, threat assessments and hospitalizations, would have increased access to education with the supports that the Day Treatment Program provides.

4. **Related Activities:**
   Correlate data that reflects the areas of need and present proposal to Administration.

Component 2
Physical Environment

1. **Areas of pride and strength:**
   An area of strength for the Apollo Campus is that it is a small, segregated campus, that is surrounded by fencing. This provides our Day Treatment students a safe environment to

work on coping skills to manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all of our mental health programs, providing easy access for all Day Treatment students.

At the inception of Mental Health Services, the campus had two portables in ill-repair, a counseling office and two new classroom portables. The two portables in ill-repair were replaced giving students access to a new Multi-Purpose Room and new Administration Building. The Multi-Purpose Room has a capacity of 60 and is used for workshops and trainings, as well as, provides a quiet environment for Day Treatment group therapy for students away from the classroom. The Administration Building houses two drop in clinics for itinerants and outside agencies to meet the needs of our students. In addition to the building upgrades, a large shade structure was also built and houses lunch tables for the students.

A new portable was installed in 2017 with the intention of lowering the age of students who would qualify for Day Treatment services. It is the goal of Day Treatment to add a class for 3rd through 5th grade students, while continuing to operate the 6th through 8th grade class and the 9th through 12th grade class. The portable currently is housing an Adult Transition Program Class.

The Apollo Campus is equipped with 5 security cameras which stream live feed of the campus to the Administration building. The cameras increase the safety of staff, students and property. The live feed capability also eliminates the need for staff to accompany students when they elope from a classroom. Physical proximity can be a source of positive reinforcement to an eloping student. Students who do not get the physical attention of staff usually to return to the classroom on their own.

Campus is located on a busy street where traffic and construction are currently safety concerns. Students are provided transportation by district buses, vans, and cars, which at times have to park across the street from the campus. Hand help Stop Signs and safety vests were purchased to ensure the safety of students and staff while escorting students to different modes of transportation.

2. **Areas needing improvement:**
   Privacy slats in the fencing to ensure the privacy of Day Treatment students.

Safe Schools Plan
Career and Alternative Education Services
2020 - 2021

Introduction

Alternative Education Schools

The Madera County Superintendent of Schools operates educational programs at Endeavor Secondary School, and Voyager Secondary School. These programs are designed for students, who are under court supervision, expelled from Madera County local districts, who are not attending school for a variety of reasons, or placed with an agreement from their district of residence.

The court and community schools provide education programs for students from grades 7 - 12. Court schools are mandatory and serve students who have been referred by the Probation Department, Juvenile Justice System or school districts because they are at high risk for school failure.

The Alternative Education Programs are fully accredited by the Western Association of Schools and Colleges (WASC). The curriculum is aligned to the State Frameworks and Content Standards. High school students are able to earn credit towards graduation and develop employment skills. Students who complete the program transition to their neighborhood schools, graduate from the program, attend college, or find success in the world of work.

Pioneer Technical Center – Charter School

Pioneer Technical Center, accredited by WASC and winner of the Golden Bell Award in the "invigorating high schools" category, is a public high school under the Charter Section of the California Education Code. Currently Pioneer Technical Center operates two campuses: one in Madera, CA which serves students grades 9 – 12 and one in Chowchilla, CA which serves students grades K-12.

Pioneer Technical Center (Madera campus), offers academic courses and Career Technical Education through independent studies and/or blending learning. All students take core academic subjects, as well as, a vocational course of their choice in one of the following areas: Building Trades (Interior or Exterior Construction), Welding Processes and Fabrication, or Child Development.

Students have the opportunity to participate in many school activities including sports, field trips and community involvement. Students who attend Pioneer Technical Independent Studies come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and delivery of instruction.

Madera County Independent Academy

The mission of Madera County Independent Academy is to broaden educational choices and opportunities for students and families who live in Madera County and surrounding areas. The instructional method emphasizes the whole child and frame its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

Madera County Independent Academy will accept applications for enrollment from any student qualified by the State Charter School Law. The targeted student population consists of educationally disadvantaged students of grades kindergarten through twelve. Two distinct student populations are served including K-12 home school students and K-12 independent study students. Students who attend Madera County Independent Academy will come in search of an alternative educational model that provides opportunities for greater flexibility specific to time and delivery of instruction.

