

**Meeting of  
Madera County Board of Education**

**This meeting will be held at  
1105 South Madera Avenue, Conference Room 5  
Madera, CA 93637**

**Tuesday, October 9, 2018  
3:30 p.m.**

**AGENDA**

*Reasonable Accommodation for any Individual with Disability – Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in a meeting or function of the Madera County Board of Education, may request assistance by contacting the Office of the Madera County Superintendent of Schools. All documents pertaining to open session agenda items are available to anyone upon request from the office at 1105 South Madera Avenue, Madera, CA 93637; Telephone: (559) 662-6274; FAX (559) 673-5569.*

**1.0 Call to Order**

1.1 Flag Salute

**2.0 Consideration of Minutes**

2.1 Regular Meeting September 11, 2018 (Action) [Board]

**3.0 Adoption of Board Agenda**

(Action) [Board]

**4.0 Information**

4.1 Public Comment

[This time is offered to members of the public wishing to address the Board on matters NOT listed on the agenda. Board members may listen to but not discuss matters not on the agenda. (G.C. 54954.2)]

4.2 Letters and Communications

4.3 Non-School Sources

4.4 Madera County School Boards Association (MCSBA)  
Executive Committee Meeting Report

[Sturm]

4.5 Communications Committee Report

[Prosperi]

4.6 Madera County Foundation Board Report

[Bustos]

4.7 Member Report(s)

[Member]

**5.0 Information from the Superintendent and Staff**

5.1 Financial Report

[Carney]

5.2 MCSOS Williams Quarterly Report

[Mohr]

5.3 School Nursing Services  
[Explanation of the services provided to students by school nurses] [Nurses]

## 6.0 Old Business

## 7.0 Closed Session

## 8.0 New Business

8.1 Consideration Issuance of Temporary County Certificates  
[Ratification of Temporary County Certificates issued previous month] **(Action)** [Protzman]

8.2 Consideration Disposition of Surplus/Obsolete Equipment  
[Equipment to be declared obsolete and removed from inventory] **(Action)** [Carney]

8.3 Consideration Educational Resources and Services  
Instructional Materials Recommendations  
[Accept recommendations of the committee to add materials to the instructional media collection for use in Madera County schools] **(Action)** [Pennell]

8.4 Consideration Resolution No. 6, 2018-2019 Gann Limit  
[Annual calculation establishing limits on State and Local Government spending] **(Action)** [Carney]

8.5 Consideration Comprehensive Safety Plan  
[The items are listed as two separate presentations. However, the Board is requested to take one action on the Comprehensive Safety Plan as a singular document.]  
8.5.1 School Safety Plans **(Action)** [Drake/Neumeier]  
8.5.2 Disaster Response and Emergency Preparedness Plan [Linderholm]

8.6 Consideration Renewal of Career and Alternative Education (CAES) Waivers to the State Board of Education to Waive Education Code 52852 in Order to Share School Site Councils (SSCs) and Reduce the Number of Representatives Composing the SSCs  
[Board approve submission of a renewal of waiver allowing CAES to share SSCs and to reduce the required number of representatives] **(Action)** [Neumeier]

## 9.0 Other

9.1 Consideration Excusing Member from Absence at a Meeting for Purposes of Member Participation in Conference(s)  
[Board Bylaw 9350] **(Action)** [Board]

## 10.0 Adjournment

**Minutes of  
Madera County Board of Education  
September 11, 2018**

Present: Cathie Bustos, Nancy Prosperi, Alfred Soares, Jr., Grant Sturm, Bobby Thatcher, Joe Vived, Sara Wilkins

Also Present: Christina Bustos, Steve Carney, Mary Donovan, Jessica Drake, Dennis Lingo, Dianna Marsh, Dr. Cecilia A. Massetti, Cheryl Mohr, Leslie Neumeier, Jennifer Pascale, Tricia Protzman

**1.0 Call to Order**

**1.1 Flag Salute**

President Sara Wilkins called the meeting to order at 3:30 p.m., followed by the flag salute.

**2.0 Consideration of Minutes**

**2.1 Regular Meeting August 14, 2018**

Cathie Bustos moved to approve the minutes of August 14, 2018, as presented, seconded by Grant Sturm and carried by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins

Noes: None

Abstain: None

Absent: None

**3.0 Adoption of Board Agenda**

Alfred Soares, Jr., moved to adopt the agenda as presented, seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins

Noes: None

Abstain: None

Absent: None

**4.0 Information**

**4.1 Public Comment**

President Sara Wilkins stated this time is offered to members of the public wishing to address the Board on matters not listed on the agenda. Board members may listen to, but not discuss matters not on the agenda (G.C. 54954.2).

Mary Donovan invited the Board of Education to attend a session during the first week of Early Start from September 18 – 21, 2018. Sessions run from 10-11:30 a.m.

**4.2 Letters and Communications**

Dr. Cecilia A. Massetti reported Bill Coate received the lifetime achievement award.

Golden Valley Unified School District broke ground for the Liberty High School Engineering, Agri-science, and Farming Academy.

The South Eastern Garden Club held a fundraiser and Dr. Massetti was the dinner speaker.

**4.3 Non-School Sources**

None

**4.4 Madera County School Boards Association Executive Committee Meeting Report**

Grant Sturm reported the last meeting provided great information on human trafficking. The next meeting will be held on March 6, 2019, at Hillside Elementary in the Chawanakee Unified School District. The topic will be school safety.

**4.5 Communications Committee Report**

Nancy Prosperi reported the first meeting will be held October 17<sup>th</sup>.

**4.6 Madera County Foundation Board Report**

Cathie Bustos reported a meeting was held Tuesday. The group brainstormed ideas for future meetings.

**4.7 Member Report(s)**

Joe Vived reported he attended the prospective candidate workshops offered through MCSOS. He was impressed by the people that work for MCSOS.

**5.0 Information from the Superintendent and Staff**

**5.1 Financial Report**

Steve Carney reported MAA funds have helped to turn the tide with higher than expected revenues. Expenses were higher than expected due to post-retirement benefits. Charter schools in total increased their ending balance by \$314,887. Mr. Carney commented MCSOS is ending strongly with \$8,404,415 for the general fund, \$3,821,147 for charter schools, and \$3,762,731 for the Special Reserve Fund for Post-Employment Benefits.

President Wilkins asked why MCSOS did not do bill-backs to the districts. Mr. Carney explained several positions went unfilled in Special Education. Therefore, the funds allocated covered the costs for this year.

**5.2 2017-2018 Annual Report**

Copies of the 2017-2018 Annual Report were distributed at the meeting. Highlights of the report were indicated for the Board to review.

**5.3 Odysseyware**

Leslie Neumeier demonstrated Odysseyware for the group. This program is used in Career and Alternative Education Services (CAES) and Special Education programs. Online courses are available for grades 3-12. Most CAES students using the program are of high school age. Classes are available to students and teachers 24 hours a day, 7 days a week. The advantage of the program is that the curriculum can be adjusted to fit the needs of the student. The program is used mostly for credit recovery in the CAES programs, however students can use it for original credit and as an

additional support resource. The program has been A-G approved for MCIA. The difference in the program in comparison with the previous one is that students cannot skip around or guess until they reach the correct answer. The assessment shows where students are struggling and offers remediation after which point students may retake the assessment. Students must pass with 70%. Projects are required for this curriculum. Students have the ability to e-mail their teacher any time. If the student does not understand something, they can highlight it and a definition is provided. Odysseyware currently offers the program in eight languages.

Cathie Bustos asked if computers are being checked out to students utilizing Odysseyware. Ms. Neumeier explained computers are not available for checkout, but students can use the library and technology pods are being added at school sites that are open from 8 a.m. to 4 p.m. for student use.

Mr. Soares, Jr. asked if a course can be completed in three weeks. Ms. Neumeier explained students can complete courses as quickly as they choose and are able. She stated students take pre-assessments and start where they need to whether that be level 1 or level 4.

Board members were provided with an opportunity to utilize the curriculum on computers during the meeting.

The Board of Education meeting adjourned for break at 4:30 p.m. and reconvened at 4:40 p.m.

#### **5.4 SP 4154 Tobacco Free Environment**

Dr. Massetti informed the Board of Education that MCSOS will be reviewing policies within the next year. Any policies that deal with employees should be under the superintendent's policies. An error was noticed in the current Tobacco Free Environment policy. Dianna Marsh will be submitting a grant proposal for which this policy is needed. Because the policy relates to employees, it should be a superintendent policy. A copy of SP 4154 Tobacco Free Environment policy was provided to the Board of Education for information purposes.

Joe Vived asked what discipline is taken for students when they are found with tobacco. Ms. Neumeier explained that in the past students would have been suspended. Now, students are given a warning and parents are contacted. If students are using an illegal substance, law enforcement is contacted.

#### **6.0 Old Business**

None

#### **7.0 Closed Session**

None

#### **8.0 New Business**

##### **8.1 Consideration Issuance of Temporary County Certificates**

Mrs. Protzman asked the Board to ratify the issuance of Temporary County Certificates (TCCs) from August 1-31, 2018. TCCs are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Alfred Soares, Jr., moved to ratify the TCCs, seconded by Nancy Prosperi and carried by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Wilkins  
Noes: None  
Abstain: Vived  
Absent: None

**8.2 Consideration Disposition of Surplus/Obsolete Equipment**

Steve Carney reported \$590 was received for all items obsoleted last year. \$169 was received for aluminum can recycling. Funds from recycling are deposited into the MCSOS employee fund.

Joe Vived moved to approve the list of surplus/obsolete equipment as submitted, seconded by Cathie Bustos and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.3 Approval of 2017-2018 Unaudited Actuals**

Steve Carney commented the Unaudited Actuals were summarized under agenda item 5.1.

Alfred Soares, Jr., moved to approve the 2017-2018 Unaudited Actuals, seconded by Grant Sturm and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.4 Consideration of Apportionment of Forest Reserve**

Steve Carney reported MCSOS usually receives one apportionment. However, Sandra Solis noticed a second apportionment that was not reported to MCSOS this year.

Alfred Soares, Jr., moved to approve the Apportionment of Forest Reserve, seconded by Grant Sturm and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.5 Consideration Annual Update of the Handbook for Emergency Care, Infectious Diseases and Specialized Care**

Cheryl Mohr provided the Board of Education with copies of the pages that changed in this document. A single copy of the entire document was made available to the Board for review.

Joe Vived asked about automated external defibrillator (AED) machines and why they are only at certain sites. Ms. Mohr explained that special education programs on integrated sites utilize the AED's provided by the district. School nurses are not always on-site at MCSOS program sites, plus machines must be calibrated every year and trainings must be provided to those who might use the machine, therefore they are not available in MCSOS classrooms on integrated sites.

Cathie Bustos moved to approve the annual update of the Handbook for Emergency Care, Infectious Diseases and Specialized Care, seconded by Joe Vived and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.6 Consideration Delete Policy MCOEP 2380**

Dr. Massetti explained this policy deals with employees and therefore, should be a superintendent policy.

Joe Vived moved to rescind Policy MCOEP 2380, seconded by Cathie Bustos and carried by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.7 Information on Changes Governing County Board of Education Elections**

Dr. Massetti explained AB 2449 will change the timeframe of when board members can be seated. Originally, county board members took office on the last Friday in November subsequent to their election. Provision AB 2449 will change that to the second Friday in December after July 2019.

AB 2449 also changes the timeframe for the annual organization meeting from the first meeting on or after the last Friday in November to the first meeting on or after the second Friday in December.

No action needs to be taken at this time. It will affect the calendar for next school year.

The Board of Education meeting adjourned for a break a 5:00 p.m. and reconvened at 5:15 p.m. for the public hearing.

**8.8 Consideration of Resolutions to Determine Sufficiency of Textbooks and Instructional Materials for Students Served in Madera County Superintendent of Schools Programs**

**8.8.1 Resolution No. 4, 2018-2019 Availability of Instructional Materials (Special Education)**

Dr. Massetti commented the first and the last paragraphs of Resolution No. 4 must be modified to include Madera County Superintendent of Schools.

Alfred Soares, Jr., moved to approve Resolution No. 4, 2018-2019 Availability of Instructional Materials (Special Education) as amended, seconded by Nancy Prosperi and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.8.2 Resolution No. 5, 2018-2019 Availability of Instructional Materials (Career and Alternative Education)**

Alfred Soares, Jr., moved to approve Resolution No. 5, 2018-2019 Availability of Instructional Materials (Career and Alternative Education), seconded by Nancy Prosperi and approved by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

**8.8.3 Adoption of Instructional Materials for Pupils in Grades 9-12**

Grant Sturm moved to adopt the Instructional Materials for Pupils in Grades 9-12, seconded by Bobby Thatcher and carried by unanimous vote.

Ayes: Bustos, Prosperi, Soares, Jr., Sturm, Thatcher, Vived, Wilkins  
Noes: None  
Abstain: None  
Absent: None

President Wilkins closed the public hearing at 5:17 p.m.

**9.0 Other**

**9.1 Consideration Excusing Member from Absence at a Meeting for Purposes of Member Participation in Conference(s)**

N/A

**10.0 Adjournment**

Alfred Soares, Jr., moved to adjourn the meeting, seconded by Nancy Prosperi and carried by unanimous vote.



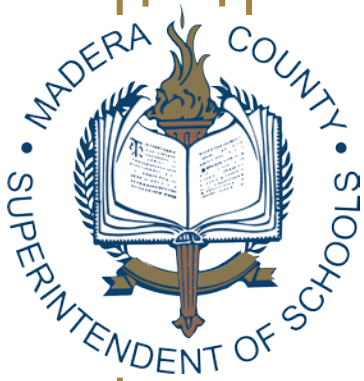
UNADOPTED

The meeting adjourned at 5:20 p.m.

Respectfully submitted,

Cecilia A. Massetti, Ed.D.  
Executive Secretary

CAM/jep



**BOARD OF EDUCATION INFORMATION ITEM**

**October 9, 2018**

**Topic:**

Financial Report for Unaudited Actuals 2017-18

**Background:**

The Working Budget has been adjusted for the cost of the CTE Building and Early Childhood Center relocation. Capital Outlay reflects this change. While the expenditures have been recorded, we have not booked the offsetting revenue. In addition, we added substantial dollars to for contract services for difficult positons to hire. We will adjust the offsetting salary lines during the year as it becomes clear we will not fill them.

The Working Budget for the Charter Schools shows deficient spending by \$211,991 which is a reflection of lower enrollment than planned.

**Resource:**

Steve Carney  
Chief Officer  
Business and Administrative Services

## Madera County Superintendent of Schools

Summary Financial Statement General Fund  
October Board Report 2018

	Unaudited Actuals 7/01/2018 to 09/30/2018			Working Budget				
	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	2018-2019	Variance	Percent
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Fav (Unfav)	Completed
Revenues								
Total 8000	\$ 8,109,789.40	\$ 2,308,084.38	\$ 10,417,873.78	\$ 10,713,547.72	\$ 25,848,563.00	\$ 36,562,110.72	\$ (26,144,236.94)	28.5%
Expenditures								
Total 1000 Certificated	\$ 416,809.34	\$ 1,716,029.17	\$ 2,132,838.51	\$ 1,720,396.00	\$ 9,424,870.00	\$ 11,145,266.00	\$ 9,012,427.49	19.1%
Total 2000 Classified	1,019,662.54	\$ 1,035,858.95	\$ 2,055,521.49	4,378,659.00	\$ 5,273,685.00	\$ 9,652,344.00	\$ 7,596,822.51	21.3%
Total 3000 Benefits	612,213.90	\$ 1,296,781.86	\$ 1,908,995.76	2,886,377.00	\$ 6,712,310.00	\$ 9,598,687.00	\$ 7,689,691.24	19.9%
Total Labor and Benefits	\$ 2,048,685.78	\$ 4,048,669.98	\$ 6,097,355.76	\$ 8,985,432.00	\$ 21,410,865.00	\$ 30,396,297.00	\$ 24,298,941.24	20.1%
Total 4000 Books & Supplies	\$ 36,345.96	\$ 104,099.48	\$ 140,445.44	\$ 472,459.24	\$ 654,294.00	\$ 1,126,753.24	\$ 986,307.80	12.5%
Total 5000 Services & Other	438,831.48	\$ 396,619.19	\$ 835,450.67	2,073,056.72	\$ 4,662,073.00	\$ 6,735,129.72	\$ 5,899,679.05	12.4%
Total Books and Services	475,177.44	500,718.67	975,896.11	2,545,515.96	5,316,367.00	7,861,882.96	\$ 6,885,986.85	12.4%
Total Labor, Benefits and supplies	\$ 2,523,863.22	\$ 4,549,388.65	\$ 7,073,251.87	\$ 11,530,947.96	\$ 26,727,232.00	\$ 38,258,179.96	\$ 31,184,928.09	18.5%
Capital Outlay								
Other Outgo/Financing Uses	\$ 346,136.58	\$ 181,714.10	\$ 527,850.68	\$ 2,737,976.00	\$ 221,881.00	\$ 2,959,857.00	\$ 2,432,006.32	17.8%
Total Capital Outlay/Outgo	522,540.64	-	\$ 522,540.64	(1,559,957.00)	2,402,121.00	\$ 842,164.00	\$ 319,623.36	62.0%
	868,677.22	181,714.10	1,050,391.32	1,178,019.00	2,624,002.00	3,802,021.00	\$ 2,751,629.68	27.6%
Total Expenditures	\$ 3,392,540.44	\$ 4,731,102.75	\$ 8,123,643.19	\$ 12,708,966.96	\$ 29,351,234.00	\$ 42,060,200.96	\$ 33,936,557.77	19.3%
Net Increase/(Decrease in Fund Balance	\$ 4,717,248.96	\$ (2,423,018.37)	\$ 2,294,230.59	\$ (1,995,419.24)	\$ (3,502,671.00)	\$ (5,498,090.24)	\$ 7,792,320.83	
Beginning Balance	\$ 3,945,475.66	\$ 4,459,080.20	\$ 8,404,555.86	\$ 3,945,475.66	\$ 4,459,080.20	\$ 8,404,555.86		
Ending Cash Balance	\$ 8,662,724.62	\$ 2,036,061.83	\$ 10,698,786.45	\$ 1,950,056.42	\$ 956,409.20	\$ 2,906,465.62		

board report 5.1 July 2018



## 5.2

### BOARD OF EDUCATION INFORMATION ITEM

**October 9, 2018**

**Topic:**

Quarterly Report on Williams Uniform Complaints

**Background:**

According to Education Code 35186, Madera County Superintendent of Schools (MCSOS) is required to report on a quarterly basis the total number of complaints filed with the MCSOS related to MCSOS programs. During the past quarter no complaints were received.

**Financial Impact:**

None

**Resource:**

Cheryl Mohr, M.A.  
Executive Director  
Student Programs and Services

## Quarterly Report on *Williams* Uniform Complaints

[Education Code § 35186(d)]

District: Madera County Superintendent of Schools

Person completing this form: Cheryl Mohr Title: Executive Director

Quarterly Report Submission Date:  April 2018  
 (check one)  July 2018  
 October 2018  
 January 2019

Date for information to be reported publicly at Governing Board meeting: 10/09/18

Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
<b>Textbooks and Instructional Materials</b>	0	0	0
<b>Teacher Vacancy or Misassignment</b>	0	0	0
<b>Facilities Conditions</b>	0	0	0
<b>TOTALS</b>	0	0	0

Cecilia A. Massetti, Ed.D.

\_\_\_\_\_  
 Print Name of District Superintendent

\_\_\_\_\_  
 Signature of District Superintendent

\_\_\_\_\_  
 Date



**BOARD OF EDUCATION ACTION ITEM**

**October 9, 2018**

**Topic:**

Consideration Issuance of Temporary County Certificates.

**Background:**

Attached is a listing of the Temporary County Certificates (TCC) issued from September 1-28, 2018. TCC's are issued in order to authorize the individual to work while the California Commission on Teacher Credentialing reviews his/her waiver request, emergency permit, initial and/or renewal credential application packet.

Cecilia A. Massetti, Madera County Superintendent of Schools or an assigned designee, approved and signed each certificate. The Board is now requested to ratify this action.

**Financial Impact:**

None

**Resource:**

Tricia Protzman  
Chief Human Resources Officer  
Human Resources

**Recommendation:**

Ratification by the Board.