Section I
Safe Schools Planning Team

The Safe Schools Planning Team includes the following:

- Fred Cogan, Executive Director, Career Technical and Alternative Education Services
- Hugo Sanchez, Program Director, Career Technical and Alternative Education Services
- Alan Macedo, Program Director, Career and Alternative Education Services
- Scott Ellingson, Principal, Pioneer Technical Center
- Jose Espinoza, Administrative Assistant II
- Elizabeth Sanchez, School Administrative Assistant

Section II
Mission/Vision

Alternative Education Programs

Mission

The mission of the Madera County Superintendent of Schools Alternative Education Programs is to provide a safe, positive learning environment that encourages inclusion, promotes life skills, provides career technical education, increases positive self-esteem, and prepares students for current and future educational and career success.

Vision

The vision of the Madera County Superintendent of Schools Alternative Education Programs is to provide engaging educational opportunities in a supportive environment that will promote life-long learning and positive contributions to students' communities.

Pioneer Technical Center

Mission

Pioneer Technical Center will provide all students of Madera County opportunities, experiences, and academic preparation so all students can successfully contribute to the global community. Students of Pioneer Technical Center will achieve and demonstrate mastery of core academic subjects in addition to Career Technical Education. Pioneer Technical Center will combine the support of parents, educators, and community resources to develop students with integrity and ambition.

Vision

Pioneer Technical Center is committed to producing high academic, social, moralistic, and productive individuals who contribute to their community.

Madera County Independent Academy

Mission

The mission of Madera County Independent Academy is to broaden the educational choices and opportunities for students and families who live in Madera County and surrounding areas. The instructional method will emphasize the whole child and frame its academic components within an artistic, creative, and imaginative context allowing each child's full potential to unfold.

Vision

The vision of the Madera County Independent Academy is to provide engaging educational opportunities in a supportive environment that will promote life-long learning and positive contributions to students' communities.

Section III
Data

To determine the areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of the California Healthy Kids Survey, a site-specific student and parent survey, and analysis of suspension reports. Additionally, information from the school accountability system was reviewed. Input from the School Site Council, which include parents, teachers, support staff, and community members added input. Also, information from Maintenance/ Operations personnel and the Madera County Superintendent of Schools School Safety Committee was discussed and reviewed.

On a school parent survey taken in spring of 2020: 96.6% of parents "Agreed" or "Definitely Agreed" that the school is a safe place for their children. Additionally, 94.5% of parents surveyed "Agreed" or "Definitely Agreed" that their child felt respected at school by staff and teachers. Furthermore, 95.2% of parents "Agreed" or "Definitely Agreed" that they were valued as a parent or guardian by their child's school staff.

As the Career and Alternative Education Services Safe Schools Plan is implemented, administration and the committee will work closely with the Madera County Superintendent of Schools School Safety Committee to ensure the site plan is aligned to the office-wide Emergency Preparedness Plan and resources are available and allocated appropriately. The Career and Alternative Education Services administration and staff will work closely with Maintenance/Operations staff to make certain the schools remain in excellent physical condition, repairs are completed in a timely manner, and supplies for an emergency are well stocked.

Section IV
Component 1
People and Programs/School Climate

1. **Areas of pride and strength:**
   All staff is committed to seeing our schools grow in positive ways. The expectations for student achievement are well known and high. All staff members genuinely care for the students that are served, and demonstrate positive attitudes. Working as a team, the staff

is motivated and creative in planning instruction and activities that meet the needs of students. Staff supports one another when immediate attention is needed in response to a crisis with a student such as medical concerns or behavioral outburst.

2. **Areas needing improvement:**
   - While the interpersonal relationships amongst the staff continue to improve this is still an area of need, especially between school site personnel where we can continue to improve trust amongst the staff.
   - The Career and Alternative Education Services Safe School Committee recognizes the need to improve the public recognition of staff accomplishments.
   - Lack of transportation in alternative education programs continue to create an unsafe situation for students walking home after school.

3. Due to school closure and subsequent change to full Distance Learning Model for remainder of Spring 2020 and fall 2020, meetings were unable to be held to review, assess, and develop new outcomes of previous goals. These will be assessed during the 2020-2021 school year. The previous year's information will be retained until new assessment is outcomes are available.

   a. **Outcomes of 2019-2020**
      - Provided training to staff on school safety and Suicide Prevention
      - Our School Psychologist trained approximately 20 students in peer mediation to have students help other students in a crisis or to help mediate disputes between students
      - Pregnant Parenting Conference
      - Negative effect of drugs and alcohol were discussed along with gangs and the ramification of carrying weapons
      - Bullying training of all Career and Alternative Education Services staff
      - A bullying survey was completed by staff members
      - Our School Psychologist created classes to discuss the effects of emotional and physical abuse
      - Purchased Dial-A-Ride tickets to give to students in danger of being victimized while walking to and from school
      - In Chowchilla the community day school was converted to a blended model charter school to help reduce discipline issues
      - Replaced all the locks to classroom doors so teachers could lock the classrooms from the inside in case of a lockdown
      - Installed a secure door at the Madera County Independent Academy that keeps students confined to the lobby until their teacher is available to meet with them for their appointment
      - Dress code was revised at Pioneer Technical Center to alleviate gang colors and tighten other classroom procedures to help with discipline issues
      - Continuance of work toward LCAP goals

4. Due to school closure and subsequent transition to full Distance Learning Model for remainder of Spring 2020 and fall 2020, meetings were unable to be held to review, assess, and develop goals for school year 2020-2021. These will be developed during the 2020-2021 school year. The previous year's information will be retained until new goals are developed.

a. **Goals:**
   - To continue to train staff to be more aware of weapons on campus and to work on early detection and identification of students who might be carrying a weapon. Continue group counseling for students to help them understand the danger or carrying a weapon, using a weapon and the legal ramifications of carrying weapons on campus.
   - Continue teen parenting workshop at the Madera County Superintendent of Schools Conference Center. The "Trio Babies" will be used in addition to approximately five other breakout areas including; nutrition, child abuse, how to parent, brain development, and drug and alcohol use during pregnancy
   - Continue to focus on PBIS strategies in all of our programs
   - Continue to work on establishing a Peer Counseling program and training of a new set of students to help counsel other students
   - Continue implementation of Common-Core Standards to help develop student's critical thinking skills in making better choices.
   - To train all students and parents in identification of bullying, it's harmful effects, and how to respond in a negative situation
   - More consistent communication with students on absences and behavior expectations

5. **Evaluation:**
   Successful achievement of these goals will be measured by:
   - The results of the Career and Alternative Education Services Safe School Survey to be administered once per year
   - The results of the California Healthy Kids Survey every two years
   - Observation of school disciplinary issues and reports
   - Staff, parent, and student concerns raised with Administration
   - Peer Counseling reports
   - Bullying Committee
   - Suicide Prevention Committee
   - Local Control Accountability Plan (LCAP) Committee
   - School Site Council (SSC)
   - District English Learner Advisory Committee (DELAC)
   - WASC Accreditation surveys to students, parents, and staff
   - Probation updates

Component 2
Physical Environment

Areas of pride and strength:
The Career and Alternative Education Services is centrally located within the City of Madera. Public transportation is available for parents, if needed, to participate in their child's education.

The interior and exterior environments of the Career and Alternative Education Services sites are strategically planned to meet the needs of the diverse student population. The Career and Alternative Education Services facilities are well-maintained by an efficient custodial/maintenance crew.

The campuses are attractively landscaped and well maintained. The campuses have areas for student recreation and sports activities. Chained linked fences surround most of our campuses to ensure student safety. Cameras are installed on all campuses to insure safety for students and staff. While cameras are not actively monitored, video feed is available if the need arises to review. A security door was installed at the Madera County Independent Academy so students and the public cannot wander thru the main building without signing in and being allowed on campus.

The parking lots have adequate lighting and parking.

Section V
Disaster Response

See Tab

Policies/Procedures

See tabs: Safe & Orderly Environment, Safe Ingress & Egress, Suspension & Expulsion, Child Abuse Reporting, Notifying Teachers, Sexual Harassment, Dress Code, Hate Crime Policies/Procedures, Student Discipline, and Uniform Complaint Procedures

Section VI
Dissemination Process

The Career and Alternative Education Services Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. A letter will be sent to the families of all Career and Alternative Education Services students, informing them the Safe School Plan is available for viewing within the main office area of each school site as well as on the Madera County Superintendent of Schools website.

In accordance with California Education Code, section 35294.2 [e] an updated file of all safety related plans and materials shall be readily available for inspection by the public.