# MADERA COUNTY SUPERINTENDENT of SCHOOLS

## TEMPORARY COUNTY CERTIFICATES Issued 9/1/18 - 9/28/18

<i>Last Name</i>	<i>First Name</i>	<i>Credential Applied For</i>	<i>Valid Dates of TCC</i>	<i>Employing District</i>	<i>Date Issued</i>	<i>Application Type</i>
Autry	Cindy	Short Term Staff Permit: Multiple Subjects	8/1/18 - 7/1/19	Madera USD	9/28/2018	New
Blanco	Rosalinda	Emergency Teacher Librarian Permit	8/13/18 - 9/1/19	Golden Valley USD	9/28/2018	New
Hilliker	Heather	Short Term Staff Permit: Multiple Subjects	9/1/18 - 7/1/19	Madera USD	9/28/2018	New
Matthews	Brooke	Emergency Teacher Librarian Permit	9/1/18 - 9/1/19	Madera USD	9/28/2018	Renewal
Phillips	Sharon	PL Career Technical Education Credential: Health Science and Medical Technology	7/27/18 - 8/1/19	Madera USD	9/28/2018	One Year Extension
Sanchez	Hugo	PL Administrative Services Credential	9/4/18 - 10/1/19	MCSOS	9/28/2018	New



**BOARD OF EDUCATION ACTION ITEM**

**October 9, 2018**

**Topic:**

Disposition of Surplus/Obsolete Property.

**Background:**

MCSOS staff members have completed a review of other equipment not in use and have determined that these items cannot be used in alternative placements.

The equipment is shown on the attached list. Once declared obsolete, the items will be removed from our Fixed Asset Inventory and discarded. We will attempt to sell the items as surplus.

**Financial Impact:**

None.

**Resource:**

Steve Carney  
Deputy Superintendent  
Business and Administrative Services

**Recommendation:**

Approval as submitted.



Obsolete Items List - For October 2018 Board						
Computers						
Description	Make	Model	S/N	Asset Tag	Obsolete	Non-operational
PC	Dell	Optiplex 760	4MY9GK1	23784	X	
PC	Dell	Optiplex 745	B1H7BD1	22547	X	
PC	Dell	Optiplex 745	JF6TMC1	22211	X	
PC	Dell	Optiplex 745	FF6TMC1	22216	X	
PC	Dell	Optiplex 745	JF11BC1	NA	X	
PC	Dell	Optiplex 745	DF38BD1	22522	X	
PC	Dell	D630 laptop	H5STY91	21623	X	
Other Items						
Description	Make	Model	S/N	Asset Tag	Obsolete	Non-operational
Monitor	LG	Flatron N1941	906DNJX7Y836	890057		X
Monitor	Dell	E198WFp	CN-0MM2226-73731-797-1TES	22694A		X
Monitor	Dell	E198WFPF	CN0G424H72872861652S	23244A	X	
Monitor	Dell	E1908FPb	CN0DY8404663377Q74CU	22563A	X	
Monitor	Dell	E197FPb	CN0WH3204663375R1J8U	22511A	X	
Monitor	Dell	1905FP	CN0T61167161851TA692	NA	X	
Monitor	Dell	190SB	CN09M62C742610A44H4S	NA	X	
Monitor	Dell	197FPb	CN0WH3204663375S1JRU	22514A	X	
Monitor	Dell	198WFPv	CN0MM226737317971TGS	22689A	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	491103005061	24325	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	74911A1FE6A0	23920	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	310901014727	23794	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	301003001379	23919	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	491103005043	24326	X	
Ruckus ZoneFlex 7055	Ruckus	ZoneFlex 7055	181302000462	NA	X	
Ruckus ZoneFlex 7055	Ruckus	ZoneFlex 7055	181302000458	NA	X	
Ruckus ZoneFlex 7055	Ruckus	ZoneFlex 7055	371462209125	NA	X	

Cisco 2600	Cisco	Cisco 2600	CNMHSROCRA	NA	X	
Cisco 3560 POE-24	Cisco	Cisco 3560	CAT0912R27Z	22886	X	
HP ProCurve 2626	HP	J8164A	TW602PC029	21553	X	
HP ProCurve 2626	HP	J8164A	TW602PC0A4	21544	X	
HP ProCurve 2650	HP	J8615A	TW602PD05M	21551	X	
Panasonic Fax Machine	Panasonic	UF-595	1990701279	9305		X
Ruckus ZoneFlex 7942	Ruckus	ZoneFlex 7942	35080100511	NA	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	260901007724	NA	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	491103001167	24322	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	270901015875	NA	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	481103002447	24324	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	491103001139	24323	X	
Ruckus ZoneFlex 7962	Ruckus	ZoneFlex 7962	320901001146	23794	X	
Ruckus ZoneFlex 7055	Ruckus	Ruckus ZoneFlex 7055	161302003269	NA	X	
HP Procurve 2520 J9138	HP	HP Procurve 2520 J9138	CN220DZ1LC	24342	X	

Cecilia A. Massetti, Ed.D. Superintendent of Schools 1105 South Madera Avenue Madera, CA 93637  
(559) 673-6051 FAX (559) 673-5569  
www.mcsos.org

## 8.3

### Board of Education Action Item October 9, 2018

Topic:

Educational Resources and Services Instructional Materials Recommendation

Background: The attached list of items includes materials that have been previewed by CCETC

(California County Educational Technology Consortium) members and subject area specialists, meet or exceed state standards and have been purchased under agreement with CCETC. Also included are materials that have been previewed by Madera County teachers or administrators and have received ratings that meet or exceed state standards.

Fiscal Impact: Budgeted as regular expenditures.

Resources: Dianna Young Marsh Assistant Superintendent, Educational Services

Susan Pennell Manager, Library Media Services

Recommendation: It is recommended that the Madera County Board of Education accepts the selections of Educational Resources and Services and approves the attached list of materials for inclusion in the County collection.

Title	Material Type	Summary Note	Subject
'A' to 'B', locomotion!	DVD	How do sensational sea creatures get from A to B? From walking sharks to hitchhiking shrimps and squids with jet propulsion, when it comes to journeying around, this ocean lot has ways of moving that are cool, wacky and downright jaw-droppingly awesome.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
The ABC book of San Joaquin County	Book	An ABC book showcasing the diverse geography, culture, history, and people of San Joaquin County.	Alphabet books--Juvenile literature.; San Joaquin River - History.; san jo--San Joaquin Valley - California.
Accountability for learning : how teachers and school leaders can take charge /	Book	Argues that rather than protest the call for accountability in schools, teachers and administrators should embrace it as an opportunity for empowerment, developing student-centered accountability systems of their own in order to improve teaching methods and influence policy makers; and explains how to do so.	Educational accountability--United States.; School improvement programs--United States.
The adaptive school : a sourcebook for developing collaborative groups / American annals of the deaf reference issue	Book Periodical	The Adaptive School gives hope to educators by showing how teachers who work in professional communities can learn new ways of working together so that they take collective responsibility for high levels of learning for all their students.	Group work in education.; Educational change.; Education--Philosophy. Deaf--United States--Education--Directories.; Deaf--United States--Services for--Directories.
Americans	Book	What makes Americans great? Americans are different from one another in many ways. And despite these differences, Americans share certain ways of doing and being that hold us all together. From the Fourth of July to the Bill of Rights, Douglas Wood and Elizabeth Sayles share the story of what it is to be American.	National characteristics, American--Juvenile literature.
America's finest ambassadors "Our Armed Forces"	DVD	Since WWI, US servicemen and women have become "America's Finest Ambassadors." Their interaction with young children during times of war have helped relieve hunger, a longing for love and attention, as well as a need for medical assistance. Regardless of being children of the enemy, our servicemen and women have afforded these necessities regardless of wartime attitudes. In this poignant film, German citizens who were children during WWII share their experiences with, memories of, and stories about "America's Finest Ambassadors".	History--United States.; United States--History.; United States--History--1945-; World History.; World history--20th century.
Arf! Buzz! Cluck!	Board Book	We arf, we buzz, we baaah, we coo, we chirp, and cluck and cock-a-Doodle-Do! Animals sure are noisy! With rhyming text and bright and goofy illustrations by David Creighton-Pester, little ones are sure to learn, laugh, and moo along with this alphabet concept book! This resource guide discusses eighteen works of art and architecture related to the events of World War II. It includes objects as diverse as a magazine cartoon; a postage stamp; sculptures constructed of bronze, aluminum, and even discarded wood; a number of oil on canvas paintings; a museum; and a re-purposed public exhibition hall.	Alphabet.; Alphabet books--Juvenile fiction.; Animals--Fiction.
Art of the World War II Era : A Resource Guide.	Book		Art.; World War, 1939-1944.
Arthur's promise	Book	Arthur makes a promise to D.W. that is almost impossible to keep! Arthur doesn't believe that his little sister can really read, so he challenges her to prove it.	Promises--Juvenile fiction.; Siblings--Fiction.; Friendship--Fiction.
Arthur's reading race	Book		Reading--Fiction.; Brothers and sisters--Fiction.; Aardvark--Fiction.
Baby Love	Board Book	Rosy cheeks. Button nose. Little fingers. Tiny toes. Sweet kiss. Warm hug. Yes, it must be baby love. Anyone who has ever delighted in a baby's bright smile or darling toes will instantly connect to this adorable board book that is perfect for reading aloud to little ones. With just the right balance of sweetness and humor, this is a soothing ode to all the wonderful bits and pieces that make up a cuddly, snuggly baby.	Babies--Fiction.; Parent and child--Fiction.
Bark Park	Book	Told in rhyming text, dogs have a wonderful day at the dog park.	Stories in rhyme.; Dogs--Fiction.
Bear can't sleep	Book	It's winter, and deep in the forest, Bear should be fast asleep. But when his friends come by to check on him, they realize that Bear is still awake! They brew him hot tea and sing him lullabies, but nothing seems to work. Can Bear get to bed? Or will he be up all winter?	Stories in rhyme.; Bedtime--Fiction.; Bears--Fiction.; Friendship--Fiction.; Animals--Fiction.
Behavioral intervention for young children with autism : a manual for parents and professionals /	Book	A growing body of research shows that many young children with autism and pervasive developmental disorders can derive significant, lasting, and sometimes dramatic benefits from early intervention based on the principles of Applied Behavior Analysis. This manual, inspired by that research, provides a wealth of practical information for parents, professionals, and others concerned with helping such children. Authors include parents whose children have been the beneficiaries of a science based approach to autism treatment, as well as many noted researchers and experienced clinicians. The manual gives the reader concrete information on how to evaluate treatment options and differentiate scientifically validated interventions from fads and miracle cures; assess children's skills, needs, and progress objectively and systematically; teach children a wide variety of important skills, ranging from basics such as listening and looking, to complex language and social skills; and determine who is competent to deliver and supervise behavioral intervention.	Autistic children--Rehabilitation.; Behavior modification.; Behavior therapy for children.; Autistic Disorder--rehabilitation.; Behavior Therapy.; Child.; Infant.
Best Friends Forever	DVD	The ocean world is full of fantastic fishy friendships, but just like for humans, some friends are better than others and some friends you could do without! From the coziest couples to the most peculiar pairings, these friendships are super strong because often these mates need each other to survive in the fish-eat-fish world of the Barrier Reef. The fancy term is symbiotic relationship.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.; Marine animals--Behavior.
Big Bird Says : A Game to Read and Play /	Kit	Complete with illustrations in full color, quirky commands like "Quack like a duck" bring to life Big Bird's rhyming Sesame Street version of Simon Says.	Rhyme.; Stories in rhyme.

Big Bug	Board Book	Beginning with a beautiful close-up of a "big" ladybug, this adorable board book artfully depicts the concept of scale as it zooms out from the bug, to a flower, to a cow, all the way to an expansive spread of sky. Then author Henry Cole masterfully zooms back in from that sky, to a tree, to a house, to a window, all the way to the end where an adorable dog is taking a "little" nap. Young readers will love the lush illustrations of the animals, objects, and scenery of a farm, and they'll delight in seeing how something "big" can suddenly seem "little" with every turn of a page!	Insects--Fiction.; Size and shape.; Size perception.
Big wheels	Big Book	Introduces a variety of working vehicles and their purpose. Includes bulldozers, cement mixers, snow plows, tractor scrapers, and other large-wheeled vehicles.	Motor vehicles--Juvenile literature.; Machinery--Juvenile literature.; Trucks--Fiction.; Machinery--Juvenile fiction.
Boing!	Book	An onomatopoeia-filled alphabet adventure.A great, big AH-CHOO! sends a Xavier's bouncy ball flying! With a BOP! BIFF! BOOM! it sails out the window. Then a CLASH CLANK! DINK! DONK! That ball is loooooong gone. Will Xavier get it back? Follow the letters of the alphabet as the ball bounces and wreaks havoc through the city and find out!	Balls (Sporting goods)--Fiction.; Sounds, Words for--Fiction.; Alphabet.; JUVENILE FICTION / Concepts / Alphabet.; JUVENILE FICTION / Humorous Stories.; JUVENILE FICTION / Concepts / Sounds.
Bone soup	Book	In this version of the classic tale, Stone soup, three witches are looking for a tasty treat on Halloween morning and they find only a small bone in their cupboard. So they decide to go from door to door in their village to find just the right ingredients for their bone soup--Easy-to-follow recipes (one for each letter of the alphabet) and numerous activities that include songs, poems and chants, that enhance literacy and math skills while students learn and enjoy hands-on-cooking experiences.	Folklore.; JUVENILE FICTION / Holidays & Celebrations / Halloween.; JUVENILE FICTION / Fantasy & Magic.; JUVENILE FICTION / Fairy Tales & Folklore / Adaptations.
Book cooks : 26 recipes from A-Z inspired by favorite children's books /	Book	In his attempt to make this the best Christmas ever, Jack accidentally breaks a very old ornament, releasing a tiny fairy who teaches him something about the true Christmas spirit.	Cooking.; Literature--Study and teaching (Early childhood).; Arithmetic--Study and teaching (Primary).
The broken ornament	Book		Christmas tree ornaments--Fiction.; Heirlooms--Fiction.; Family life--Fiction.; Fairies--Fiction.; Christmas--Fiction.
But not the armadillo	Board Book	Behold the armadillo, a cute and curious creature who follows his nose wherever it goes. Join him as he quietly travels the less-traveled road: he picks cranberries, stops and smells the flowers, takes a nap in the meadow, searches out the source of a beautiful melody, and at day's end passes an overeager hippo sprinting the other direction. Told with Boynton's signature charm and unpredictability, But Not the Armadillo is a gentle and worthy companion book to But Not the Hippopotamus—perfect for curious little kids and grown-ups alike. And for everyone who has ever been concerned about the armadillo: Don't worry. He's completely fine just the way he is.	Animals--Fiction.; Armadillos--Fiction.
Can a cat do that?	Book	Shows different animals behaving as they normally do, such as running or pinching, and asks if a cat can do the same. Includes word list and follow-up questions.	Cats--Habits and behavior--Juvenile fiction.; Animals--Habits and behavior--Juvenile fiction.; Cats--Habits and behavior--Fiction.; Animals--Habits and behavior--Fiction.; Questions and answers.
Centennial, Disc 1 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.
Centennial, Disc 2 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.
Centennial, Disc 3 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.
Centennial, Disc 4 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.
Centennial, Disc 5 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.
Centennial, Disc 6 /	DVD	Follow the fictional town of Centennial, Colorado from its inception in 1795 through its maturity in the present day. Relive the drama, the love, the betrayal, and the history as it unfolds through several generations.	Frontier and pioneer life--Colorado--Drama.; Colorado--Social life and customs--Drama.; Colorado--History--To 1876--Drama.; Colorado--History--1951---Drama.; Colorado--Politics and government--To 1876--Drama.; Colorado--Politics and government--1951---Drama.; Television mini-series.; Historical television programs.; Adventure television programs.; Television programs.; Western television programs.; DVD-Video discs.; Videorecording.; Video recordings.

Chica chica bum bum	Board Book	A told B, And B told C, "I'll meet you at the top of the coconut tree." A le dijo a B y B le dijo a C: —En el cocotero, ¡allí te esperaré! When all the letters of the alphabet race one another up the coconut tree, will there be enough room? Oh, no—Chicka Chicka BOOM! BOOM! Cuando todas las letras del alfabeto corren hasta el cocotero, ¿Habrá suficiente espacio? ¡Oh, no! Chica chica ¡BUM! ¡BUM! Roll along on wave of fun in this lively alphabet rhyme. Bill Martin Jr and John Archambault's rhythmic chant and Caldecott Honor illustrator Lois Ehlert's rainbow of bright, bold, cheerful colors make the merry parade of letters unforgettable. Síguelos el paso en esta divertida y animada rima del abecedario que ahora está disponible en edición clásica de libro de cartón. El canto rítmico de Bill Martin Jr y John Archambault, ilustrado por Lois Ehlert, ganadora del Premio de Honor de Caldecott, es un arco iris de brillantes, llamativos y joviales colores que hace que este alegre desfile de letras sea inolvidable.	Alphabet books--Juvenile fiction.; Alphabet--Fiction.; Spanish language--Fiction.
The Children's Parliament of Rajasthan (India)	DVD	During the day 13 year old Neraj Jath takes care of the family's goats in the dry landscape close to the Thar Desert. In the evening, she visits the school in her little village. In her spare time she is the minister for agriculture at the Children's Parliament of Rajasthan.	Geography.; Anthropology.; Cultural geography.; Rajasthan (India)--History.; Rajasthan (India)--Social life and customs.
Chomp goes the alligator	Board Book	Along came the alligator, chomp, chomp, chomp! From the internationally bestselling children's book creator Matthew Van Fleet comes the story of a hungry little alligator who gulps his way from one to ten. Ten touchable textures, a sturdy chomping pull tab, and a grand finale pop-up are sure to engage the youngest readers. This landmark guide has been reenergized and reorganized for today's classroom with new evidence-based insights and a refined framework that strengthens instructional planning. --from publisher description.	Stories in rhyme.; Alligators--Fiction.; Food habits--Fiction.; Counting.
Classroom instruction that works : research-based strategies for increasing student achievement /	Book		Effective teaching--United States.; Academic achievement--United States--Statistics.
Click, clack, quack to school!	Book	When Farmer Brown and the animals are invited to Farm Day at school, he instructs them to be on their best behavior, forgetting that school can be like a barnyard. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Domestic animals--Fiction.; Schools--Fiction.; Behavior--Fiction.; Farmers--Fiction.; Humorous stories.; JUVENILE FICTION / School & Education.; JUVENILE FICTION / Animals / Farm Animals.; JUVENILE FICTION / Humorous Stories.
Clone dog: Labrador retriever	DVD	Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. (L.4.2a,b,c) Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (L.5.2).	Medical technology.; Zoology.; Genetics--Research.; Cloning.; Dogs.; Genetic engineering.; Genetic Modification.
Commas - direct speech, introductory elements, and titles	DVD		Punctuation.; Commas.
Conjunctions, prepositions, and interjections	DVD	Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Use correlative conjunctions (e.g., either/or, neither/nor). (L.5.1).	Punctuation.; Grammar and Usage.; English language--Punctuation.; Language arts (Elementary)
Conmen, survival tricks	DVD	The crafty creatures of the Barrier Reef know that deep in the ocean depths they need some cool confidence tricks to stay alive. From the decorator crab to the sneaky snake eel, these conmen know they need to trick or be tricked. But how far do they go to stay alive?	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Construction cat	Book	Construction cat wakes up at dawn, grabs her boots and tugs them on... It's time to build! Tail high, Construction Cat kisses her family goodbye and goes to work with the other cats on a construction site. They lug lumber and pound nails, they saw, sand, and sweep the dust, all to build a truly paw-some park that they can't wait to share with friends and family! Sydney Hanson's lively and lovable cats combined with Barbara Odanaka's rhythmic story create a universal story that is a joy to read again and again.	Stories in rhyme.; Cats--Fiction.; Construction workers--Fiction.; Families--Fiction.
Cookie Countdown	Kit	Something smells good in Cookie Monster's kitchen! Must be cookies, of course! Cookie Monster just baked 10 yummy cookies to eat at Elmo's party, but as he meets up with his friends, the cookies just keep disappearing! Just when it looks like there won't be a single chocolatey treat left for Cookie Monster, his friends deliver a delicious surprise!	Counting.; Counting--Fiction.; Cookies--Fiction.; Friendship--Fiction.
Correct usage - adjectives and adverbs	DVD	Correctly use frequently confused words e.g. to/too/two; their/there. (L.4.1.g).	Adjectives.; Grammar and Usage.; English language--Punctuation.; Language arts (Elementary)
Courageous Equity Leadership Toolkit	binder		Leadership.; Education.