Section VII
Progress and Revision

In accordance with the California Education Code, section 35294.6 [a], the Career and Alternative Education Services Safe School Committee will review and update its' safety plan by March first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools School Board for approval as per California Education Code section 35294.8 [a].

Administration and the Career and Alternative Education Services Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials.

Safe Schools Plan
Early Education Center
2020-2021

Introduction

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 1105 S Madera Ave in Madera CA 93637. We opened at our new location on January 14, 2020 and began serving families to meet their childcare needs. The program was developed to provide School Readiness/Preschool and childcare services to children 18 months to five years old.

The Early Education Center (EEC) - part day site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. The Early Education Center - full day program houses six preschool classrooms, two shared kitchen spaces, a parent/teacher resource room, and an EEC main office. Each classroom has preschool restrooms equipped with toilets and sinks that exceeds the ratio requirement for Community Care Licensing. The campus features two large Licensing approved play structure designed for preschool children and each area is separated by chain-link fencing. Both playgrounds have their own shade structure and a secure chain link fence around the perimeter of the campus to ensure student safety.

The Early Education Center program provides preschool and childcare services to eligible families based on their income and need for care. Families are enrolled based on lowest household income first and priority to CPS/At risk children, homeless children and four-year-old children. Individual childcare contracts for families are created based on the parent's need for service and documentation is collected to create a child's schedule.

The Early Education Center strives to meet the individual needs of the whole child and their family. Our philosophy is to build a positive and solid foundation for success in school. This is accomplished through an active learning curriculum which includes parents, children, and teachers. Children will receive a high-quality educational experience including challenging activities, problem solving opportunities, and social emotional development.

Support Services are provided to families through our Early Childhood Education Technician who connects families with community resources and assists with developmental referrals to implement early interventions. Additional services provided are parenting strategies, on site parent and child together (PACT) activities, Desired Results Developmental Profile (DRDP) Assessments, Ages and Stages Questionnaires (ASQ, ASQ-SE) and Quality Rating Improvement System (QRIS) interventions.

Goals for Child Growth:

Social/Emotional Development

- Becoming aware of themselves and their uniqueness.
- Learning more about each other as individuals and gaining respect for others.
- Developing confidence and a healthy self-concept.
- Developing positive social skills and responsible behavior.

Cognitive Development

- Developing the use of two-way communication skills by speaking, listening and expressing ideas.
- Participating successfully in math and science activities.
- Acquiring thinking and problem-solving skills.

Physical Development

- Developing age appropriate body control (improving large and small muscle development), movement, coordination and balance.
- Improving hand/eye coordination

Creative Development

- Becoming self-confident and secure in exploring and experimenting with a wide variety of materials.
- Expressing creativity and gaining the ability to make choices.

Health and Safety

- Practicing good health and safety habits. Becoming knowledgeable about good nutrition

Section I
Safe Schools Planning Team

The Safe Schools Planning Team is comprised of the following individuals:

- Jacklyn Jones, Program Director
- Dianna Marsh, Assistant Superintendent, Educational Services
- Lorena Rivera, Early Childhood Education Technician
- Luz Barragan, Program Administrative Assistant
- Sandra Alvarez, Early Childhood Education Teacher
- Mee Yang, Parent

Section II
Mission/Vision

Mission

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Section IV
Component 1
People and Programs/ School Climate

1. Areas of pride and strength:

The MCSOS Early Education Center is driven by the belief that the key to self-sufficiency is helping others help themselves. Our clients and their families are our top priority, we create and contribute to the formation of partnerships in order to bridge resource gaps and remove barriers to economic and social independence.

We value the diversity of our staff and volunteers as our greatest strength. We promote an anti-bias atmosphere by respecting the diversity and individuality of each staff and volunteer.

QRIS – Madera County's Quality Rating Improvement System (QRIS) is known as Quality Counts Early Stars. QRIS is a framework for a rating and improvement system that utilizes tools and resources to access and improve the quality of early learning programs. Programs that participate in Madera County Early Stars Quality Counts have shown an interest in implementing early education best practice, school readiness activities and overall program improvement. Site ratings are conducted to assess the level of program quality, are based on five levels of quality and communicated as:

- Highest Quality
- Quality Plus
- Quality
- Progressing Star
- Rising Star

All MCSOS Early Education Center preschool sites participate in the Quality Rating Improvement Systems and have rated a score of high quality and high quality PLUS at all sites.

2. **Areas needing Improvement:**

Goal 1:
Provide families with information about COVID-19 and work closely with Community Care Licensing, the Madera County Public Health Office, and MCSOS administration to ensure all health and safety measures are being met.

Goal 2:
Provide staff with professional development opportunities in the area of trauma informed practices, social and emotional support, and serving students with special needs to support full inclusion

Component 2
Physical Environment

1. **Areas of pride and strength:**
The Madera County Superintendent of Schools saw a need for full day preschool and child care services for the parents in our community. At the inception of our program MCSOS provided child care and high-quality school readiness education to approximately 100 children and family support services to their parents/guardians. To continue this worthwhile investment, MCSOS dedicated to expand services to more members in our community by building The Early Education Center Full Day CSPP campus which is licensed to serve 136 toddler and preschool children and their families. This campus consists of six classrooms and one office building that includes a parent/teacher resource room. The campus also includes a meeting room for speech and other individualized services for students housed on this campus. Additionally, this campus has two age appropriate playground structures and outdoor play space for all children to access. Accommodations have been made to these structures to ensure students with disabilities are able to use the equipment with the goal of full inclusion.

2. **Areas needing improvement:**
   - Ensuring that all staff are meeting the minimum requirement for Professional Development, understanding that trainings are limited due to COVID-19.

   - Connecting with parents during a time we are unable to have parent volunteers or visitors on campus. We are exploring ways to involve parents in our classrooms virtually.

Safe Schools Plan
Gould Education Center
2020-2021

Introduction

Gould Educational Center is a Madera County Superintendent of Schools school located in the City of Madera in the Central San Joaquin Valley. It is designed to meet the needs of students with the most significant disabilities including those identified as medically fragile.

Originally built in 1965, extensive expansion and remodeling projects began in June of 2006 and were completed during the summer of 2008. The site currently has eleven (11) classrooms, two administration buildings containing small offices, a transportation office, a multipurpose room designated for services provided by the California Children's Services (CCS), a kitchen, and two conference rooms.

The campus is attractively landscaped and well maintained and features one large covered play structure adapted for children with special needs located in the back of the school, a large grass area, and an amphitheater. A chain link fence surrounds the perimeter of the school to ensure student safety.

Gould Educational Center serves approximately 100 students with severe disabilities in the eleven classroom settings. Students range in age from three to twenty-two years. Instruction focuses on functional life and pre-academic skills based upon the alternate curriculum standards adopted by the California Department of Education.

Transportation for special education students, in all classrooms operated by the Madera County Superintendent of Schools, is coordinated from the Gould Educational Center. The Transportation Manager and Dispatcher are located in a front office area that provides easy observation of the arrival and departure of all buses. A two-way radio system allows for efficient and immediate communication between the dispatcher and the drivers. Room 14 on the Gould campus serves as the transportation work area for all drivers to complete daily paperwork.

California Children's Services (CCS) is also located at Gould Educational Center. With a staff of five, CCS provides physical and occupational therapy to the students at Gould, as well as to students throughout Madera County, who meet the CCS eligibility requirements. The Medical Therapy Unit (MTU) clinic is held on the first Wednesday of every month at Gould to assess the needs of students by physicians.

Although Gould Educational Center may serve students with the most significant disabilities, the entire staff strives to incorporate all facets of education including non-instructional opportunities such as school wide events, seasonal parties, and parent participation. Such events that promote parent participation and celebrate student achievement include Autism Family Fun Time, Winter Event, Chowchilla Fair, Life Games, Prom, and promotions. Parents are encouraged to take an active role in the education of their children by volunteering in the classroom, being part of the Gould Parent Club or participating in special events.