Creative schools : the grassroots revolution that's transforming education /	Book	Ken Robinson is one of the world's most influential voices in education, and his 2006 TED Talk on the subject is the most viewed in the organization's history. Now, the internationally recognized leader on creativity and human potential focuses on one of the most critical issues of our time: how to transform the nation's troubled educational system. At a time when standardized testing businesses are raking in huge profits, when many schools are struggling, and students and educators everywhere are suffering under the strain, Robinson points the way forward. He argues for an end to our outmoded industrial educational system and proposes a highly personalized, organic approach that draws on today's unprecedented technological and professional resources to engage all students, develop their love of learning, and enable them to face the real challenges of the twenty-first century. Filled with anecdotes, observations and recommendations from professionals on the front line of transformative education, case histories, and groundbreaking research--and written with Robinson's trademark wit and engaging style--Creative Schools will inspire teachers, parents, and policy makers alike to rethink the real nature and purpose of education.	Creative thinking--Study and teaching.; Creative ability--Study and teaching.; Educational change.; School improvement programs.
Cuanto mama te quiere	Board Book	This book celebrates a mother's love trumping even majestic mother nature...a mama's love is higher than a mountain and deeper than any stream.Este libro celebra el amor de una madre que sobrepasa incluso a la majestuosa naturaleza...el amor de una madre es más alto que una montaña y más profundo que cualquier río.	Mother and child--Fiction.; Mother-child relationship--Fiction.; Love, Maternal--Juvenile poetry.; Spanish language materials.
Culturally & linguistically responsive Arts teaching and learning in action : Strategies that increase student engagement and achievement	Book	This publication is part of CCSESA's Creativity at the Core Initiative in recognition of the transformative power of the arts in the lives of our students as they develop critical thinking skills and capacities that ensure success in our complex, multifaceted, globalized world. Whether he's playing in the snow, exploring nature at night, or visiting family, Daniel Tiger loves making friends and going on new adventures! Would you like to come along? This treasury includes twelve of Daniel's most gr-rific stories, each of which can be read aloud in three minutes. This sweet collection is perfect for little tigers who are settling down for bedtime and want to hear just one more story!	Arts.
Daniel Tiger's 3-minute bedtime stories	Book	Every summer, Gideon and his younger sister Audrey build a sand castle—together. But this summer, everything changes. Gideon is going to build the most spectacular sandcastle anyone on the beach has ever seen. And he's going to do it on his own—without any help from his sister. But much to his surprise, Gideon discovers that building together is more fun and that everyone has their own unique talent when it comes to creativity and imagination, even Audrey. Poster of Denzel Washington reading Green Eggs and Ham.	Friendship--Fiction.; Bedtime--Fiction.; Neighbors--Fiction.; Neighborhoods--Fiction.
Day at the beach Denzel Washington READ poster	Book Art Print	At the end of October each year, it's time to celebrate an ancient tradition: Dia de los Muertos! With vibrant illustrations by Golden Globe-winning Mexican illustrator Jorge Gutierrez, this festive board book teaches that Dia de los Muertos honors ancestors and loved ones who have passed. From sugar skulls to papel picado, this is a holiday that truly commemorates the cycle of life.	Family--Fiction.; Beaches--Fiction.; Sand sculpture. Reading.
Dia de Los Muertos	Board Book	Features instructions for 34 manipulatives, with approximately 200 full-color photographed examples, thousands of topic-specific ideas for teaching math using Foldables with black-line art examples on every page, and 80 pages of reproducible graphics.	Holidays.; Holidays--Mexico.
Dinah Zike's big book of math : grade levels K-6 /	Book	Features instructions for 35 graphic organizers, with approximately 270 full-color photographed examples. Fifty pages of Earth, Life, Astronomy, and Physical topic lists give thousands of ideas for using Foldables when teaching science. Along side each topic list there are approximately 4 blackline art examples of science Foldables. The back section of the book consists of 55 pages of reproducible science graphics that can be used with various Foldables.	Mathematics--Study and teaching (Elementary).; Teaching--Aids and devices.
Dinah Zike's big book of science : grade levels K-6 /	Book	Dinah Zike's Big Book of Social Studies K-6 is organized into three main parts. The first part introduces Foldables study organizers, explaining how they work and some of the ways they can be used. The second part gives step-by-step instructions on how to make 32 basic Foldables study organizers activities, along with practical, classroom tips. The third part of the book presents suggestions for using Foldables study organizers with specific Social Studies topics. Additionally, reproducible graphics to enhance your social studies instruction in general social studies, United States history, and world history are provided in two sections of the book, and can be used with various Foldables.	Teaching--Aids and devices.; Science--Study and teaching (Elementary)--Activity programs.
Dinah Zike's big book of social studies : grade levels K-6 /	Book	Dinah Zike's Big Book of United States History is organized into four parts. The first part introduces Foldables, explaining how they work and some of the ways they can be used. The second part gives step-by-step instructions on how to make 35 basic Foldable activities, along with practical classroom-tested tips. The third part of the book presents suggestions for using Foldables with specific United States History topics, and the fourth section consists of reproducible graphics which can be used with Foldables and other projects.	Social studies--Study and teaching.; Teaching--Aids and devices.
Dinah Zike's big book of United States history : for middle school and high school /	Book		History--United States.; Teaching--Aids and devices.

Dinah Zike's big book of World history : for middle school and high school /	Book	Dinah Zike's Big Book of World History is organized in three parts. The first part introduces Foldables, explaining how they work and some of the ways they can be used. The second part gives step-by-step instructions on how to make 35 basic Foldable activities, along with practical classroom-tested tips. The third part of the book presents suggestions for using Foldables with specific World History topics. Also included is a section of reproducible graphics, time lines, and maps to enhance your World History instruction.	History.; Teaching--Aids and devices.; World History.
Diwali	Board Book	Each autumn we gather with our friends and family and light our brightest lanterns. It's time for Diwali, the festival of lights! In this lovely board book with illustrations from Archana Sreenivasan, readers learn that the five days of Diwali are a time to pray for a bountiful season, celebrate the special bonds between siblings, and rejoice in the victory of light over darkness and good over evil.	Festivals.; Hinduism--Customs and practices.; Celebrations.
Do-watch-listen-say : social and communication intervention for children with autism /	Book	Quill, associated with The Autism Institute in Essex, Massachusetts, presents educators, clinicians, and parents with a guide to assessment and intervention that features state-of-the-art tools along with hundreds of creative ideas to promote social and communication skills. She also includes practical background information about autism itself, guidelines for designing and implementing intervention plans, and reproducible forms for collecting data. Backed by research-based methodology, this bestselling assessment and intervention guide gives you hundreds of creative ideas to promote social and communication skills and a state-of-the-art assessment tool, the Assessment of Social and Communication Skills for Children with Autism. This tool contains a set of questionnaires and checklists that help you obtain a detailed profile of a child's abilities in more than 100 subskill areas and target specific skills for intervention. Each subskill on the assessment tool has a corresponding activity sheet that outlines adaptable intervention activities and helps you build an individualized social and communication skills curriculum for each of your students with autism. Do-Watch-Listen-Say also contains data collection forms to help chart children's progress, as well as an extensive list of resources, practical background information on autism, and guidelines for designing and implementing intervention plans.	Autistic children--Rehabilitation.; Autistic children--Education.; Autistic Disorder--rehabilitation.; Child.; Early Intervention (Education); Autistic children--Rehabilitation.; Autistic children--Education.; Autistic Disorder--rehabilitation.; Child.; Early Intervention (Education); Guide (Descripteur de forme)
A dog named Doug	Book	Egged on by a ground squirrel, a dog named Doug digs miles underground--taking a detour through the White House--until he returns home, goes to bed, and dreams of digging some more.	Stories in rhyme.; Dogs--Fiction.; Tunneling--Fiction.
The doll hospital	Book	It's a quiet morning at the Doll Hospital until... DING-A-LING-A-LING! The emergency bells ring! Here comes a patient who needs Dr. Pegs's help. Dr. Pegs is about to get to work when... DING-A-LING-A-LING! Here comes another patient! And another! How will Dr. Pegs take care of them all? Looks like the doctor needs some help herself!	Dolls--Repairing--Fiction.
Don't forget the bacon!	Book	A little boy goes grocery shopping for his mother and tries hard to remember her instructions.	Shopping--Juvenile fiction.; Stories in rhyme--Juvenile fiction.; Shopping--Fiction.; Fiction.; Juvenile works.
Don't push the button!	Board Book	The only rule in Larry's book is that the reader not push the button, but when no one is looking, it may be irresistible.	Monsters--Fiction.
Drawing a bridge	Board Book	What connects people? Is it what we look like, or what foods we eat? Where we live, or what books we read? Connections are all around you, whether it's making a friend or helping someone in need. In this beautiful board book, kids will see the characters draw bridges to each other and learn how we can help each other and help our world.	Bridges.; Friendship--Fiction.; Drawing--Fiction.
Duck on a tractor	DVD	Find out what happens when Duck drives the big red tractor through town and past the popular diner where all the locals are having lunch. Book written and illustrated by David Shannon.	Ducks--Juvenile literature.; Ducks--Fiction.; Domestic animals--Juvenile fiction.; Tractors--Juvenile fiction.
Edgar Degas	DVD	When is an Impressionist not an Impressionist? When he's Edgar Degas! Get to know the strong-willed banker's son who showed his work with Cassatt, Monet, and Renoir, but never considered his ballerinas, racetrack jockeys, and cabaret singers to be "Impressionist" art. Fine art images, vintage prints, and cartoon fun all come together in the delightful, award-winning style that has made Mike Venezia's work a favorite with art educators and their students.	Art.; Impressionism (Art); Artists.
Elmo's abc book	Kit	Elmo tries to decide what his favorite letter of the alphabet might be. There are so many letters - so much to love! He takes readers on a tour of the ABCs, naming the things he loves that begin with each letter, and decides that they're all special in their own way.	Alphabet.; Alphabet--Fiction.; Elmo (Fictional character : Henson)--Fiction.
Excuse me	Book	Follow the adventures of four busy children and find out when it's good to say 'Excuse me!'	Manners and customs--Juvenile literature.; Etiquette for children and teenagers--Juvenile literature.; Juvenile works.
Faith Ringgold	DVD	Can you fly? Faith Ringgold believes you can. This delightful video follows an animated Faith as she guides viewers through her life, times, and work – from her childhood in Harlem, through the cultural upheavals of the 1970s, to her position today as a respected contemporary artist and author.	Art.; Authors, American.; Artists.
Family ties	DVD	We find out about family ties under the sea in Australia's Barrier Reef. We encounter spoiled children and the best and worst parents, not to mention some seriously extreme sibling rivalry!	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Five Little Ninjalinos	Book	When five Ninjalinos run into the PJ Masks on Halloween night, at first they are unsure of what is going on. The Ninjalinos and the PJ Masks are not always on the same team. Is there trouble brewing? But much to the Ninjalinos surprise, the PJ Masks are there to extend an invitation to their Halloween party. The Ninjalinos are thrilled—they've never been invited to a party before! It turns out to be the best Halloween ever for everyone! Written in rhyme, this adorable board book is sure to be a big hit with PJ Masks fans.	Halloween--Fiction.; Holidays--Fiction.; Costumes.



Food, glorious food	DVD	Meet the veggies and meat eaters, lone diners and pack hunters, and find the weird and wonderful connections that link them all together into one fishy family.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Found	Book	Jenn's beloved dog was lost sometime ago. Long enough that she has given up the search. But she still misses her friend. One day she finds a lost dog. She takes him in and despite a rocky start, she grows to love him. Until she spots his picture on a missing poster. His name is Roscoe, and he's someone else's best friend. Jenn knows she should return Roscoe, but she really doesn't want to. Will Jenn do the right thing? Or will she keep this new dog she's grown to love so much?	Lost and found possessions--Fiction.; Dogs--Fiction.; Stories without words.
A framework for understanding poverty	Book	Framework is the first book and the first book RFT Publishing Co. (now aha! Process, Inc.) published. It is fitting that the book and the company's history are intertwined. The central goal of the company is educating people about the differences that separate economic classes and then teaching them skills to bridge those gulfs. Framework is the method that delivers that message. Ruby's thesis for Framework is simple. Individuals accustomed to personal poverty think and act differently from people in the middle and upper economic classes. Most teachers today come from middle-class backgrounds. Economic class differences, in an educational setting, often make both teaching and learning challenging. Too often, teachers don't understand why a student from poverty is chronically acting out or is not grasping a concept even after repeated explanations. At the same time, the student doesn't understand what he/she is expected to produce and why. Ruby discusses at length the social cues or "hidden rules" that govern how we think and interact in society - and the significance of those rules in a classroom. Framework also illuminates differences between generational poverty and situational poverty. Ruby explains the "voices" that all of us use to project ourselves to the outside world and how poverty can affect those voices. Through the use of realistic teaching scenarios, Ruby focuses attention on sources of support, or resources, which might or might not be present in a student's life.	Poor--United States.; People with social disabilities--United States.; Poor--United States--Education.; People with social disabilities--United States--Education.; Poverty--United States.; Social classes--United States.
Friends and foes : poems about us all /	Book	A collection of poems about the ups and downs of friendship--	JUVENILE FICTION / Stories in Verse.; JUVENILE FICTION / Social Issues / Friendship.; JUVENILE FICTION / Humorous Stories.; Poetry.
Friendshape	DVD	The bestselling creators of EXCLAMATION MARK! introduce a triangle, circle, square, and rectangle who celebrate the gift of friendship. This joyous book rejoices in the simple beauties of friendship, and reminds readers of all ages that it's good to have a group of pals. Written by Amy Krouse Rosenthal. Illustrated by Tom Lichtenheld. Narrated by author Amy Krouse Rosenthal and others.	Shapes.; Friendship--Juvenile fiction.
Frog development model	model	See the frog life cycle up close inside this durable, clear acrylic block, measures approximately 5.5" x 2.5". The block is made of plastic so it will not break even if it is accidentally dropped.	Life Science.; Animals.; Frogs.; Frogs--Development.; Frogs--Metamorphosis.
Fur, feather, fin : all of us are kin /	Book	There are so many wild and wonderful animals in our world. Some have fur, some have feathers, some have fins, but all are connected. This fact-filled rhyming exploration of the diversity of the animal kingdom celebrates mammals, birds, insects, fish, reptiles, amphibians, and more! It's a perfect match for budding naturalists and animal enthusiasts everywhere.	Animals--Miscellanea--Juvenile literature.; Animals--Juvenile poetry.
Game changers : the story of Venus and Serena Williams /	Book	Venus and Serena Williams. Two peas in a pod. Best friends. Sisters. Six days a week they awoke before the sun came up to practice their serves and returns, to learn to run faster and hit harder. They were unstoppable. At age fourteen, Venus played her first professional match. Three years later, it was Serena's turn. It wasn't easy. Some tennis fans cheered for these two fresh faces, while those who were unhappy to see two black girls competing in a nearly all-white sport booed and taunted them. But they didn't let it stop them. With vibrant mixed media art, nonfiction superstars Lesa Cline-Ransome and Coretta Scott King Honor winner James E. Ransome share the inspirational story of two tennis legends who were fierce competitors on the courts, but close sisters above all.	Williams, Venus.--Juvenile literature.; Williams, Serena.--Juvenile literature.; African American women tennis players--Biography--Juvenile literature.; Tennis players--United States--Biography--Juvenile literature. Generosity--Juvenile literature.; Trees--Juvenile fiction.; Love--Juvenile literature.; Sacrifice--Juvenile literature.; Conduct of life--Juvenile fiction.; Giving--Juvenile fiction.; Love--Juvenile fiction.; Trees--Juvenile fiction.; Fiction.; Juvenile works.
The giving tree	Book	A young boy grows to manhood and old age experiencing the love and generosity of a tree which gives to him without thought of return.	
Guess what I hear	Big Book	Colorful and vivid illustrations depict a toddler's point of view in these educational books that teach children about different concepts through riddles and by lift-the-flap features. A drip, a splash, and other noises are described as children are asked to choose from a list of pictures to answer the question What do I hear?	Hearing.; Sounds.; Noise--Fiction.
Hands-on math around the year	Book	A super-creative collection of kid-pleasing activities that build essential math skills and celebrate favorite themes from September to June.	Mathematics--Study and teaching (Elementary); Interdisciplinary approach in education.; Seasons--Juvenile literature.
Happiness tastes like cotton candy	Book	What does happiness taste like to you? To some people it tastes like cotton candy. What does excitement taste like to you? Some people think it tastes like wild watermelon! Children will enjoy matching their feelings to Crayola crayon colors. Even the youngest readers will love exploring their emotions in the creative, Crayola way! © 2018 Crayola, Easton, PA 18044-0431. Crayola Oval Logo is a registered trademark of Crayola used under license.	Emotions--Fiction.; Feelings/emotions.; Colors--Juvenile poetry.
The happy hedgehog	Book	Mikko the hedgehog is perfectly content living in his garden until Grandfather Tarek suggests that he should accomplish something important in order to be happy like the other animals.	Hedgehogs--Fiction.; Happiness--Fiction.; Contentment--Fiction.; Grandfathers--Fiction.

Hello knights!	Board Book	Knights run up. Knights run down. Take the queen her royal crown. Knights march here. Knights march there. Take the king his underwear. Perfect for reading out loud, Joan Holub's hilarious text and Chris Dickason's lively illustrations will have little ones huff-puff laughing as the knights and dragons run up and down the castle wall. A clever, interactive approach to first concepts, this board book series also introduces important "next-step" concepts like opposites in a hilariously engaging way.	Knights--Fiction.; Friendship--Fiction.
Hello ninjas!	Board Book	Hello mask Hello boots Hello ninjas wearing suits Ninjas ten point to the sky A challenge from the samurai! Perfect for reading out loud, Joan Holub's hilarious text and Chris Dickason's lively illustrations will have little ones learning and laughing as they try to find all the sneaky ninjas hidden on each page. A clever, interactive approach to first concepts, this board book series also introduces important "next-step" concepts like counting in a hilariously engaging way. Henry the Duck sure gets himself into some sticky situations! When he finally goes out to the wild, wild West to visit his friend Clara, he finds out that he has another surprise waiting for him back home. Children and parents alike will love following disaster-prone Henry through his adventures in travel, cleverly written and illustrated by Robert Quackenbush.	Ninja--Fiction.; Friendship--Fiction.
Henry goes west	Book	George is a big dog who likes to just sit around. But there's another side to George that even his family doesn't know about. With Sandra Boynton's whimsical storytelling, and celebrated cartoonist George Booth's one-of-a-kind illustrations, Here, George! is a sweet, quirky, and charming board book that's a must-have for every collection! One creative boy. One bare, abandoned wall. One BIG idea. There is a wall in Ángel's neighborhood. Around it, the community bustles with life: music, dancing, laughing. Not the wall. It is bleak. One boy decides to change that. But he can't do it alone. Told in elegant verse by Susan Verde and vibrantly illustrated by John Parra, this inspiring picture book celebrates the power of art to tell a story and bring a community together.	Ducks--Fiction.
Here, George!	Board Book	George is a big dog who likes to just sit around. But there's another side to George that even his family doesn't know about. With Sandra Boynton's whimsical storytelling, and celebrated cartoonist George Booth's one-of-a-kind illustrations, Here, George! is a sweet, quirky, and charming board book that's a must-have for every collection! One creative boy. One bare, abandoned wall. One BIG idea. There is a wall in Ángel's neighborhood. Around it, the community bustles with life: music, dancing, laughing. Not the wall. It is bleak. One boy decides to change that. But he can't do it alone. Told in elegant verse by Susan Verde and vibrantly illustrated by John Parra, this inspiring picture book celebrates the power of art to tell a story and bring a community together.	Dogs--Fiction.; Pets--Fiction.
Hey, wall : a story of art and community /	Book	Deep down in these watery depths there are hitmen around every corner. From boxing shrimps to chomping sharks, not to mention a deadly shell with a poisonous spear, it's hit or be hit with these creepy critters, so get ready for some horrible hitmen! Everyone needs a place to call their own, and the Barrier Reef gang is no different. There's no place like home for the spectacular sea creatures in Barney's Barrier Reef. Illustrations and rhyming text follow endangered honeybees through the year as they forage for pollen and nectar, communicate with others at their hive, and make honey.	Walls--Fiction.; Street art--Fiction.; Neighborhoods--Fiction.; City and town life--Fiction.
Hitmen	DVD	Pickles is a pig, rescued as a wee one and now living it up at his forever home. But one day Pickles becomes very sick. His only hope? One big sow with an even bigger heart on a faraway farm...but will she get to Pickles in time? Learn the true story about one extraordinary pig and his savior in this inspiring photographic picture book! Includes facts about the real Pickles and Tickle.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Home sweet home	DVD	Pickles is a pig, rescued as a wee one and now living it up at his forever home. But one day Pickles becomes very sick. His only hope? One big sow with an even bigger heart on a faraway farm...but will she get to Pickles in time? Learn the true story about one extraordinary pig and his savior in this inspiring photographic picture book! Includes facts about the real Pickles and Tickle.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
The honeybee	Book	Pickles is a pig, rescued as a wee one and now living it up at his forever home. But one day Pickles becomes very sick. His only hope? One big sow with an even bigger heart on a faraway farm...but will she get to Pickles in time? Learn the true story about one extraordinary pig and his savior in this inspiring photographic picture book! Includes facts about the real Pickles and Tickle.	Stories in rhyme.; Honeybee--Fiction.
How Tickle saved Pickles : a true story /	Book	Older siblings experience the ups and downs of having a new baby in the family and sharing the years of growth that follow.	Swine--Fiction.; Pigs--Fiction.; Veterinary medicine--Fiction.; JUVENILE NONFICTION / Animals / Pets.; JUVENILE NONFICTION / Social Issues / Friendship.; JUVENILE NONFICTION / Animals / General.
How to be an older brother or sister : What to expect when it happens to you	DVD	As a young girl, Temple Grandin loved folding paper kites, making obstacle courses, and building lean-tos. But she really didn't like hugs. Temple wanted to be held—but to her, hugs felt like being stuffed inside the scratchiest sock in the world; like a tidal wave of dentist drills, sandpaper, and awful cologne, coming at her all at once. Would she ever get to enjoy the comfort of a hug? Then one day, Temple had an idea. If she couldn't receive a hug, she would make one...she would build a hug machine!	Siblings--Fiction.; Families--Fiction.; Brothers and sisters--Fiction.
How to build a hug : Temple Grandin and her amazing squeeze machine /	Book	Kaylee loves pulling pranks: from dropping water balloons on passers by to even tricking Santa Claus, she's a prize-winning prankster! But is she the Princess of Pranks? No! That title is held by none other than the Tooth Fairy. But when Kaylee loses a tooth and the Tooth Fairy goes about her usual tooth-taking business, Kaylee pranks her with a fake frog. As Kaylee and the Tooth Fairy try to out-prank one another, things get way out of hand, until the two finally see eye and eye and decide to share the crown! Huggy the Python loves to hug. The only problem is, he hugs WAY too hard. WAIT! Can you show Huggy how to give a gentle hug? Wee Beasties is a new board book series from New York Times bestselling author, Ame Dyckman, featuring silly animals doing the things they love just a little TOO much. In this first book about Huggy the Python and all the things he loves, little ones will learn how to give a big gentle hug.	Temple, Grandin--Juvenile literature.; Animal scientists--United States--Biography--Juvenile literature.; Autism spectrum disorders--Treatment--Juvenile literature.; Autism spectrum disorders in children--Treatment--Juvenile literature.; Autism--Patients--Biography--Juvenile literature.; Autistic children--Biography--Juvenile literature.
How to trick the tooth fairy	Book	A small-town family celebrates the Fourth of July by attending a parade, having a picnic, and watching fireworks. Interspersed throughout the pages are patriotic songs and traditional rhymes. Even though he is very slow and has many distractions on the way, Franklin the turtle manages to get to Bear's house just in time for a special event.	Tooth Fairy--Fiction.; Tricks--Fiction.; Competition--Fiction.
Huggy the Python hugs too hard	Board Book	A boy and his father enjoy a day at the beach and see how things are connected, as a bird that can fly leads to a fly that will land, that leads to land stretching to the sea.	Hugging--Fiction.; Snakes as pets--Fiction.
Hurray for the Fourth of July	Book		Fourth of July--Juvenile fiction.; Picnics--Fiction.; Family--Fiction.; Pen and ink drawing.; Watercolor painting.
Hurry up, Franklin	Book		Turtles--Fiction.; Animals--Fiction.; Parties--Fiction.
I am a bird	Book		Ecology--Fiction.; Nature--Fiction.; Beaches--Fiction.; Fathers and sons--Fiction.