Gould Education Center currently houses ninety (90) employees. The certificated teaching staff consists of:

- eleven (11) Classroom Teachers
- one (1) School Nurse

- one (1) LVN
- three (3) School Psychologists
- one (1) Specialist, Behavior Intervention
- one (1) Speech/Language Pathologist
- two (2) Adapted Physical Education Teachers
- three (3) Teacher, Visually Impaired
- two (2) Occupational Therapists

Classified personnel include:

- twenty-four to thirty-four (24-34) classroom instructional assistants (fluctuates with one-on-one IA's for special circumstances, including students with significant medical needs or behaviors)
- six (6) Health Aides
- one (1) LVN
- one (1) COTA
- twenty-three (23) bus drivers
- two (2) bus dispatchers
- two (2) custodians
- one (1) Senior Secretary
- one (1) School Administrative Assistant

Licensed personnel include:

- one (1) Speech/Language Pathologist
- one (1) Physical Therapist (part time-contracted)

Administration personnel include:

- one (1) Program Director
- one (1) Transportation Manager

Section I
Safe Schools Planning Team

The Safe Schools Planning Team was comprised of the following individuals:

- Tanya Hill, Program Director
- Jessica Drake, Executive Director, Student Programs & Services
- Helia Dabiran-Zohori, School Nurse
- Alex Manriquez, Transportation Manager
- Chrystina Alejandre, School Administrative Assistant
- Opie Riar, Operations Supervisor
- Melissa Alves, Parent/Guardian
- Mark Parrott, Special Education Teacher
- Blanca Castillo, Health Aide
- Kim Linderholm, Senior Administrative Assistant
- Yolanda Lua, Senior Administrative Assistant
- Dani Little, Mental Health Coordinator
- Joseph Casarez, Administrator, Human Resources

Section II
Mission/Vision

Mission

The Madera County Superintendent of Schools seeks opportunities to deliver services responsive to the needs of students, parents, school district, agencies, and the community.

Vision

We believe our students and staff are entitled to a safe, positive and consistent learning environment that will encourage participation and lead to success. This will increase positive self-esteem, develop life skills, and build character.

Students will be provided opportunities to achieve at their highest academic and ability levels. All staff will provide a secure environment where students can learn from their experiences and broaden their horizons.

Gould Mission

Gould is a safe and caring environment that maximizes development, communication, and independence in students through diverse teaching strategies and active learning. Our professional staff value the students we serve and the positive impact they have on the community.

Section III
Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at Gould, analysis of Incident and Accident Reports, analysis of suspension reports. Additionally, input from parents, maintenance/operations personnel, support staff, and the Madera County Office of Education School Safety Committee was discussed and reviewed. However, members of the committee will be researching different surveys that may better fit the needs of Gould as a unique instructional site. Analysis of these surveys indicates continued improvement in School Climate and Physical Environment. As Gould's Safe School Plan continues to be implemented, administration and the committee will work closely with the Madera County Office of Education School Safety Committee to ensure that the site plan is aligned to the office-wide Emergency Preparedness Plan and that resources are available and allocated appropriately. Gould administration and staff will work closely with Maintenance/Operations staff to make certain that the school remains in excellent physical condition, any repairs are completed in a timely manner, and that supplies for an emergency are well stocked.

Review of the goals from 2019-2020 plan indicates the following results:

Goal 1:
The Gould Educational Staff will continue to work together and participate in a collaborative project with the Diagnostic Center of Central California. The results of this project will result in increased student achievement and communication access. The entire school will benefit from this project by the increase in morale through student engagement.

- Teachers and staff participated in staff development trainings and consultation services from the Fresno Diagnostic Center approximately once per month.

- Multiple levels of communication devices were made available and utilized by staff and students both within the classroom and home.
- A Speech and Language Pathologist- Assistive Technology Specialist provided coaching and support within the classroom to provide quality classroom support.
- Diagnostic Center continues to provide on-going training and support to new staff.

Section IV
Component 1
People and Programs/School Climate

1. **Areas of pride and strength:**
   All staff is committed to seeing the school grow in positive ways. Teachers meet weekly as a professional learning community to build their teaching skills and support student learning. All staff meet on a monthly basis where they have developed a school mission statement, work towards clear and positive communication, and defining language and activities that support professionalism in the workplace. Communication is a priority at Gould with activities such as being a bucket filler, caught you doing something great, Gould dollars to earn extra items for the classroom, and Gould tiger lanyards as a way to acknowledge and support a positive work and school environment for all. All staff members genuinely care for the students that are served and demonstrate positive attitudes. Working as a team, the staff is motivated and creative in planning instruction and activities that meet the needs of students. Staff supports one other when immediate attention is needed in response to a crisis situation with a student such as a medical emergency or behavioral outburst. The Gould Educational Team indicates a great improvement in the area of interpersonal relationships amongst the staff at all levels. Increased feelings of trust and feelings of a safe physical and psychological environment has continued to improve. Staff expresses gratitude and appreciation of the commitment from their peers and administration in continuing to provide opportunities for all staff trainings, staff collaboration and school activities which promote camaraderie.