I feel teal	Book	You're pink, you're teal, you're gray, you're jade. You're every golden, warmy shade... All of us have lots of feelings, and this sweet rhyming story cleverly uses colors to explore the wide range of emotions little ones experience throughout the day, from a shy scarlet to a quiet ecru to an exuberant magenta. Along the way it celebrates individuality and self-acceptance—after all, our feelings are the palette that makes us who we are!	Stories in rhyme.; Emotions--Fiction.; Color--Fiction.; JUVENILE FICTION / Social Issues / Emotions & Feelings.; JUVENILE FICTION / Concepts / Colors.; JUVENILE FICTION / Stories in Verse.
I love my daddy because ...	Book	Familiar phrases from a preschooler's world give a child's-eye view of being an animal baby. Many different animal fathers are shown caring for their young.	Father and child--Juvenile fiction.; Animals--Juvenile fiction.; Animal babies.; Fiction.; Juvenile works.
If you take a mouse to school	Book	Follows a boy and his mouse through a busy day at school.	Schools--Juvenile fiction.; Mice--Juvenile fiction.; Schools--Juvenile fiction.; Mice--Juvenile fiction.; Fiction.; Juvenile works.
I'm an immigrant too!	Book	What journeys we have travelled, from countries near and far! Together now, we live in peace, beneath the Southern Star. Inspired by the plight of immigrants around the world, Mem Fox was moved to write this lyrical and rhyming exploration of the myriad ways immigrants have enriched her home country of Australia. Young readers everywhere will see themselves—and their friends and neighbors—in this powerful and moving picture book.	Stories in rhyme.; Immigrants--Fiction.; Cultural pluralism--Fiction.; JUVENILE FICTION / Social Issues / Emigration & Immigration.; JUVENILE FICTION / People & Places / Australia & Oceania.; JUVENILE FICTION / Family / General (see also headings under Social Issues); Australia--Fiction.
I'm sad	Book	Everyone feels sad sometimes—even flamingos. Sigh. When Flamingo announces he's feeling down, the little girl and Potato try to cheer him up, but nothing seems to work. Not even dirt! (Which usually works for Potato.) Flamingo learns that he will not always feel this way. And his friends learn that sometimes being a friend means you don't have to cheer someone up. You just have to stick by your pal no matter how they feel. Even if they're a potato. After passing a city museum many times, a boy finally decides to go in. He passes wall after wall of artwork until he sees a painting that makes him stop and ponder. Before long the painting comes to life and an afternoon of adventure and discovery unfolds, changing how he sees the world ever after.	Sadness--Fiction.; Flamingos--Fiction.; Potatoes--Fiction.; JUVENILE FICTION / Social Issues / Emotions & Feelings.; JUVENILE FICTION / Imagination & Play.; JUVENILE FICTION / Humorous Stories.; Friendship--Fiction.
Imagine!	Book	Perception--Fiction.; Imagination--Fiction.; Art museums--Fiction.; Museums--Fiction.; Stories without words.	
An inconvenient alphabet : Ben Franklin and Noah Webster's spelling revolution /	Book	Once upon a revolutionary time, two great American patriots tried to make life easier. They knew how hard it was to spell words in English. They knew that sounds didn't match letters. They knew that the problem was an inconvenient English alphabet. In 1786, Ben Franklin, at age eighty, and Noah Webster, twenty-eight, teamed up. Their goal? Make English easier to read and write. But even for great thinkers, what seems easy can turn out to be hard. Children today will be delighted to learn that when they "sound out" words, they are doing eg-zakt-lee what Ben and Noah wanted.	Webster, Noah, 1758-1843--Juvenile literature.; Franklin, Benjamin, 1706-1790--Juvenile literature.; English language--United States--Orthography and spelling--Juvenile literature.; Spelling reform--Juvenile literature.; Americanisms--Juvenile literature.
Inky's amazing escape : how a very smart octopus found his way home /	Book	The story of how in April 2016, Inky the octopus escaped from the New Zealand aquarium and became an international sensation.--	Octopuses--New Zealand--Anecdotes--Juvenile literature.; Aquarium animals--Juvenile literature.
An Introduction to economics and the economic origins and impact of World War II	Book	This resource guide begins by describing the basic assumptions on which all economic analysis rests. The list of these assumptions is relatively short, and , as you will see, they are not terribly controversial. Yet, these assumptions provide the basis for the development of an extremely rich and flexible set of theories that can account for a wide range of observed phenomena. The second section provides a description of microeconomics; the third turns to the subject of macroeconomics.In the fourth and final section of this resource guide, we employ some of the conceptual tools developed in the first three sections to examine the economic origins and impact of the Second World War. World War Two was a conflict that had deep economic roots, and it fundamentally transformed the economics of the nations involved.	Economics.; Economics--Europe.--History.; World war, 1939-1945--United States.--Economic aspects.
An Introduction to the Art of India : A Resource Guide An Introduction to the Music of India	Book CD	This resource guide discusses eighteen works of art and architecture from throughout the history of India. It includes objects as diverse as a mounded Buddhist shrine, a Muslim miniature painting, a Dutch coat, and a modern rupee banknote. While these objects present widely varying materials, subject matters, and conceptual concerns, together they help illustrate the rich and complex story of the Indian subcontinent.	Art.; India.; india. Music.; India.
An Introduction to the Music of India : Music Resource Guide	Book	Section 1: Introduction to music theory and the music of IndiaSection 2: India's regional music traditions and devotional musicSection 3: Indian classical musicSection 4: Film and popular music.	Music.; India.
Is your mama a llama?	Book	A young llama asks his friends if their mamas are llamas and finds out, in rhyme, that their mothers are other types of animals.	Llamas--Juvenile poetry.; Animals--Infancy--Juvenile poetry.; Mothers--Juvenile poetry.; Friendship--Juvenile poetry.; Parent and child--Juvenile poetry.; Stories in rhyme.; Children's poetry.; Children's poetry--1989.
It's your first day of school, Busy Bus!	Book	Today is the very first day of school! Busy Bus is excited, but he also has some first-day jitters. Luckily, bus driver Ben knows just what to do to make sure that the school year gets off to a great start-- The itsy bitsy school bus was ready for the day. Backpack was full with lunch and books, hooray! Dropped off at school, it was time to learn and play, The teacher said, "Hello, nice to meet you all today." The itsy bitsy school bus is ready for the first day of school! Whether it's a first day to Pre-K or back-to-school, little ones are sure to love this classroom twist on the classic nursery rhyme "The Itsy Bitsy Spider"!	First day of school--Fiction.; School buses--Fiction.; School buses--Fiction.; School--Fiction.
The itsy bitsy school bus	Board Book	Songs--Fiction.; Rhyme.; School buses--Fiction.; School--Fiction.	
The Itsy bitsy spider	Book	In this expanded version of a popular song, the itsy-bitsy spider's climbing is interrupted by a fan, a mouse, a cat, and some dew before she makes her way to the top of a tree to spin her web.	Spiders--Songs and music.; Songs.; Children's songs--Texts.; Nursery rhymes.; Spiders--Fiction.

Itsy bitsy sweetheart	Board Book	The itsy bitsy sweetheart was lovable and kind. Drawing new cards for his friends and Valentines! Out came the markers, paints, and sticky glue. The itsy bitsy sweetheart had lots of work to do! The itsy bitsy sweetheart spreads holiday cheer as she makes Valentine's Day cards for her family and friends! Little ones will love this sweet twist on the classic nursery rhyme "The Itsy Bitsy Spider."	Valentine's Day--Fiction.; Friendship--Fiction.
Joachim wild riders (Brazil)	DVD	Ten-year-old Luam spent most of his life on the streets and is now moving to Señor Joaquim's farm. Señor Joaquim and his wife Dona Terezinha take care of street kids and offer them a new life. Simon plays violin in the village's orchestra. He lives with his parents and siblings at the border of the Bolivian Rain Forest in a straw hut without electricity and water.	Geography--Brazil.; Anthropology.; Brazil--Social life and customs.
The jungle orchestra (Bolivia)	DVD	Has the rainy day got you down? Not feeling fancy in your gown? Just add glitter! It all starts with a mysterious mail delivery, a little girl with a big imagination, and a sprinkling of twinkling glitter. Before long there's glitter here, glitter there—glitter, glitter EVERYWHERE! But just when she's about to add more glitter, the little girl realizes maybe there is such a thing as too much bling when you and your best pal start to get lost in it... From beloved author Angela DiTerlizzi and illustrator Samantha Cotterill comes a silly and sweet story that celebrates imagination, creativity, and knowing when enough is enough—or is it?!	Geography.; Anthropology.; Cultural geography.; Bolivia--Social life and customs.; Rain forests--South America.; Violinists.; Music.
Just add glitter	Book	On a gray and rainy day, a lonely kitten feels better after writing a song, and as she sings the "magic" song around her neighborhood, her animal friends cheer up, as well.	Stories in rhyme.; Glitter art--Fiction.; Moderation--Fiction.
Kat writes a song	Book	The night watchman hugs his wife and kids and drives to work. All night he is alone. Every hour he makes his rounds. He sees the stars twinkling. He hears the sounds of the night: ki-DEE ki-DEE ki-DEE shhhhheeeeeEEEEERRRROOOOooooommmmm Woof! Woof! Woof! Meeooooow. When he is joined by a stray kitten, the kitten suddenly seems different. Has the kitten found a new home? Kitten and the Night Watchman is inspired by the true story of author John Sullivan meeting a stray cat while working as a night watchman. The cat, Beebe, was John's companion for seventeen years. Located in a secluded valley of the holy Shongshan Mountains is the only women's Kung Fu school in China: a boarding school for 70 girls. Goa Jia had always dreamed of becoming a Kung Fu fighter and feels privileged to be part of the school. Many young men of Burundi turned an old tradition into occupation: they are "Batimbos", drummers. Their huge drums are carried traditionally on the head. Following the rhythm of the drums the young men jump into the air and perform acrobatic tricks according to a set choreography.	Cats--Fiction.; Animals--Infancy--Fiction.; Songs--Fiction.; Music--Fiction.; Animals--Fiction.; JUVENILE FICTION / Animals / Cats.; JUVENILE FICTION / Performing Arts / Music.; JUVENILE FICTION / Social Issues / Friendship.; Songs--Fiction.; Singing--Fiction.
Kitten and the night watchman	Book	This book offers teachers ideas for center time as well as how to best adapt these ideas to four-year-old kindergartens. An important part of literacy learning and the developmentally appropriate kindergarten, learning centers enhance children's cognitive and social development, self-regulation, and curiosity.	Watchmen--Fiction.; Cats--Fiction.; Animals--Infancy--Fiction.; Sound--Fiction.; JUVENILE FICTION / Animals / Cats.; JUVENILE FICTION / Concepts / Sounds.; JUVENILE FICTION / Social Issues / Friendship.
Kung fu: China's female fighters (China)	DVD	Lena is excited about starting kindergarten but her favorite shoes are not until, with the help of her father and a very special headband, she convinces the shoes--and herself--to be brave.	China.; Anthropology.; China--Social life and customs.; Geography.
Land of rhythm (Burundi)	DVD	You would like being friends with Leo. He likes to draw, he makes delicious snacks, and most people can't even see him. Because Leo is also a ghost. When a new family moves into his home and Leo's efforts to welcome them are misunderstood, Leo decides it is time to leave and see the world. That is how he meets Jane, a kid with a tremendous imagination and an open position for a worthy knight. That is how Leo and Jane become friends. And that is when their adventures begin. Story by Mac Barnett. Pictures by Christian Robinson.	Geography.; Anthropology.; Africa--Geography.; Drummers (Musicians)
Learning Centers in Kindergarten	Book	This is the first documentary of one man's dream to share with young people the real cost of freedom. Follow this World War II veteran and his fellow comrades as they return to Belgium together with four young history teachers to relive the Nazi Germany occupation. The teachers, in return, will bring these stories to life for their students, aided by this documentary. Hear stories of the Battle of the Bulge from WW II veterans and watch first-hand accounts told by Belgian citizens and resistance fighters.	Kindergarten.; Education, Elementary--Curricula.; Elementary education.; Classroom management.; Cooperative learning.; Early childhood education--United States.
Lena's shoes are nervous : a first-day-of-school dilemma /	Book	A vivid and uplifting story of how a family pulled not one but two children out of the torments of autism - and into a normal life... Unlike other books about children who've recovered from autism, this offers not only hope but a road map, with names, addresses, and phone numbers. Powerful in her detailing and in her intelligent, honest observations, Maurice offers a new strength to parents who refuse to give up on their autistic children. Felix's biggest dream is to be a Balinero like Loco. For more than a year Felix collected spare parts to build his own cart. Now his time has come, with his first ride in his own cart he will be a part of the Linea 5's dashing angels. Little Brown is one cranky canine because no one ever plays with him at the dog park. Or maybe no one ever plays with him because he is cranky. Either way, Little Brown decides today is the day to take action, so he takes all of the toys and sticks and blankets from all of the dogs at the park and won't give them back. But what will happen now?	First day of school--Fiction.; Anxiety--Fiction.; Clothing and dress--Fiction.; School--Fiction.; Emotions--Fiction.
Leo: a ghost story	DVD		Friendship--Fiction.; Ghosts--Fiction.; Friendship--Juvenile fiction.
The lesson is priceless	DVD		History--United States.; United States--History.; United States--History--1945-; World History.
Let me hear your voice : a family's triumph over autism /	Book		Autistic children--United States--Biography.; Autistic children--United States.--Family relationships.; Autistic children--United States.--Rehabilitation.; Autistic Disorder.; Family--psychology.; Personal Narratives.; Biography.
Linea 5's dashing angels (Colombia)	DVD		Geography.; Anthropology.; Cultural geography.; Colombia.; South America--Geography.
Little Brown	Book		Dogs--Fiction.; Mood (Psychology)--Fiction.; Loneliness--Fiction.

Little Critter Jack and the beanstalk : a lift-the-flap book /	Book	Little Critter climbs to the top of a giant beanstalk, where he uses his quick wits to outsmart a giant and make his and his mother's fortune.	Little Critter (Fictitious character)--Juvenile fiction.; Lift-the-flap books--Specimens.; Giants--Folklore--Juvenile fiction.; Toy and movable books.
Little Critter's Little Red Riding Hood	Book	Little Sister meets a hungry wolf in the forest while on her way to visit her grandmother.	Lift-the-flap books--Specimens.; Fairy tales.; Fairy tales.
The little pig, the bicycle, and the moon	Book	Rosie is a little pig who has everything she needs right on the farm: a mud bath to play in, plenty of food to eat, and a deliciously smelly pigpen. But then she sees a small, ugly animal with two feet and no tail riding a bicycle and she thinks "That's easy. I could ride a bike too." It is only when she sneaks out at night to try to ride the bike herself that Rosie realizes it's not as easy as it looks. First you have to learn to pedal...but you also need to know how to balance, and braking is very important, too. Every night, watched over by her friend the moon, she tries again and again, and after each failure, she learns something new: to give a push, to wear a helmet, to ask a friend for help. And so every night she tries again, because she knows that if she could just learn how to ride a bike, why, she could travel to the other side of the world...or maybe even farther.	Pigs--Fiction.; Bicycles and bicycling--Fiction.; Determination (Personality trait)--Fiction.; Domestic animals--Fiction.
Look 'n' cook : step-by-step recipes for young chefs /	Book	Over 45 fun, creative recipes; easy-to-read directions; reinforces early reading and organizational skills; complements popular classroom themes; includes reproducibles for at-home preparation.	Cooking.; Food.; education.
Lots more animals should definitely not wear clothing	Book	From the bestselling duo behind Cloudy with a Chance of Meatballs comes the long-awaited sequel to Animals Should Definitely Not Wear Clothing, which shows us a hilarious new group of animals that shouldn't, ever ever ever, dress like humans. Everyone knows that snakes and billy goats and walruses should definitely not wear clothing, but there are actually lots more animals that should definitely not wear clothing...Because a frog might jump out of it,Because a crab might tear it up,And because a penguin is already formally dressed!Judi and Ron Barrett, the team behind the Cloudy with a Chance of Meatballs series, remind us once again why animals are better off just the way they are. . Bear had to leave the park early for his nap. Then he fell and got an owie on the way home. And then he had to leave his favorite boots and stick outside. Bear feels like nothing is fair, and that makes him VERY, VERY, VERY MAD! Can he find a way to move through his emotions and get back to feeling better? Maybe...but not before having a major meltdown!	Animals--Juvenile humor.; American wit and humor, Pictorial.; Animals--Caricatures and cartoons.; Animals--Wit and humor.
Mad, mad bear!	Book	Makey Makey is an invention kit for the 21st century. Turn everyday objects into touchpads and combine them with the internet. It's a simple Invention Kit for Beginners and Experts doing art, engineering, and everything in between.	Anger--Fiction.; Bears--Fiction.
Makey Makey STEM pack : Classroom invention literacy kit.	Kit	Makey Makey is an invention kit for the 21st century. Turn everyday objects into touchpads and combine them with the internet. It's a simple Invention Kit for Beginners and Experts doing art, engineering, and everything in between.	Technology.; Creativity.; Inventions.; Science and technology.
Making connections : a practical guide for bringing the world of voice output communication to students with severe disabilities.	Book	Making Connections is a practical guide for professionals and family members who are supporting a beginiing communicator to use a voice output communication aid.	Special education.; Special Education--Communicative Disorders.; Communication devices for people with disabilities.; Communication.
Mama dug a little den	Book	Perhaps you'll come across a den, dark and deep and wide. And it will make you wonder... Who or what might be inside! There are so many different kinds of dens that mother animals make for their babies, from desert burrows to snow caves to elaborate underground tunnels. Jennifer Ward introduces young readers to all sorts of animals and the cozy burrows they call home in this bouncy, rhyming picture book, illustrated by Caldecott Honoree Steve Jenkins.	Animals--Habitations--Juvenile literature.; Animal behavior--Juvenile literature.
Mary had a little lamb	Book	A contemporary interpretation of the well-known nineteenth-century nursery rhyme about the school-going lamb, accompanied by color photographs, a sample exercise from McGuffey's reader, and a note on the history of the author and her famous rhyme.	Lambs--Juvenile poetry.; Children's poetry, American.; Nursery rhymes.; American poetry.
Memories of France	DVD	Filmed in Normandy and Alsace Lorraine, France, George Ciampa takes history teachers, a journalist and WW II combat veterans, who fought in these areas, on a Teachers' Educational Tour. They hear stories from French civilians and resistance fighters who lived under Nazi occupation as well as the veterans who fought there during World War II. The tour also visits the Struthof Concentration Camp and Lorraine Military Cemetery.	History--United States.; United States--History.; United States--History--1945-; World History.; World history--20th century.; France--History--1933-1945.
Memory Microscope kit	DVD Kit	What do you think determines how we make decisions - what we think, or what we feel? Our brain actually perceives and acts upon emotional stimuli. Emotions are a combination of cognitions, feelings, and actions, according to psychologists. So emotions are not just about what we feel but about how we process and respond to those feelings. Remember that even if our internal structures are virtually the same, we are all unique individuals!	Mind and body.; Brain.; Science.; Memory. Microscopes.; Science.; Observation (Scientific method)
The mine clearing rat (Tanzania)	DVD	Ronaldinho the rat is able to smell TNT. Every day the training gets harder for Ronaldinho and at the end he has to past the biggest test: at an open field, out of thousand different smells he has to find the TNT. Will he make it and be one of Africa's live saving rats? Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Geography.; Anthropology.; Cultural geography.; Tanzania.; Africa.; Rats.; Music.
Miniature horse: a dark little secret	DVD	His parents aren't able to take care of Pumbui properly, which makes the little boy an easy victim for a career of crime. That is why Abbot Phra Khru Ba Neau Chai wants to take the boy to the monastery, to educate him and provide him a better future. As all the kids there, Pumpui will learn about discipline and responsibility.	Medical technology.; Zoology.; Genetics--Research.; Cloning.; Horses.; Genetic engineering.; Genetic Modification.
Monks of the Golden Triangle (Thailand)	DVD	His parents aren't able to take care of Pumbui properly, which makes the little boy an easy victim for a career of crime. That is why Abbot Phra Khru Ba Neau Chai wants to take the boy to the monastery, to educate him and provide him a better future. As all the kids there, Pumpui will learn about discipline and responsibility.	Geography.; Anthropology.; Cultural geography.; Thailand--Social life and customs.

Monster boogie	Book	I'm the biggest monster that you've ever seen! My eyes are purple and my teeth are green. I'm big and I'm scary, you know what I mean? And this is what I like to do... Boogie away those bedtime fears and embrace your inner monster with Monster Boogie, based on Laurie Berkner's irresistibly fun song and featuring lively, playful artwork by Ben Clanton! I do the monster boogie. So can you! Rraaaahhh!	Children's songs, English--United States--Texts.; Monsters--Songs and music.; Dance--Songs and music.; Songs.
Mother of the Bonobos (Republic of the Congo)	DVD	Claudine André and her staff raise orphan Bonobos. They spare them from a life as pets - squeezed alone into tiny cages. Most of the animals have suffered great pain and it takes a lot of patience and time to rehabilitate them.	Geography.; Anthropology.; Cultural geography.; Republic of the Congo.; Monkeys.
The Mother's Day sandwich	Book	Ivy and Hackett's plan to give their mother a Mother's Day breakfast in bed almost turns to disaster until Mother finds a way to save the day.	Mother's Day--Fiction.; Breakfasts--Fiction.; Families--Fiction.
Mr. Monkey bakes a cake	Book	Mr. Monkey bakes a cake. He can't wait to win a ribbon! But first he has to carry it to the contest. What could possibly go wrong?	Monkeys--Fiction.; Cake--Fiction.; Contests--Fiction.; Humorous stories.
Mr. Monkey visits a school	Book	Mr. Monkey is invited to visit a school to perform a trick he just learned. He can't wait to put on a show! But first he has to find the school. What could possibly go wrong?	Monkeys--Fiction.; Tricks--Fiction.; Schools--Fiction.; Humorous stories.
Mommy's khimar	Book	A young Muslim girl puts on a head scarf and not only feels closer to her mother, she also imagines herself as a queen, the sun, a superhero, and more.	Scarves--Fiction.; Mothers and daughters--Fiction.; Imagination--Fiction.; Muslims--Fiction.
MVP : most valuable puppy /	Book	Phoebe is a dog with a pink tail. She lives with her family—the Man in the Box, the Lady who Feeds Her, the Baby, and her sister the Girl with Curly Hair. Phoebe's favorite time of day is when she and her sister go to the park and play. But today things are a different. Can Phoebe convince her best friend to try something new? And can she show her that sometimes it's okay not to be perfect? Phoebe and her sister learn that no matter what happens and no matter how many mistakes you make, your family will always be there for you.	Dogs--Fiction.; Pets--Fiction.; JUVENILE FICTION / Animals / Dogs.; JUVENILE FICTION / Humorous Stories.; JUVENILE FICTION / Family / General (see also headings under Social Issues)
My book of birds	Book	Colorful pictures of parrots and other exotic birds with a short description of each.	Birds.; Birds--Tropical.; Cockatoos.; Ducks.; Flamingos.; Penguins.
My love affair with the brain : the life and science of Dr. Marian Diamond /	DVD	How can you not fall in love with a woman who carries around a preserved human brain inside a giant flowery hat box? Meet Dr. Marian Diamond, renowned academic and research scientist, and prepare to be smitten. Catherine Ryan and Gary Weimberg's film follows this remarkable woman over a 5-year period and introduces the viewer to both her many scientific accomplishments and the warm, funny, and thoroughly charming woman herself, who describes her 60-year career researching the human brain as "pure joy." As one of the founders of modern neuroscience, it's no exaggeration to say that Dr. Diamond changed science, and society at large in dramatic ways over the course of her career. Her groundbreaking work is all the more remarkable because it began during an era when so few women entered science at all. Shouted at from the back of the conference hall by noteworthy male academics as she presented her research, and disparaged in the scientific journals of a more conservative era, Dr. Diamond simply did the work and followed where her curiosity led her, bringing about a paradigm shift (or two) in the process. As she points out, in order to get to the answers that matter, you have to start by asking the right questions.	Diamond, Marian Cleaves; Brain--United States--Research--History--20th century.; Neuroscientists--California--Biography.; Biology teachers--California--Biography.; Neurosciences.; Neuroplasticity.; Women in science--United States--Biography.; Women scientists--United States--Biography.; Brain--Growth--Research--History.; Human anatomy--Study and teaching.; Neuropsychology.; Biography.; History.; Documentary films.; Nonfiction films.; Biographical films.
The napping house	Book	In this cumulative tale, a wakeful flea atop a number of sleeping creatures causes a commotion, with just one bite.	Sleep--Fiction.; Fleas--Fiction.; Animals--Fiction.; Grandmothers--Fiction.
National school library standards for learners, school librarians, and school libraries	Book	School librarian's needs have changed-- and the standards that govern the profession must change with them. This book is not intended to be a curriculum, but rather to guide your interactions with learners and educators, and help you develop an effective professional practice.	School libraries--United States--Standards.; Education--United States--Standards.; School librarians--United States--Rating of.; Students--United States--Rating of.
The new principal's fieldbook : strategies for success /	Book	First year school principals--United States--Handbooks, manuals, etc.; School management and organization--United States--Handbooks, manuals, etc.; Guide (Descripteur de forme).	Santa Claus--Juvenile poetry.; Santa Claus--Poetry.; Christmas poetry.; Children's poetry, American.; Christmas--Poetry.; American poetry.; Narrative poetry.
The night before christmas	Book	A newly illustrated version of the well-known poem about an important Christmas visitor.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Night shift, sleepless in the sea	DVD	The Barrier Reef is brilliantly beautiful by day, scarily spooky by night. The reef comes alive with a whole new gang of crazily connected creepy critters. It's night shift time for Barney and Gemma, who delve into the deep dark waters to find out who works really hard in the hours of darkness.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Not just a fashion victim, functional fashion	DVD	In the ocean world, fish fashion counts and there is no such thing as one size fits all. Deep down in the watery depths, there are patterns and outfits to suit everyone. Join Barney and Gemma on the barrier reef catwalk to find out why our fishy friends are certainly not just fashion victims. They take functional fashion to a whole new level.	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
The Nutcracker	Board Book	An illustrated retelling of the classic story in which young Clara's nutcracker doll comes to life and takes her to a magical land of sweets.	Fairy Tales & Folklore--Juvenile Fiction.; Christmas--Fiction.; Dance--Fiction.; Holidays--Fiction.
Ocean meets sky	Book	It's a good day for sailing. Finn lives by the sea and the sea lives by him. Every time he looks out his window it's a constant reminder of the stories his grandfather told him about the place where the ocean meets the sky. Where whales and jellyfish soar and birds and castles float. Finn's grandfather is gone now but Finn knows the perfect way to honor him. He'll build his own ship and sail out to find this magical place himself! And when he arrives, maybe, just maybe, he'll find something he didn't know he was looking for.	Sailing--Juvenile fiction.; Sea stories.; Grandfathers--Juvenile fiction.; Imagination--Juvenile fiction.; Picture books.; Fiction.; Juvenile works.
One bear in the hospital	Book	Ted Bear breaks his leg and undergoes an overnight stay in the hospital.	Hospitals--Fiction.; Wounds and injuries--Fiction.; Bears--Fiction.; Stories in rhyme.

One big pair of underwear	Book	What's one thing that two bears, three yaks, four goats, and six cats have in common? They hate to share. But look out—here comes a pack of twenty pigs ready to prove that sharing makes everything twice as fun! This seriously silly Classic Board Book with artwork by the New York Times bestselling illustrator of Goodnight, Goodnight Construction Site irresistibly combines the concepts of counting and sharing.	Sharing--Fiction.; Friendship--Fiction.; Animals--Fiction.
One Christmas wish	Book	A young boy's Christmas Eve wish on a shooting star leads to an adventure with an ever-hungry rocking horse, an angel whose wings are molting, a robin who has forgotten how to sing, and a rusting tin drummer boy in Katherine Rundell's classic Christmas story, with Emily Sutton's gorgeous paintings.	Christmas decorations--Fiction.; Wishes--Fiction.; Magic--Fiction.; Loneliness--Fiction.; Christmas--Fiction.
One little monster	Book	In graphic artist and designer Mark Gonyea's clever counting book, a little boy snuggles in for a nap, but much to his surprise, silly little monsters pop up wherever he looks. First there's one at the window, then two appear when he blinks, and three pop out when one of the monsters sneezes. Before he knows it, there are ten kooky creatures in his room. But will the little boy find a way to outsmart those pesky pests?	Monsters--Fiction.; Counting--Fiction.
The orange story	DVD	In February 1942 President Roosevelt signs Executive Order 9066, which authorizes the forced "relocation" of 120,000 ethnic Japanese from their homes and into incarceration camps throughout the United States. Koji Oshima is the proud owner of a small corner grocery store, but he must now abandon everything and report to an assembly center. His belongings, his business – everything must be sold or left behind, except what he can carry in one large duffel bag. Up against a wall, Koji receives only one low-ball offer for his store, which he has no choice but to accept. The lone bright spot during this turmoil is the friendship Koji develops with a precocious nine-year-old girl. On the day of his departure, however, Koji is saddened to learn that even this friendship has been tainted by the larger forces of fear and wartime hysteria.	Japanese Americans--Evacuation and relocation, 1942-1945.; History--United States.; United States--History--World War, 1939-1945.
Order of adjectives	DVD	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1d). In a cave in the woods, all winter long, Bear sleeps in his cozy lair. Surprise guests stop by to warm up, brew tea and pop corn while Bear snores on. When the smells and the fun finally disturb his slumber, Bear wakes up to find his den full of celebrating critters. Cheerful rhymes and illustrations will charm children as they wait for Bear's BIG reaction.	Adjectives.; Grammar and Usage.; English language--Punctuation.; Language arts (Elementary)
Oso no para de roncar (Bear Snores on)	DVD		Bears--Fiction.; Hibernation--Fiction.; Sleep--Fiction.; Animals--Fiction.; Friendship--Fiction.
Our Mockingbird	DVD	A documentary that uses Harper Lee's 1960 novel To Kill a Mockingbird as a lens to view race, class, gender and justice, then and now. Woven through the film is the story of two extraordinarily different high schools in Birmingham, Alabama - one black, one white - who collaborate on a remarkable production of the adapted play, To Kill a Mockingbird. In addition to this unique collaboration, we hear the voices of political leaders (Congressman John Lewis, former Attorney General Eric Holder), journalists (Katie Couric, Rick Bragg), actors (Mary Badham "Scout", Phillip Alford "Jem" in the 1962 movie), writers (Diane McWhorter, Rick Bragg), scholars (Charles Ogletree, Wayne Flynt, Cynthia E. Jones, Marshall Ganz), lawyers (Doug Jones, Reginald Lindsay, Richard Jaffe) and activists (Bryan Stephenson, Rev. Joseph Lowery, Morris Dees) mingle with those of students and teachers. Together these diverse voices reveal that as a country we have made progress but are still struggling with the issues of race, class and justice addressed in the novel.	Lee, Harper. To kill a mockingbird.; Sergel, Christopher. To kill a mockingbird.; High schools--Alabama--Birmingham.; Discrimination--United States.; United States--Race relations.; Documentary films.; Feature films.
Our police	Book	In Our Police, Jack E. Levin uses his distinctive, vivid style to honor the brave men and women in uniform who spend their lives protecting us. He showcases the many members of the force—from the traffic police to the patrol car officers, the state troopers to the helicopter police—who are all dedicated and committed to protect and serve all the people of their community each and every day. Levin created this story to help young people see the police force as friends, guardians, and protectors, who work tirelessly to keep our world safe and secure. Our Police includes a foreword by his son, New York Times bestselling author Mark R. Levin.	Police--Fiction.; Police.; Community.
Our principal is a frog!	Book	When Marty Q. Marvel the magician accidentally turns Mr. Bundy into a frog, the students of PS 88 don't know what to do. It's not always easy having a slimy, green-skinned amphibian for a principal, especially when Mr. Bundy starts playing leapfrog in the gym, swimming in the kindergarten sink, and eating the students' bug collections! Will Mr. Bundy ever be his old self again?	Frogs--Fiction.; School--Fiction.; Magic--Fiction.
La paloma encuentra un perro caliente (Pigeon finds a hot dot)	DVD	Pigeon finds a delicious hot dog, but a sly and hungry duckling comes along who also wants a bite. Who will be the more clever bird? Help kids enhance reading skills, cooperation skills, and problem-solving skills in an enjoyable and entertaining way! Narrated by Mo and Trixie Willems with music by Scotty Huff and Robert Reynolds. Includes a bonus interview with author Mo Willems. Fun things happen when the Bear family decides to take the day off, stay in their pajamas, and eat nothing but pancakes all day. They play games, walk through the park, and ride bikes all over town together. But that's only the beginning of Baby Bear's latest food-filled adventure!	Animals--Fiction.; Food--Fiction.; Pigeons--Fiction.; Animated films.
Pancakes in pajamas	Book	Everybody in the barnyard gets involved in this colorful book about a duck who decides he can ride a bike. David Shannon is the author of this primary level nominated book for a 2004-05 California Young Reader Medal.	Bears--Fiction.; Pancakes, waffles, etc.--Fiction.; Family--Fiction.
Un pato en bicicleta (Duck on a bike)	DVD		Animals--Fiction.; Ducks--Fiction.; Bicycles--Fiction.

Un pato en tractor (Duck on a tractor)	DVD	Find out what happens when Duck drives the big red tractor through town and past the popular diner where all the locals are having lunch. Book written and illustrated by David Shannon.	Ducks--Juvenile literature.; Ducks--Fiction.; Domestic animals--Juvenile fiction.; Tractors--Juvenile fiction.
Pirate Jack gets dressed	Book Board	It's the crack o' dawn, and dapper Pirate Jack is ready t' get dressed for a day out on the high seas with his motley crew. He'll need every color of the rainbow to make his outfit complete—from his itchy gray long johns and his toasty pink socks to his bright red sash and his cozy purple coat. And he won't be forgettin' his black eye patch and trusty brown peg leg, either! But just as he's about to step outside, he realizes he's still missing one color: green! Thank goodness a certain feathered friend is ready to jump from her swing and onto his shoulder to complete his colorful look. Squawk!	Stories in rhyme.; Pirates--Fiction.; Clothing and dress--Fiction.; Color--Fiction.
Planting a rainbow	Book	A mother and child plant a rainbow of flowers in the family garden.	Board books.; Gardening--Fiction.; Flowers--Fiction.; Color--Fiction.
Plum	Book	Plum will not stay glum. For as long as she can remember, Plum has lived at the Mary Fitzgerald Orphanage, wishing and hoping for a family. When a sudden snowfall threatens a delivery of presents on Christmas Eve, Plum is determined to save Christmas—even for the kids who laugh at her. Plum's pure heart grants her an unexpected reward. When she eats a cake left behind by a mysterious magician, she is transported into the Land of Sweets. But Christmas here is threatened, too—by a sourness that is spreading from the center of the land. Plum's determined to help, and in doing so, she might just find the family she's always dreamed of, thanks to a good heart—and Christmas magic!	Orphans--Fiction.; Loneliness--Fiction.; Magic--Fiction.; Christmas--Fiction.; Kindness--Fiction.; Adoption--Fiction.; Kings, queens, rulers, etc.--Fiction.
Pocket charts for math : easy how-tos & reproducible templates for making 15 interactive pocket charts that teach primary math skills /	Book	Easy how-to's and reproducible templates for making 15 interactive pocket charts that teach primary math skills.	Charts, diagrams, etc.; Mathematics--Charts, diagrams, etc.; Mathematics--Study and teaching (Primary); Mathematics--Study and teaching (Preschool); Manipulatives (Education); Education, Elementary--Charts, diagrams, etc.; Addition.; Subtraction.; Mathematics--Estimation.; Shapes.; Measurement.
Prepositional phrases	DVD	Form and use prepositional phrases. (L.4.1e).	Language arts (Elementary); Grammar and Usage.; English language--Punctuation.
La primera luna llena de gatita (Kitten's first full moon)	DVD	When Kitten mistakes the full moon for a bowl of milk, she ends up tired, wet, and hungry trying to reach it. Directed by Gary McGivney. Narrated by Joan Allen with music by Ernest Troost.	Cats--Fiction.; Animals--Infancy--Fiction.; Kittens--Juvenile fiction.; Moon--Fiction.
Quick as a cricket	Book	A young boy describes himself as "loud as a lion," "quiet as a clam," "tough as a rhino," and "gentle as a lamb."	Self-perception--Juvenile fiction.; Animals--Juvenile fiction.; Stories in rhyme.; Fiction.; Juvenile works.; Stories in rhyme.
Quiet	Book	While observing the busy world around them, two children and their grandfather take a moment to appreciate being quiet and still.	Quietude--Fiction.; Grandfathers--Fiction.
Relative adverbs	DVD	Use relative adverbs (where, when, why). (L.4.1a).	Language arts (Elementary); Grammar and Usage.; English language--Punctuation.
Relative pronouns	DVD	Use relative pronouns (who, whose, whom, which, that). (L.4.1a).	Language arts (Elementary); Grammar and Usage.; English language--Punctuation.
The Return	DVD	In 2012, California amended its "Three Strikes" law--one of the harshest criminal sentencing policies in the country. The passage of Prop. 36 marked the first time in U.S. history that citizens voted to shorten sentences of those currently incarcerated. Within days the reintegration of thousands of "lifers" was underway.	Laws and legislation--United States.; Sociology.
Roary the Lion roars too loud!	Book	Roary the Lion loves to roar. The only problem is, he roars WAY too loud. WAIT! Can you show Roary how to be quiet? Wee Beasties is a new board book series from New York Times bestselling author, Ame Dyckman, featuring silly animals doing the things they love just a little TOO much. In this second book in the series about Roary the Lion and his big outside roar, little ones will learn how to use their quiet inside voices.	Lions--Fiction.; Animals--Fiction.; Noise--Fiction.
Russell wrestles the relatives	Book	When the Relatives Came meets Wrestlemania in debut author Cindy Chambers Johnson's rollicking picture book about a family reunion with a most colorful cast of characters—from Lorry and Tory (the Twin Tornadoes) to Cousin Cora "The Cleaner" to Uncle "el monstruo" Marco. Family reunions mean lots of hugging, handshaking, and hair tousling. And Russell's relatives? Well, they are more...enthusiastic than most. BIGGER than most. BRAWNIER than most. They're wrestlers! Skinny and scrawny Russell will have to meet, greet, and defeat this clan with some spectacular moves of his own!	Family--Fiction.
Samurai Scarecrow : a very Ninja Halloween /	Book	Yukio gets tired of his little sister, Kashi's, questioning and copying him, but on Halloween, when Samurai Scarecrow frightens him and demands candy, Yukio refuses to give up Kashi's.	Brothers and sisters--Fiction.; Halloween--Fiction.; Fear--Fiction.; Ninja--Fiction.
School's first day of school	DVD	It's the first day of school at Frederick Douglass Elementary and everyone's just a little bit nervous, especially the school itself. What will the children do once they come? Will they like the school? Will they be nice to him? The school has a rough start, but as the day goes on, he soon recovers when he sees that he's not the only one going through first-day jitters. Story by Adam Rex. Illustrated by Christian Robinson.	School--Fiction.; Schools--Fiction.; Schools--Juvenile fiction.
Sea trek, navigating the oceans	DVD	We meet yet another amazing ocean line-up. These guys and gals really know how to get around underwater and can travel enormous distances using their amazing navigational skills and super senses. Join Barney and Gemma for a sensational Sea Trek!	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Sense-ational	DVD	This episode investigates the sensational creatures living in Australia's Barrier Reef. From super smell to incredible eyesight, not to mention amazing skin sensations, there are some spectacular senses in this Aussie ocean!	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.