2. **Areas needing improvement:**
   Knowledge of Procedures and Decision Making: As of August 2020, approximately 50% of the classroom staff are within their first two years of teaching. Two new teachers have been added to the Gould staff starting the 2020/2021 school year.

   Goal 1:
   The Gould Educational Staff will participate in staff development activities that focus on school site and student procedures. The entire school will benefit from these activities by increasing their knowledge and providing consistency for students.

3. **Related Activities:**
   - Teachers will review procedures that are county wide, school-based, and specific to students during weekly teacher meetings.
   - Information will be shared with classroom support staff during weekly classroom meetings.
   - Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
   - Monthly all staff meetings will provide information for review and discussion.
   - Activities will be presented during monthly all staff meetings to review prior information to ensure retention by staff.

4. **Evaluation:**
   Successful achievement of these goals will be measured by:

- Monthly staff trainings for all staff
- Individual, in classroom feedback and support.
- Program Director and Nurse classroom visits and observations

Component 2
Physical Environment

1. **Areas of pride and strength**:
   The Gould Educational Center is centrally located in the City of Madera. Public transportation is available for parents to utilize, if needed, to participate in their child's education.

   The interior and exterior environments of Gould Educational Center are strategically planned to meet the needs of the diverse student population. The facility is constructed in such a way that the student's safety has been considered in accommodating their needs and disabilities. The Gould facility is well maintained by an efficient custodial and maintenance crew.

   The campus is attractively landscaped and well maintained and features one large play structure adapted for children with special needs located in the back of the school, a large grass area, and an amphitheater. A double chain link fence surrounds the perimeter of the school to ensure student safety.

   The parking lot has adequate lighting and the surface is regularly maintained and kept free of trash and debris. In 2018 - 2019 school year, an additional 6 security cameras were installed totaling 13 cameras in all. While cameras are not actively monitored, video feed is available if the need arises to review. For the location of the cameras see appendix A. "Panic buttons" were also installed in two locations for immediate law enforcement response to a serious violent intruder.

   The street in the front of the school is an identified School Zone. School Zone signs and yellow lines have been painted to ensure safe travel where students are being transported to and from the site.

2. **Areas needing improvement:**
   - Continued school improvement in the areas of maintenance and safety to ensure students and staff a safe educational environment.
   - Develop the small-gated area immediately outside of the double door entry to the school yard. This is currently under construction. Approximately half of the area has been covered by cement to allow access for all students to the area.

   Goal 1:
   - Safety improvements will be made to ensure school safety. Ongoing school improvement in the areas of maintenance and safety.

3. **Related Activities:**
   - Perform ongoing maintenance and upkeep at Gould Educational Center site to meet William's compliance expectations.
   - Perform monthly drills (Fire and lock down) so all staff is familiar with the procedures in an emergency.

Goal 2:

- Madera Rotary Club has purchased and plans to develop the small gated area immediately outside of the double door entry to the school yard next to room 1. This will be a sensory area for all students to access.

4. **Related Activities:**
   - Solicit input from all staff for area that would benefit students.
   - Installation and completion of materials to develop student area.

5. **Evaluation:**
   Successful achievement of these goals will be measured by:
   - Successful William's visit evaluation
   - Monthly drills for fire and lock down procedures
   - Completion and utilization of student area.

Section VI
Dissemination Process

The Gould Educational Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan. A letter will be sent to the families of all Gould students, informing them that the Safe School Plan is available for viewing within the main office area of Gould as well as on the Madera County Superintendent of Schools web site.
In accordance with California Education Code, section 35294.2 [e] an updated file of all safety related plans and materials shall be readily available for inspection by the public.

Section VII
Progress and Revision

In accordance with the California Education Code, section 35294.6 [a] the Gould Educational Center Safe School Committee will review and update its' safety plan by October first of every year. The updated plan will be submitted to the Madera County Superintendent of Schools - School Board for approval as per California Education Code section 35294.8 [a].

Administration and the Gould Safe School's Committee will seek input from individuals such as staff, parents, law enforcement, and fire safety officials.