Sentence fragments, run-ons, and compounds	DVD	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1f ) Recognize and correct inappropriate shifts in verb tense.(L.5.1).	Language arts (Elementary); Grammar and Usage.; English language--Punctuation.; Sentences (Grammar)
Sharing does not compute	Board Book	Standroid's battery is full and Dandroid's charging is complete. The two robots are fueled-up and ready to play! Standroid grabs a toy car. Dandroid wants to play with it, too. But Dandroid does NOT want to share. Error! Sharing does not compute! Will the two robots figure out how to override the command and play together?	Sharing--Fiction.; Robots--Fiction.; Friendship--Fiction.
Silent sacrifice : The story of Japanese American incarceration in California's San Joaquin Valley and beyond	DVD	This DVD exposes new details in one of America's darkest chapters in history. After Japan's surprise attack on Pearl Harbor in 1941, Japanese Americans and immigrants that called the United States their home were subject to the largest violation of civil liberties in our nation's history. President Franklin Delano Roosevelt signed Executive Order 9066 on February 19, 1942 and by May the same year, nearly 120,000 people of Japanese ancestry, most legal U.S. citizens, were forced to leave their homes, their schools, their businesses and their lives behind and relocate to military-controlled camps.	Japanese Americans.; Japanese Americans--Civil rights.; Japanese Americans--Evacuation and relocation, 1942-1945.; Japanese Americans--History.
Small Walt and Mo the Tow	Book	Walt the snowplow learns that, while his work is very important, there are some things he cannot do without the help of his new tow truck friend, Mo.	Snowplows--Fiction.; Wreckers (Vehicles)--Fiction.; Friendship--Fiction.
Snow Pony and the seven miniature ponies	Book	In this twist on the story of Snow White, pretty and sweet Snow Pony--beloved by children for her talent in braiding hair and dancing--follows a trail of delicious apples into the woods, where she meets seven miniature ponies.	Ponies--Fiction.; Friendship--Fiction.
Snowy farm	Book	Illustrations and simple, rhyming text portray a family living on a farm with a snowy white house and barn, bundled-up horses and hens, and all they can possibly need.	Stories in rhyme.; Farm life--Arctic regions--Fiction.; Arctic regions--Fiction.
Something smells!	Book	One morning, Elliot wakes up and smells something awful. Is it the trash? No... The dog? No... Dad? His sister? The baby? Grandma's famous gerfartzenschanffel? No, no, no, and no! Elliot searches high and low for the something that smells, but he just can't find it, and it's driving him and his nostrils crazy. Almost as bad, now his mother wants him to take a bath, which means taking off his super cool skeleton costume that he's been wearing since Halloween! The funny thing is, after Elliot finishes his bath and Mom puts his costume in the wash, something doesn't smell anymore....	Odors--Fiction.; Cleanliness--Fiction.; Clothing and dress--Fiction.; Family life--Fiction.
Sometimes rain	Book	Sometimes it rains, sometimes it snows, sometimes the sun shines, and sometimes the trees change color. But no matter what the seasons bring, there is lots of fun to be had! This lyrical exploration of the four seasons and all of the wonder that they bring is illustrated with vibrant watercolors.	Stories in rhyme.; Seasons--Fiction.; Weather--Fiction.
Sophie Johnson, unicorn expert	Book	Sophie is a unicorn expert. She dresses up her toys, stuffed animals, and even her baby brother as unicorns! But living with enchanted animals can be tricky business. And Sophie is so caught up in teaching others that she fails to notice the magic right under her nose. This funny and fresh picture book tells the story of a unicorn hiding in plain sight and a little girl who is totally oblivious to his presence!	Play--Fiction.; Magic--Fiction.
SPARK : sports, play & active recreation for kids! : physical education program, grades 3-6 /	Kit	Physical education program activities designed for maximum student participation for improving fitness, skills, and enjoyment.	Physical education and training--Study and teaching (Primary).; Physical education for children.; Physical education for children--Study and teaching (Primary)--Activity programs.
SPARK : sports, play & active recreation for kids! : physical education program, grades 6-8 /	Kit	Physical education program activities designed for maximum student participation for improving fitness, skills, and enjoyment.	Physical education and training--Study and teaching (Primary).; Physical education for children.; Physical education for children--Study and teaching (Primary)--Activity programs.
SPARK : sports, play & active recreation for kids! : physical education program, grades K-2 /	Kit	Physical education program activities designed for maximum student participation for improving fitness, skills, and enjoyment.	Physical education and training--Study and teaching (Primary).; Physical education for children.; Physical education for children--Study and teaching (Primary)--Activity programs.
Spineless	DVD	Barney Harwood and Gemma Hunt dive down under to discover yet more crazy connections in the wonderful world of Australia's beautiful-but-bizarre barrier reef, and join some floppy fishy friends who are stunningly and spectacularly spineless!	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Stop that yawn!	Book	Gabby Wild has had enough of bedtime. Yawn, curl, snuggle, snore—what a bore! So instead of tucking in, she jets out—with poor Granny in tow—to a place where beds are for bouncing, hushes are shushed, and it's never too late for ice cream. But sometimes, even when you grit your teeth and seal your lips, it's impossible to stop that...YAWN! There's a yawn on the loose! Can Gabby stop that yawn from spreading the snooze, or will it be lights out for Never Sleeping City?	Yawning--Fiction.; Bedtime--Fiction.; Grandmothers--Fiction.
Strega Nona's magic ring	Book	When Big Anthony borrows Strega Nona's magic ring to turn himself into a handsome man, he gets more trouble than fun.	Magic--Fiction.; Beauty, Personal--Fiction.; Witches--Fiction.
Stumpkin	Book	Stumpkin is the most handsome pumpkin on the block. He's as orange as a traffic cone! Twice as round as a basketball! He has no bad side! He's perfect choice for a Halloween jack-o-lantern. There's just one problem—Stumpkin has a stump, not a stem. And no one seems to want a stemless jack-o-lantern for their window. As Halloween night approaches, more and more of his fellow pumpkins leave, but poor Stumpkin remains. Will anyone give Stumpkin his chance to shine?	Pumpkin--Fiction.; Individuality--Fiction.; Jack-o-lanterns--Fiction.; Halloween--Fiction.
Success in science through dialogue, reading and writing	Book	This book offers an innovative framework to meet the national standards while involving disengaged students in comprehending science texts and developing their proficiency in science. The authors offer a Science Literacy Framework that starts with an engaging experience (an inquiry, a lab, or collecting and analyzing data) then follows that up with a purposeful reading assignment from the textbook to find out what others know about the question being investigated, a productive dialogue where students make a claim and defend their assertions with evidence, and finally a meaningful writing activity where students write an explanation to summarize their findings.	Science.; Science--Study and teaching.

Super corn: the king of grains	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Botany.; Genetics--Research.; Genetic engineering.; Corn.; Genetic Modification.
Super cow: the Belgian Blue	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Zoology.; Genetics--Research.; Genetic engineering.; Cows.; Genetic Modification.
Super egg layer: White Leghorn	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Zoology.; Genetics--Research.; Genetic engineering.; Chickens.; Genetic Modification.; Chickens--Eggs.
Super Manny cleans up!	Book	Every weekend, Manny and Gertie put on their capes to defeat earth-threatening dangers. WE ARE MIGHTY! WE ARE AWESOME! WE ARE TOUGH! WE ARE SMART! Stampeding dinosaurs, ferocious lions, and snapping, snarling veggie monsters are no match for this Super Duo. But when Manny and Gertie come face-to-face with swarms of litter bugs in the city park, will they be able to call on their superhero smarts to stand up for their planet? Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Raccoon--Fiction.; Imagination--Fiction.; Litter (Trash)--Fiction.; Refuse and refuse disposal--Fiction.; Parks--Fiction.
Super silkworm: insect biotechnology	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Zoology.; Genetics--Research.; Genetic engineering.; Insects.; Genetic Modification.; Silkworms.
Super tulip: bewitching enchantress	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Botany.; Genetics--Research.; Genetic engineering.; Flowers.; Genetic Modification.
Super tuna: cross-species surrogacy	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Medical technology.; Zoology.; Genetics--Research.; Genetic engineering.; Fish.; Genetic Modification.
Sylvia's Bookshop : the story of Paris's beloved bookstore and its founder (as told by the bookstore itself) /	Book	Sylvia's Bookshop tells the story of the legendary Shakespeare and Company, its owner Sylvia Beach, and the many great writers who gathered there to meet, read, and remind us that books are more than the words on the page.	Beach, Sylvia--Juvenile literature.; Shakespeare and Company (Paris, France)--Juvenile literature.; Bookstores--France--Paris--History--20th century.; Booksellers and bookselling--France--Paris--History--Juvenile literature.; Booksellers and bookselling--France--Paris--History.
Take heart, my child : a mother's dream /	Board Book	FOX and Friends cohost Ainsley Earhardt shares precious life lessons parents can pass onto their children so that they can follow their hearts, dreams, and passions. Take Heart, My Child is a lyrical lullaby in which Ainsley shares her own hopes and dreams and lets her child know that whatever challenges life brings, "Take heart, my child, I will—or, my love will—always be there for you." It's a universal message, one that all readers will relate to.	Parent and child--Fiction.; Love--Fiction.; Family--Fiction.
Take my breath away	DVD	Journey down under to discover the brilliantly beautiful and bizarre world of the Barrier Reef, and meet creatures connected by weird ways of breathing. From wobble bodies to deep diving dolphins and even snorkeling trees, this show will certainly take your breath away!	Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.
Tapped /	DVD	Is access to clean drinking water a basic human right, or a commodity that should be bought and sold like any other article of commerce? ... This timely documentary is a behind-the-scenes look into the unregulated and unseen world of an industry that aims to privatize and sell back the one resource that ought never to become a commodity: our water. From the production of plastic, to the ocean in which so many bottles end up, this...documentary follows the bottled water trail through the communities which are the unwitting chips on the corporate table. A powerful portrait of the lives affected by the bottled water industry, this...film features those caught at the intersection of big business and the public's right to water. -- Container.	Bottled water industry--Environmental aspects.; Bottled water industry--Economic aspects.; Bottled water industry--Social aspects.; Right to water.; Water-supply--Privatization.; Water-supply--United States--Law and legislation.; Water-supply--United States--Economic aspects.; Water-supply--United States--Management.; Bottled water--Health aspects.; Bottled water--Social aspects.; Water resources development--Social aspects.; Drinking water--United States.; Drinking water.; Documentary films.; Nonfiction films.; Feature films.
Teaching developmentally disabled children : the me book /	Book	This book is intended for teachers and parents to help developmentally disabled persons live more meaningful lives. It should be helpful for persons retarded in behavioral development, be it as a result of mental retardation, brain damage, autism, severe aphasia, severe emotional disorder, childhood schizophrenia, or any other of a number of disorders. Although most of the programs were developed with children and youth, they can be used for persons of any age. Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Developmentally disabled children--United States.; Developmentally disabled children--Education.; Developmentally disabled children--Care.; Child rearing.; Parenting--United States.
Test-tube burger: cell culture	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices. The cat walked through the world with his whiskers, ears, and paws...In this glorious celebration of observation, curiosity, and imagination, we see the many lives of one cat, and how perspective shapes what we see. Book by Brenden Wenzel. Narrated by John Lithgow.	Medical technology.; Zoology.; Genetics--Research.; Genetic engineering.; Cells--Growth.; Genetic Modification.
They all saw a cat	DVD	Note- Superlife explores the science of how mankind is manipulating life for its benefit. The series does not attempt to address the concerns surrounding cloning, genetically modified organisms or the ethics of certain farming practices.	Perception--Fiction.; Cats--Juvenile fiction.; Animals--Juvenile fiction.

This is Christmas	Book	It is Christmas Eve and Little Chipmunk asks his mother, "What is Christmas, Mama?" His Mama tells him that Christmas is many things and as they walk together through the woods, Little Chipmunk sees badgers decorating their burrow with bright red berries, ducks exchanging holidays greetings on golden leaves, beetles carrying presents on their shiny backs, and geese singing in the winter sky. Each time he asks his mother if this is Christmas, and each time she answers, that yes, this is part of Christmas. Night falls and Little Chipmunk and his Mama snuggle in to sleep. When he wakes up on Christmas morning, he is surprised by the wonderland that greets him: all the world is blanketed in deep snow. And, then, one by one, Chipmunk and his mother see the geese, the badgers, the ducks, and the beetles, as well as some new forest friends—all gathered to celebrate joy and friendship, beauty and wonder, love and kindness—all of what Christmas truly means. Asking why. Then making a guess. Asking how. Then proving with tests. Little scientists make great big discoveries. In this follow up to This Little President, This Little Explorer, and This Little Trailblazer now even the youngest readers can learn all about great and empowering scientists in history! Highlighting ten memorable scientists who paved the way, parents and little ones alike will love this discovery primer full of fun, age-appropriate facts and bold illustrations.	Christmas--Fiction.; Christmas.; Chipmunks--Fiction.; Christmas decorations--Fiction.
This little scientist : a discovery primer /	Board Book		Science and technology.
Thread of love	Book	It's time for the Indian festival of Raksha Bandhan, the celebration of the special lifelong relationship shared by brothers and sisters everywhere. Join two sisters as they lovingly make rakhi—thread bracelets adorned with beads, sequins, sparkles, and tassels—for their brother. And then see their brother present them with toys and sweets and special gifts!	Children's songs, English--United States--Texts.; Festivals--Songs and music.; Brothers and sisters--Songs and music.; Songs.; India--Songs and music. Abinanti, Abby.; White, Claudette; Juvenile justice, Administration of--Yurok Tribe of the Yurok Reservation, California.; Juvenile justice, Administration of--Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona.; Restorative justice--Yurok Tribe of the Yurok Reservation, California.; Restorative justice--Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona.; Criminal justice, Administration of--Yurok Tribe of the Yurok Reservation, California.; Criminal justice, Administration of--Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona.; Indian courts--California.; Indians of North America--Legal status, laws, etc.--California.; Documentary films.; Nonfiction films.; Video recordings for the hearing impaired.
Tribal justice	DVD	Tribal Justice is a feature documentary about a little known, but effective, criminal justice reform movement in American today: the efforts of tribal courts to create alternative justice systems based on their traditions. In California, two formidable Native American women are among those leading the way. Abby Abinanti, Chief Judge of the Yurok Tribe on the northeast coast, and Claudette White, Chief Judge of the Quechan Tribe in the southeastern desert, are creating innovative systems that focus on restoring rather than punishing offenders in order to keep tribal members out of prison, prevent children from being taken from their communities, and stop the school-to-prison pipeline that plagues their young people--Container. Describes the characteristics of each month of the year in rhyming text and illustrations.	
The turning of the year	Book		Months.; Seasons.; Seasons--Juvenile poetry. Stick insects--Fiction.; Camouflage (Biology)--Fiction.; First day of school--Fiction.; Schools--Fiction.; JUVENILE FICTION / Animals / Insects, Spiders, etc.; JUVENILE FICTION / Social Issues / Friendship.; JUVENILE FICTION / School & Education.
Twig	Book	Heidi is a stick insect, tall and long like the twig of a tree. It's her first day at a busy bug school, where she hopes to learn and make new friends. But finding friends isn't easy when no one can find you!	
Two friends : Susan B. Anthony and Frederick Douglass /	DVD	Two friends, Susan B. Anthony and Frederick Douglass, get together for tea and conversation. They recount their similar stories fighting to win rights for women and African Americans. Written by Dean Robbins. Illustrators by Sean Qualls and Selina Alko.	Anthony, Susan B., 1820-1906. (Susan Brownell); Slaves--United States.--Emancipation--Juvenile fiction.; Women's rights--United States--Juvenile fiction.; Civil rights--United States.--Juvenile fiction; Friendship--Juvenile fiction.
Two problems for Sophia	Book	Sophia and Noodle, her One True Desire, are together at last. But Noodle comes with two gigantic problems, and those problems are tearing Sophia's family apart! Can a little creative experimenting save Noodle? Or will Sophia have to bid him adieu?	Giraffes as pets--Fiction.; Pets--Fiction.; Family life--Fiction.; Problem solving--Fiction.; Humorous stories.; JUVENILE FICTION / Family / General (see also headings under Social Issues); JUVENILE FICTION / Science & Technology.; JUVENILE FICTION / Animals / Giraffes.
UDL now! : a teacher's guide to applying universal design for learning in today's classrooms /	Book	In this revised and expanded edition of UDL Now! Katie Novak provides practical insights and savvy strategies for helping all learners meet high standards using the principles of Universal Design for Learning (UDL). UDL is a framework for inclusive education that aims to lower barriers to learning and optimize each individual's opportunity to learn. Novak shows how to use the UDL Guidelines to plan lessons, choose materials, assess learning, and improve instructional practice. Novak discusses key concepts such as scaffolding, vocabulary-building, and using student feedback to inform instruction. She also provides tips on recruiting students as partners in the teaching process, engaging their interest in how they learn. UDL Now! is a fun and effective Monday-morning playbook for great teaching. Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.	Inclusive education.; Individualized instruction.; Inclusive education.; Individualized instruction.
Understanding by design	Book		Curriculum planning--United States.; Curriculum-based assessment--United States.; Learning.; Comprehension. Language arts (Elementary); Grammar and Usage.; English language--Punctuation.; Verbs.
Verbs - modal auxiliaries	DVD	Use modal auxiliaries (e.g., can, may, must) to convey various conditions. (4.1c).	
Verbs - progressive form	DVD	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. (L.4.1b ) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. (L.5.1 )	Language arts (Elementary); Grammar and Usage.; English language--Punctuation.; Verbs.
The very hungry caterpillar	Book	Follows the progress of a hungry little caterpillar as he eats his way through a varied and very large quantity of food until, full at last, he forms a cocoon around himself and goes to sleep. Die-cut pages illustrate what the caterpillar ate on successive days. This episode meets extreme recyclers in the Barrier Reef. Nothing goes to waste in this ocean — from snot-guzzling parrotfish to poo-cleaning cucumbers, not to mention the waste disposal tiger shark, everyone here is keen to be green!	Caterpillars--Fiction.; Food--Fiction.; Metamorphosis--Fiction.
Waste not, want no	DVD		Great Barrier Reef (Qld.); Ocean life.; Ocean--Habitat.; Marine animals--Australia.

We are music What am I? : a Hawai'i animal guessing game /	Board Book Book	From music writer and The Creative Independent/Kickstarter Editor in Chief, Brandon Stosuy, comes a new board book called We Are Music that dives into the history of music. It starts with clapping, tapping, and drums, and from there the music moves in many different directions. From classical to blues to jazz to country to rock to punk to rap to hip hop, there is one important thread that weaves through every song that has ever been created: us. A series of riddles and clues to guess the name of animals that live in Hawaii--	Music. Animals--Hawaii--Juvenile literature.; Animals.
What can you do with a toolbox?	Book	A hammer. Nails. A screwdriver. How do we use them? Using simple language, cousins Anthony and John introduce kids to tools and their uses. As their construction project grows, so does the number of kids helping. At the end, they reveal exactly what you can do with a toolbox: We can build a playground!	Tools--Juvenile literature.; Toolboxes--Juvenile literature.
What do they do with all that poo?	Book	There are so many different kinds of animals at the zoo, and they each make lots and lots (and sometimes LOTS!) of poo. So what do zoos do with all of that poo? This zany, fact-filled romp explores zoo poo, from cube-shaped wombat poo to white hyena scat, and all of the places it ends up, including in science labs and elephant-poo paper—even backyard gardens!	Animal droppings--Juvenile literature.; Feces--Juvenile literature.; Animal behavior--Juvenile literature.
What do you do with a voice like that?	Book	Even as a child growing up in the Fifth Ward of Houston, Texas, Barbara Jordan stood out for her big, bold, booming, crisp, clear, confident voice. It was a voice that made people sit up, stand up, and take notice. So what do you do with a voice like that? Barbara took her voice to places few African American women had been in the 1960s: first law school, then the Texas state senate, then up to the United States congress. Throughout her career, she persevered through adversity to give voice to the voiceless and to fight for civil rights, equality, and justice.	Jordan, Barbara.--Juvenile literature.; United States.--Biography--Juvenile literature.; Legislators--United States--Biography--Juvenile literature.; African American women legislators--Biography--Juvenile literature.; African American women legislators--Texas--Biography--Juvenile literature.; Texas--Politics and government--1951---Juvenile literature.
What's on your plate? /	DVD	A ... documentary about kids and food politics. Over the course of one year, the film follows two eleven year old multiracial city kids as they explore their place in the food chain. Includes three study modules, connected to the 64-page curriculum guide, entitled School food, Health + access, and Local food.--Container.	Hope-Gund, Sadie; Riddle, Safiyah; Food consumption.; Food supply.; Diet.; Nutrition.; Sustainable agriculture.; Feature films--United States.; Documentary films.; Nonfiction films.; Feature films.; Video recordings for the hearing impaired.; Documentary films.; Video recordings for the hearing impaired.; Nonfiction films.
When angels sing : the story of Carlos Santana /	Book	Carlos Santana loved to listen to his father play el violín. It was a sound that filled the world with magic and love and feeling and healing—a sound that made angels real. Carlos wanted to make angels real, too. So he started playing music. Carlos tried el clarinete and el violín, but there were no angels. Then he picked up la guitarra. He took the soul of the Blues, the brains of Jazz, and the energy of Rock and Roll, and added the slow heat of Afro-Cuban drums and the cilantro-scented sway of the music he'd grown up with in Mexico. There were a lot of bands in San Francisco but none of them sounded like this. Had Carlos finally found the music that would make his angels real?	Santana, Carlos--Juvenile literature.; Rock musicians--United States--Biography--Juvenile literature.
When I grow up	Book	One night while getting ready for bed a little boy starts to wonder what will life be like when he grows up. He could be a painter, a musician, a mountain climber, a mayor... He tells his mother all about his big ideas...and all of the other things he wants to do. But when will he grow up? And why does it take so long?	Occupations--Fiction.; Mother and child--Fiction.; Bedtime--Fiction.
When sparks fly : the true story of Robert Goddard, father of US rocketry /	Book	Robert Goddard may be known as the father of US rocketry, but back in the 1880s, he was just a kid in Worcester, Massachusetts. Even as a youngster, his eyes glimmered with scientific interest and the thrill of discovery. With BAMS! POPS! BANGS! he experimented time and time again with one mission: make his rockets fly! Join Kristen Fulton and Diego Funck as they take you on one explosive journey about a young kid who shot for the moon, never gave up, and let his creative sparks of curiosity burn bright.	Goddard, Robert Hutchings.--Juvenile literature.; Rocketry--United States--Biography--Juvenile literature.
When your monkeys won't go to bed	Board Book	Do your monkeys go wild at bedtime? When your monkeys won't go to bed, you'll have to be smart. After you race them upstairs and trick them into the tub, it's time to convince them to get into bed. Let them pick out a good book—or five—and snuggle in close. But be careful...or you just might fall asleep, too!	Bedtime--Fiction.; Monkeys--Fiction.
Who eats orange?	Book	Animals eat a rainbow of different foods. Gorillas in the mountains eat green, octopi in the ocean eat red, and toucans in the canopy eat purple. Young animal enthusiasts will love digging into this lively journey around the world to explore the colorful diets of many animals, from the familiar to the exotic.	Animals--Food--Juvenile literature.; Food habits--Juvenile literature.; Color of food--Juvenile literature.
Who's First Game Buzzer system	Equipment	Who's First? is a stand-alone "buzz-in" game show buzzer system that will add excitement and real time technology to any fast-action Q and A game. The system identifies first and second place respondents with snazzy lights, a loud buzzer (which can be turned off, if desired), and 6 color-coded touch pads that announce who came in first -- and second.The team buttons are large enough to cater to team play and foster camaraderie. The 6-team Light Tower measures 19" H (Base is 8" diameter) and weighs just 3 lbs. Who's First? operates through radio frequency signals; touch pads can be placed as far as 80 feet from the light unit. No software required.	
Win-win discipline : strategies for all discipline problems /	Book	Win-win discipline is a fresh approach to classroom discipline. It is designed to help students acquire discipline-responsible behaviour patterns to meet their needs. Once this happens, their need for disruptive behaviour drops away.	School discipline.; Classroom management.; Discipline of children.; Teaching.

Wolfie the bunny	DVD	The Bunny family has adopted a wolf son, and daughter Dot is the only one who realizes Wolfie can - and might-eat them all up! Adjusting to a new family member can be difficult and this story treats it in a fun and loving way. Written by Ame Dyckman. Illustrated by Zachariah OHora. Narrated by the author Ame Dyckman.	Wolves--Fiction.; Rabbits--Fiction.; Animals--Infancy--Fiction.; Adoption--Fiction.
Won't you come and play with me?	Book	A song that takes the speaker up to the barber shop, down through the village green, into the baker's shop, and eventually into Mother's arms.	Children's songs.; Songs--Juvenile fiction.
World War II : Social Science Resource Guide 2016-2017	Book	Section 1: The Roots and Causes of World War II Section 2: The War in Europe Section 3: The War in the Pacific Section 4: The Holocaust Section 5: The Aftermath and Consequences of World War II.	World War, 1939-1944.; Social Science.
Your amazing skin from outside in	Book	Have you ever wondered... Why you blush when you're embarrassed? Why you've got freckles everywhere? Why your fingers wrinkle in the pool? Why your friends come in all different colors? Why mosquitoes think you're delicious? Why you've got that giant pimple on your nose? Look no further! With supercool facts, clever rhymes, and hilarious illustrations by Bonnie Timmons, acclaimed author Joanne Settel answers all these questions (and more!) in this fascinating, fun exploration of the science of our skin from head to toe. When she's through, you won't believe what your skin can do!	Skin--Juvenile literature.; Skin--Juvenile poetry.; Children's questions and answers.



**BOARD OF EDUCATION ACTION ITEM**

**October 9, 2018**

**Topic:**

Adoption of GANN Limit

**Background:**

The GANN Amendment, Proposition 4, was passed in November 1979, establishing limits on State and local government spending. The amendment, commonly referred to as the GANN Limit, limits the growth of spending to be no greater than the rate of inflation and the change in population. Each year, all school districts and county offices of education must calculate their GANN Limit and adopt it by Board resolution.

**Financial Impact:**

None.

**Resource:**

Steve Carney  
Deputy Superintendent  
Business and Administrative Services

**Recommendation:**

Approval as presented.

**RESOLUTION FOR ADOPTING  
THE GANN LIMIT  
Resolution Number 6 – 2018-2019**

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

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

WHEREAS, the District must establish a revised Gann limit for the 2017-18 fiscal year and a projected Gann Limit for the 2018-19 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law; and,

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

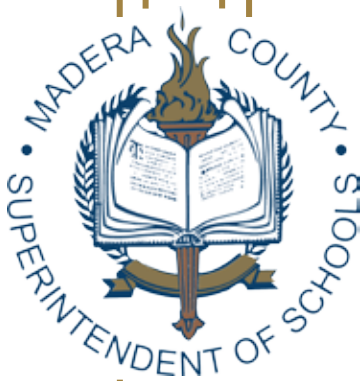
NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2017-2018 and 2018-19 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this board does provide public notice that the attached calculations and documentation of the Gann Limits for the 2017-18 and 2018-19 fiscal years include an increase of \$7,883,333.51 to the 2017-18 Gann Limit pursuant to the provisions of Government Code Section 7902.1;

AND BE IT FURTHER RESOLVED that the Superintendent notifies the Director of the State Department of Finance of the increase to the 2017-18 Gann Limit;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2017-18 and 2018-19 fiscal years do not exceed the limitations imposed by Proposition 4;

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



## 8.5.1

### **BOARD OF EDUCATION ACTION ITEM**

**October 9, 2018**

**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

Leslie Neumeier  
Director  
Career Technical & Alternative Education Services

**Recommendation:**

Approval as submitted.



# Safe Schools Plan

## Apollo Campus

### 2018-2019

#### Introduction

Mental Health Services is a Madera County Superintendent of Schools 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 houses three portable classrooms. Each portable is equipped with a counseling office and kitchen in each of the self-contained classrooms. The Apollo Campus also has 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 counseling rooms to accommodate community agencies. The campus features a large shade structure for lunch and other activities, a small well-maintained yard, a garden area, 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. Students are seen at their school of attendance during their school day, or may be seen on site at the Apollo Campus.

Parent Child Interaction Therapy (PCIT) services are provided in the Counseling Center. Therapy is for students 2 through 7 years of age with either an 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 two clinicians. Parent and child receive services in the Play room which is separated by a one-way mirror. The parent wears an ear bud which allows them to hear the directions from the therapist located in Observation room.

Support Services Program has a School Psychologist and a Board Certified Behavioral Analyst who are supported by three Registered Behavior Technicians. Services provided are Consultation, Environmental Analysis, Student and Class Observations, Data Collection, Classroom Strategies and Mental Health Staff Trainings to the school districts within Madera County.

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 Program 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 their psychological issues.

All Day Treatment students are transported by their District of Residence. Mental Health Services has a 7-person mini-van to allow students to access the community during their school day.

A new classroom portable was installed in 2017 and is housing an Adult Transition Program class for the 2018-19 school year.

## **Section I Safe Schools Planning Team**

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

- Dani Little Program Coordinator
- Cheryl Mohr Executive Director, Student Programs and Services
- Robert Murray School Psychologist
- Kelly Hukill Senior Secretary
- Dalene Roth School Nurse
- Kassandra Bohem 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**

### **Areas of pride and strength:**

Madera County Superintendent of Schools Mental Health Services are dedicated to improving student access to mental health services, as well as providing high quality, evidenced based services. Mental Health Services are for the purposes of early intervention, crisis intervention, and to teach coping and social skills that assist students in dealing with emotional instability that is impairing their ability to be academically successful.

The 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 2017-2018, the program had served 781 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 the 2017-18 school year, the staff has increased to a total of 25 staff members. All staff is committed to our students, work well as a team, and support each other daily.

Mental Health Services has a 7-person mini-van that provides student access to the community. Students volunteer their time at Gould Educational Center and a local retirement home.

**Areas needing Improvement:**

- Due to increased need in the Districts, the Day Treatment Program and Mental Health Support Services needs to expand

**Goal 1:**

Work with Administration to hire staff for an additional classroom.

**Related Activities:**

- Correlate data that reflects the areas of need and present proposal to Administration.

## **Component 2 Physical Environment**

**Areas of pride and strength:**

At inception of Mental Health Services, the campus had two portables in ill-repair, a counseling office and two new classroom portables. Last year, the two portables in ill-repair were replaced giving students access to a 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 use to meet the needs of our students.

**Areas needing improvement:**

- The Day Treatment Program is in need of an additional classroom so that younger students in Madera County have access to Day Treatment support and services.
- The campus does not currently have a play structure. With the implementation of a new classroom to provide services for grades 3 through 5, a play structure will be needed.
- Campus is located on a busy street where traffic and construction is currently a safety concern. Students are provided transportation by district bus, van and cars, which at times have to park across the street from the campus. Hand held Stop Signs and safety vests are needed to ensure the safety of students and staff while escorting students to the different modes of transportation.
- Due to emotional dysregulation, at times Day Treatment students benefit from a presence of Law Enforcement at the Apollo Campus. A working relationship with County Law Enforcement Agencies needs to be developed.

**Safe Schools Plan  
Career and Alternative Education Services  
2018 - 2019**

**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 may serve students grades K – 12 and one in Chowchilla, CA which may serve students grades K-12.

Pioneer Technical Center Madera campus, offers students' 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 (Construction) 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 will come in search of an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction.

**Madera County Independent Academy**

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.

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 grade kindergarten through twelve. Two distinct student populations will be served: 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 in terms of time and delivery of instruction.

## Section I Safe Schools Planning Team

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

- |                       |   |
|-----------------------|---|
| • Leslie Neumeier     | Director, Career Technical and Alternative Education Services         |
| • Hugo Sanchez        | Program Director, Career Technical and Alternative Education Services |
| • Jose Espinoza       | Administrative Assistant II   |
| • Norma Orozco School | Administrative Assistant  |
| • Alan Macedo         | Principal, Charter School   |

## 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 will encourage inclusion, promote life skills, provide career technical education, increase positive self-esteem and prepare 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 needed to 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 two School Site Councils, 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 recent school survey taken by 337 students, 83.4 % of students "Agreed" or "Definitely Agreed" that the school is a safe place for them, while 96 % of parents surveyed responded in the same manner. Additionally, it is important to note that 90.5 % of students felt respected by staff and teachers. Ninety four percent of parents surveyed "Agreed" or "Definitely Agreed" that their child felt respected at school by staff and teachers. As for the parents, 98% felt that they were valued as a parent or guardian.

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 the 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 situation 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. Results from 2017-2018 Goals

- 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

### 4. 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 of 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 in 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 have been installed on all campuses to insure safety for students and staff. A security door has been 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  
Gould Education Center  
2018-2019**

**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 110 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 a Fall Event, Winter Event, Chowchilla Fair, 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 seventy-two (72) employees. The certificated teaching staff consists of:

- eleven (11) Classroom Teachers
- one (1) School Nurse
- three (3) School Psychologists
- one (1) Specialist, Behavior Intervention
- one (1) Speech/Language Pathologist
- two (2) Adapted Physical Education Teachers
- one (1) Teacher, Visually Impaired

Classified personnel include:

- twenty-three to twenty-nine (23-29) 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
- twenty-three (23) bus drivers
- one (1) custodian
- 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     | Assistant Executive Director, Student Programs & Services |
| • Sylvia Garza      | School Nurse  |
| • Alex Manriquez    | Transportation Manager                                    |
| • Chrystina Murillo | 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                                 |
| • Fred Cogan        | 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 2017-2018 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 once every other month.
- Multiple levels of communication devices were made available and utilized by staff and students both within the classroom and home.
- Augmentative communication devices were purchased and staff was trained on proper implementation of these devices within the classroom setting.
- 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 Question of the Week, Caught You Doing Something Great, and Gould Star 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 2018, more than 50% of the teachers are within their first two years of teaching and six new instructional assistants have joined the Gould Team

### 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.

### Related Activities:

- Teachers will review procedures that are county wide, school-based, and specific to students during weekly 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.

### Evaluation:

Successful achievement of these goals will be measured by:

- Monthly staff trainings for all staff
- Individual, in classroom feedback and support.
- Question of the Week
- 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 2015-2016 school year 7 security cameras were installed. 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.

### Goal 1:

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

#### 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:

- A planning group comprised of Gould staff member, parents, and maintenance an operations will develop the small gated area immediately outside of the double door entry to the school yard next to room 1

#### Related Activities:

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

#### 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

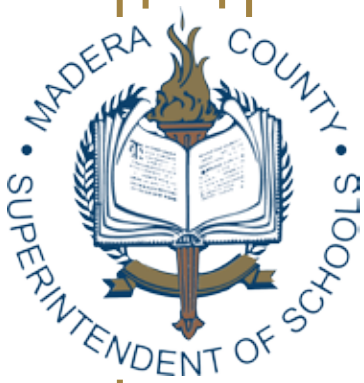
The Gould Educational Safe Schools Committee will ensure that the Safe School Plan is made available to all staff members. Regularly scheduled staff meetings will be used to review and educate staff as to the contents of the plan.

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.



8.5.2

**BOARD OF EDUCATION ACTION ITEM**

**October 9, 2018**

**Topic:**

Consideration/Annual Review of Emergency Preparedness Plan for Madera County Superintendent of Schools

**Background:**

Updates have been made to the 18/19 Madera County Superintendent of Schools Emergency Preparedness Plan. The Incident Command System staffing information for the central administration building, as well as a countywide response, have been updated to current staff. Additionally, revisions were made to several evacuation maps of MCSOS programs. These updated pages are attached.

Our programs continue to update their site plans to be in alignment with the plan for the Superintendent of Schools as a whole. The updated pages from the site plans are attached.

A complete Emergency Preparedness Plan binder will be available to review at the meeting.

**Financial Impact:**

None.

**Resource:**

Kim Linderholm  
Senior Business & Administrative Services Assistant  
Business & Administrative Services

**Recommendation:**

Approval of changes made to the 2018/19 Emergency Preparedness Plan for Madera County Superintendent of Schools





Emergency  
Preparedness Plan  
for

*Madera County*  
*Superintendent of Schools*

**2018-19**

Date Adopted by Board: October 9, 2018

October 9, 2018

**Subject: MADERA COUNTY SUPERINTENDENT OF SCHOOLS EMERGENCY PREPAREDNESS PLAN**

The Emergency Preparedness Plan (EPP) has been designed specifically to follow our own Standardized Emergency Management Systems (SEMS) and National Incident Management Systems (NIMS) compliant plans. The basic structure of the plan is in compliance with the requirements of both SEMS and NIMS and should not be significantly modified. A key component to this plan is the Incident Command System (ICS). There are five basic functions of the Incident Command System: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration.

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this EPP has been developed.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This EPP has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

**MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
INCIDENT COMMAND SYSTEM (ICS) ORGANIZATION CHART  
For the MCSOS Administration Building—7/24/18**

**MANAGEMENT  
EOC Director/IC**  
  
1. Dr. Cecilia Massetti  
County Superintendent  
2. Steve Carney  
Deputy Superintendent, BAS

**Command Staff**  
PIO—Incident Commander  
Safety Officer—Trish Protzman  
Liaison Officers—  
Jennifer Pascale/Kim Linderholm

**Operations  
Section Chief**  
1. Dennis Lingo  
2. Cheryl Mohr

**Logistics  
Section Chief**  
1. Opie Riar  
2. Kim Linderholm

**Planning/Intelligence  
Section Chief**  
1. Fred Cogan  
2. Jim Sargent

**Finance/Administration  
Section Chief**  
1. Julie DeWall  
2. Marisol Verduzco

**Communications Team Leader**  
1. Larry Lara  
2. Hugh Levine  
3. Sam Pedersen

**Supplies Team Leader**  
1. Stephanie Draffon  
2. Eva De La Cerda  
3. Rhonda Harner

**Situation Status Team Leader**  
1. Dianna Marsh  
2. Jenn Girado  
3. Michelle Brewer

**Recordkeeping Team Leader**  
1. Rhonda Yohman  
2. Sandra Solis  
3. Leticia Gallegos

**Light Search & Rescue Team Leader**  
1. Kirk Delmas  
2. Scott Ellingson  
3. Dil Patel

**Staffing Team Leader**  
1. Kelly Kline  
2. Laura Rodriguez  
3. Chantal Garcia

**Documentation Team Leader**  
1. Sonia Ramos  
2. Yvette Torres  
3. Brenda Plauson

**First Aid Team Leader**  
1. Chris Lopez  
2. Kristen Andersen

**Staff & Visitor Accounting Team Leader**  
1. Valerie Avila  
2. Susan Horsley  
3. Jennifer Pascale

**Maintenance/Fire/Site  
Security Team Leader**  
1. John Woodley  
2. Jason Mercier  
3. Scott Sweazy

**Crisis Intervention Team Leader**  
1. Paige Sanders  
2. Rebecca Simko  
3. Jason Peterson

*Staff not assigned as a Section Chief or Team Leader  
will be given support assignments as necessary through  
Logistics Section Chief.*



# TABLE OF CONTENTS

## Ensuring Safe & Orderly Environment

- Mission & Vision Statements (Updated)
- MCOEP 7410: Comprehensive Safety Plan
- MCOE AR 7410: Comprehensive Safety Plan
- Committees & Members (Updated)
- Education Code Section 32280-32289
  - o Safe Schools Plan Special Education (Updated)
  - o Safe Schools Plan Career and Alternative Education Services (Updated)

## Safe Ingress & Egress

- MCOEP 1310: Visitors to Schools
- MCOE AR 1310: Visitors to Schools
- Ingress & Egress Statement (Updated)
- Student Sign-out Sheet (Updated)
- Visitors Sign-in Sheet (Updated)
- Release of Minor to Peace Officer (Updated)

## Suspension & Expulsion

- MCOEP 5344: Suspension & Expulsion/Termination
- MCOE AR 5344.1: Suspension & Expulsion/Termination
- MCOE AR 5344.2: Suspension & Expulsion (Students with Disabilities)
- Policy 2012: Suspension/Expulsion
- Policy 2012.1: Administrative Regulations for Suspension Expulsion
- School Discipline & Placement Procedures for Students with Disabilities
- Student Conduct & Discipline (Updated)

## Child Abuse Reporting

- MCOEP 5515: Child Abuse
- MCOE R 5515: Child Abuse
- Suspected Child Abuse Report (Updated)

## Suicide Prevention

- MCBE P 5519: Suicide Prevention
- MCBE AR 5519: Suicide Prevention

## Notifying Teachers of Dangerous Pupils

- SP 4158: Employee Security – Notice Regarding Student Offenses
- AR 4158: Employee Security – Notice Regarding Student Offenses

## Sexual Harassment

- MCOEP 5310: Sexual Harassment in Schools
- MCOE AR 5310: Sexual Harassment in Schools

## Dress Code

- MCOEP 5521: Dress & Grooming – Gangs [K-12]
- MCOEP 5531: Uniform Dress Code [Court & Community School Program]

## Hate Crime Policies & Procedures

- MCOEP 5517: Nondiscrimination/Harassment in Schools
- MCOE AR 5517: Nondiscrimination/Harassment in Schools

## Student Discipline

- MCOEP 5340: Student Conduct & Discipline **Uniform**

## Complaint

- MCOEP 1210: Uniform Complaint Procedures
- MCOEP AR 1210: Uniform Complaint Procedures

## Disaster Response

- Special Education (Updated)
- Career and Alternative Education Services (Updated)

**2018-2019**  
**Madera County Superintendent of Schools**  
**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  
2018- 2019**

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	Hugo Sanchez
Sylvia Garza	Jessica Drake
Jacklyn Jones	Alex Manriquez
Kim Linderholm	Yolanda Lua
Tanya Hill	Opie Riar
Leslie Neumeier	Cheryl Mohr
Dani Little	Fred Cogan

Special Education/Gould Educational Safe School Committee members include:

Tanya Hill	Mark Parrott
Sylvia Garza	Kim Linderholm
Opie Riar	Fred Cogan
Melissa Alves	Jessica Drake
Cheryl Mohr	Alex Manriquez
Chrystina Murillo	Dani Little
Dalene Roth	Kassandra Bohem
Blanca Castillo	Robert Murray
Kelly Hukill	

Career and Alternative Education Services Safe School Committee members include:

Leslie Neumeier	Alan Macedo
Hugo Sanchez	Norma Orozco
Jose Espinoza	



# Ingress and Egress

## General Procedures

Visitor: Visitors going in or out of schools or programs operated by the Madera County Superintendent of Schools (MCSOS) are required to sign-in on the "Visitors Sign-in Sheet." Visitors are to note the date, their name(s), time they arrive, and state the reason for the visit. After signing in, the visitor will be issued a badge and asked to wear it in plain view. Upon completion of the visit, visitors will return the badge and note the time they leave the campus on the "Visitors Sign-in Sheet."

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 AESOP. 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 front gate located next to the administration building and exit through the back gate located between rooms 6 and 7. When entering and exiting the parking lot, parents and students may use the northern and southern entrances. Students may park in any of the designated parking slots in front of the school.

Before school, a staff member will monitor the front gate from 7:30 a.m. until 8:00 a.m. There are other teachers who have view of the area where buses drop off students. All teachers and administrators have walkie-talkies. Students are not allowed to hang out in the front of the building before school starts. The students must enter the

school immediately upon being dropped off. Once a student has been dropped off, they may not leave the school grounds before the end of the day unless a parent or guardian picks them up.

At the end of the school day, the campus is monitored by all administrators and teachers. Madera Unified School District bus drivers contact the school or police department via their radios if they witness any suspicious activities on their route. Administration conduct perimeter checks of the school and surrounding area before and after school.

### Gould Educational Center

Gould Educational Center has three entrances for visitors. All visitors are requested to sign in on the "Visitors Sign-in Sheet." They will be issued a badge and asked to wear it in plain view. Early Start visitors will sign in at the west entrance. Gould visitors will sign in at the east entrance. Visitors to the Early Start classroom/Family Resource Center will sign in at Room 15. All Gould students will be escorted/assisted by school staff to and from the bus drop off area at the east entrance.

All Gould staff members will sign in and out using the magnetic boards at their respective entrances. 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.

#### Site

Berenda  
Coarsegold  
Desmond  
Howard  
Liberty High School  
Madera High School  
Madera South High School  
Millview  
Nishimoto  
Parkwood  
Yosemite High School

#### District

Madera Unified School District  
Yosemite Unified School District  
Madera Unified School District  
Madera Unified School District  
Golden Valley Unified School District  
Madera Unified School District  
Madera Unified School District  
Madera Unified School District  
Madera Unified School District  
Madera Unified School District  
Yosemite Unified School District

#### Forms:

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

# Visitor Sign-In Sheet

School/Site Name					

Date	Visitor Name	Time In	Destination	Reason for Visit	Time-Out

# Student Sign-Out Sheet

School ID	Teacher	Grade	Room	Date

Student Name	Release to	Relation to Student	Clearance I.D.	Parent/Guardian Signature	Time	Destination

# RELEASE OF MINOR TO PEACE OFFICER

Name of Minor	Parent/Guardian
Address	
Home Phone Number	Cell Phone Number
Date and Time	Minor Taken To
Reason	

**Parents are to be notified by the peace officer.**

I am taking temporary custody of the above minor:

\_\_\_\_\_

Peace Officer Name (Print)

\_\_\_\_\_

Peace Officer Signature/Date



# 2018-2019

## Student Conduct and Discipline

Cecilia A. Massetti, Ed.D.  
Madera County Superintendent of Schools  
1105 S. Madera Ave., Madera, CA 93637 · (559) 673-6051

---

### A District Statement on Rights, Responsibilities, and Rules

(Code Sections refer to the California Education Code unless otherwise indicated.)

#### I. Rights and Responsibilities of Students, Parents/Guardians, and Teachers

The education of public school students is a shared responsibility. Students, parents/guardians, and teachers each have important roles and responsibilities in providing and maintaining the intellectual, physical, emotional and social development and well-being of students. These shared rights and responsibilities include the following:

##### 1. Rights and Responsibilities of Students

- To attend school in a secure academic and social climate.
- To be informed of school rules and regulations.
- To attend school and classes regularly and on time.
- To be prepared for class with appropriate materials and work.
- To know and obey school rules and regulations.
- To respect the rights of school personnel and fellow students.
- To demonstrate pride in the appearance of school buildings and grounds.

##### 2. Rights and Responsibilities of Parents/Guardians

- To expect their children will spend time at school in a safe, stimulating atmosphere, engaged in productive activities under the direction of dedicated staff.
- To become familiar with district policies and school rules and regulations.
- To provide the school with current information regarding legal address, phone, medical data, and other facts which may help the school serve the child.
- To provide supportive action by making sure that their children have enough sleep, adequate nutrition and appropriate clothing before coming to school.
- To maintain consistent and adequate control over their children and to support reasonable discipline measures used by the school.

##### 3. Rights and Responsibilities of Teachers

- To expect and receive the attention, effort, and participation of students.
- To consider the personal worth of each individual student as a single, unique and important human being.
- To strive to equip each student with the knowledge, skills, and attitudes required for successful living.
- To hold students accountable for their actions at all times.
- To initiate and enforce classroom and disciplinary rules consistent with school and district policies, including policies regarding suspension and expulsion.

#### II. Expected Student Behavior

The Governing Board of a school district shall prescribe disciplinary rules consistent with the applicable laws and rules of the State Board of Education. (E.C. 35291). Such rules are established in an effort to maintain an atmosphere conducive to learning. In most instances, high expectations for student behavior, effective classroom management, preventative measures, positive conflict resolution techniques, and parent involvement can minimize the need for formal discipline and can help foster within students a sense of self-discipline and personal responsibility. Students who do not comply with such rules may be disciplined (e.g. counseled, reprimanded, suspended, etc.) or, in extreme cases, expelled and/or arrested as circumstances warrant in the application of the law.

#### III. Possible Student Disciplinary Measures

1. **Conference:** Students will be counseled regarding appropriate school behavior.
2. **Detention:** Students may be detained for disciplinary or other reasons up to one (1) hour after the close of the maximum school day. (C.C.R. Title 5, Sec. 353)
3. **Weekend Classes:** A district may maintain weekend classes at which a student may elect to serve his/her disciplinary detention rather than after school. (E.C. 37223)

to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student.

- (r) Engaged in an act of bullying. "Bullying" means any severe or pervasive physical or verbal act or conduct including, communications made in writing or by means of an electronic act (e.g. email, text message, sounds, images, or post on a social network Internet Web site, by means of any electronic device), and including one or more acts committed by a student or group of students as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of (a) placing a reasonable student in fear of harm of his/her person or property, (b) causing a reasonable student to experience a substantially detrimental effect on his/her physical or mental health, (c) causing a reasonable student to experience substantial interference with his/her academic performance, or (d) causing a reasonable student to experience substantial interference with his/her ability to participate in or benefit from the services, activities, or privileges provided by a school.

An "electronic act" means the transmission by means of an electronic device of a communication of a message, text, sound or image. This act does include a posting on a social network Internet Web site including a burn page, creating a credible impersonation of another pupil or creating a false profile of another or factitious student. An electronic act shall not constitute pervasive conduct solely on the basis of its transmission on the Internet.

- (s) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion pursuant to the provisions of this section.
- (t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (u) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- (v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

2. In addition to the reasons specified in Section 48900, a student may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the student is enrolled determines that the student has committed any of the following acts or misconduct:
- Students in grades 4-12 inclusive who have committed sexual harassment as defined in section 212.5 of the Education Code. (E.C. 48900.2)
  - Students in grades 4-12 inclusive who caused, threatened to cause, or participated in hate violence as defined in section 233 of the Education Code. (E.C. 48900.3)
  - Students in grades 4-12 inclusive who intentionally engaged in harassment, threats or intimidation, directed against school district personnel or students. (E.C. 48900.4)
  - Making terroristic threats against school officials or school property or both. (E.C. 48900.7)

## V. Student Expulsion (Education Code Section 48915)

### 1. Mandatory Expulsion Recommendation and Mandatory Expulsion

The principal or superintendent shall immediately suspend and recommend expulsion, and the governing board shall expel a student upon finding that the student committed any of the following acts at school, at a school sponsored activity, or going to or coming from school or a school sponsored activity, whether on or off campus:

- **Possessing, Selling or Furnishing a Firearm** - possession must be verified by district employee; this subdivision does not apply if the student had written permission to possess firearm from certificated employee;
- **Brandishing a Knife at Another Person** - as defined in the section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place; or a razor with an unguarded blade;
- **Sale of a Controlled Substance** - listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code;
- **Committing or Attempting to Commit Sexual Assault or Committing Sexual Battery** - as defined in Section 48900 (n) of the Education Code;
- **Possession of an Explosive** - "Explosive" means any explosive, incendiary, or poison gas, including but not limited to a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or any other similar device.

### 2. Other Grounds For Expulsion Which Require Supplemental Findings By The District Board

(a) **Mandatory Expulsion Recommendation Unless Inappropriate Due to the Particular Circumstance:** The principal or superintendent shall recommend expulsion, unless inappropriate due to the particular circumstances, for any of the following acts committed at school or at a school activity off school grounds:

- **Causing serious physical injury** (except in self-defense);
- **Possession of any knife or other dangerous object of no reasonable use to the student;**
- **Unlawful possession of any controlled substance** listed in Chapter 2 (commencing with Section (11053) of Division 10 of the Health and Safety Code (except for first offense of possession of not more than one ounce of marijuana);



## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

**To Be Completed by Mandated Child Abuse Reporters**  
**PLEASE PRINT OR TYPE**

**CASE NAME:** \_\_\_\_\_

**CASE NUMBER:** \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO					
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE			TODAY'S DATE			
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY						
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL					
	OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE				
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip			TELEPHONE					
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____				
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
<b>VICTIM'S SIBLINGS</b>	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____	2. _____	3. _____	4. _____					
<b>D. INVOLVED PARTIES</b> PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE			
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip			HOME PHONE		BUSINESS PHONE			
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS Street City Zip			TELEPHONE					
	OTHER RELEVANT INFORMATION								
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____								
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)								

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.





## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

### DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

#### I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

#### II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

#### III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

#### IV. INSTRUCTIONS

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

#### IV. INSTRUCTIONS (continued)

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

#### V. DISTRIBUTION

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese 26	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	White	31 White-Romanian

APOLLO CAMPUS

## **INTRODUCTION**

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Apollo Campus that addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools Apollo Campus.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

### **The Crisis Intervention Team**

The School Site Crisis Intervention Team is comprised of designated staff members and MCSOS support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by, shooting, etc.

#### *Apollo Campus Crisis Intervention Team Members:*

	Name	Work Phone	Cell Phone
Program Coordinator	Dani Little	662-4647	906-9227
*School Psychologist	Robert Murray	662-4649	706-0204
*School Nurse	Dalene Roth	662-4841	760-2279

### **Activation of the Crisis Team and MCSOS Support Staff**

In response to notification of an emergency or disaster, sudden death, suicide, school bus accident, etc., the site administrator immediately notifies the Superintendent, the immediate supervisor and assembles the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

- Requesting assistance from the Associate Superintendent, Human Resources to prepare a written statement and to direct other staff as to how to handle phone calls and requests for information about the emergency or disaster.
- Establishing a crisis center on campus where crisis team members will be available to meet with students/staff/parents.
- Promptly sharing factual information with staff, students, parents and community.
- Planning staff meetings or other communications as soon as possible to share information.
- Providing an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
- Providing a written statement which teachers may use to announce the event to students/parents.
- Requesting teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

### **Crisis Intervention Team Responsibilities**

#### **I. Initial Crisis Planning**

- A. Identify problem/event and determine degree of impact on school.
- B. Determine if additional support is needed and notify MCSOS offices for assistance.
- C. Review facts and determine what information is to be shared with:
  1. Faculty
  2. Students
  3. Parents/Community
  4. Media liaison
- D. Determine how the information is to be shared with staff/students/parents in order to control factual information.

## Apollo Campus Phone Contact List 2018-2019

Apollo Campus Office: 662-4639			
Position Held	Staff Member	Site Number	Cell Number
Coordinator	Dani Little	662-4647	906-9227
Nurse	Dalene Roth	662-4841	760-2279
Madera County Superintendent of Schools : 673-6051			
Position Held		Staff Member	Site Number
Executive Director, Student Programs & Services		Cheryl Mohr	662-4669
Assistant Executive Director, Student Programs and Services		Jessica Drake	662-4687
Senior Administrative Assistant, Operations		Kim Linderholm	662-6295

\*\*\*Two way radios are available in all classrooms. This is the most efficient way to contact all staff if an emergency situation occurs.

Press to talk – release for respond.



## **INTRODUCTION**

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with Gould Educational Center and addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

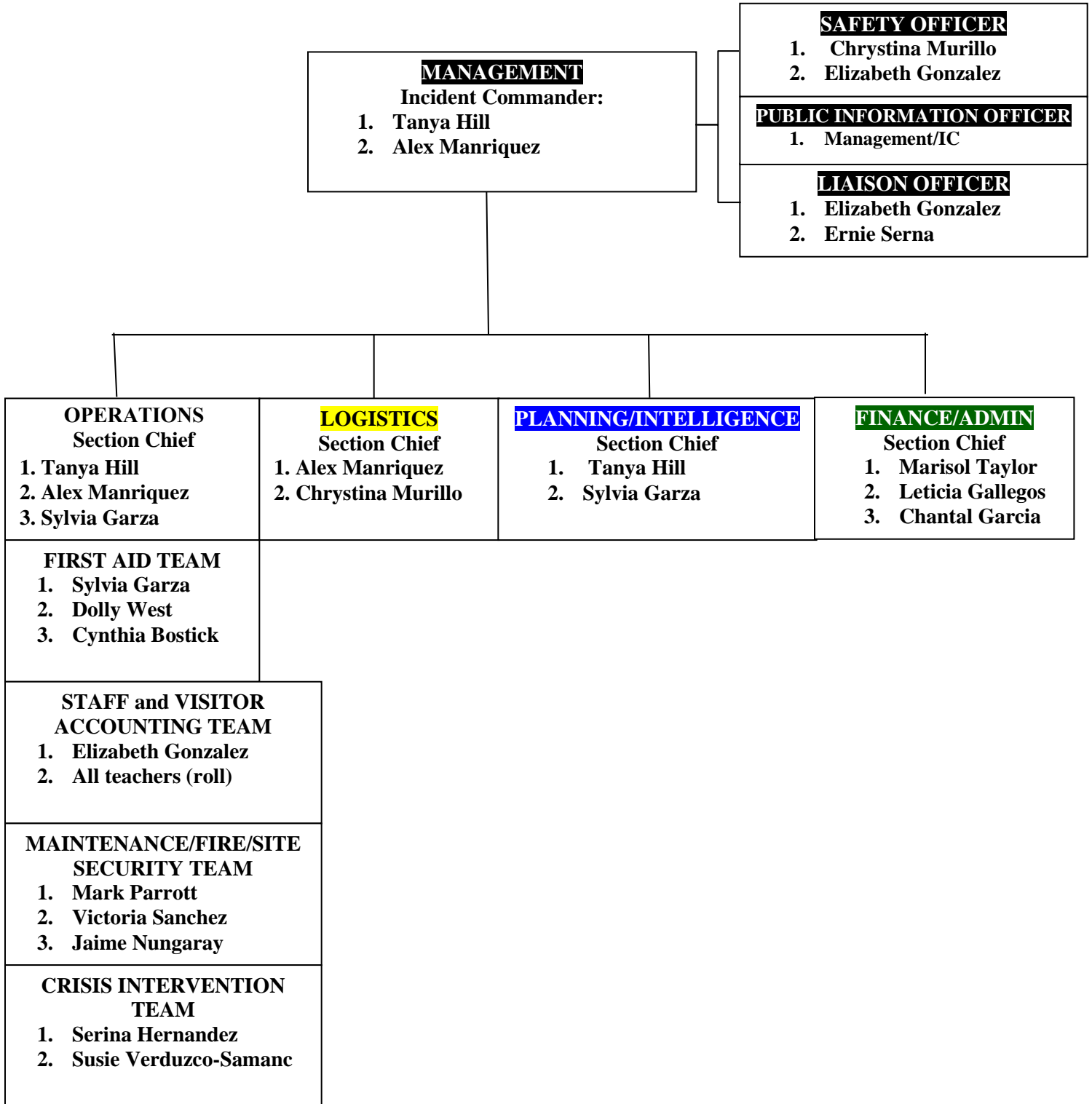
Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, gas and electric lines, and electrical power main shutoff switches as they apply to the Gould Educational Center.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Gould Educational Center in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

**Madera County Superintendent of Schools  
GOULD EDUCATIONAL CENTER  
INCIDENT COMMAND SYSTEM (ICS) Organization Chart  
September 2018**





## **The Crisis Intervention Team**

The School Site Crisis Intervention Team is comprised of designated staff members and MCSOS support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by, shooting, etc.

### *Gould Educational Center Crisis Intervention Team Members:*

	Name	Work Phone	Cell Phone
Program Director	Tanya Hill	662-4803	908-1685
*School Psychologist	Serina Hernandez	662-4609	481-5972
*School Psychologist	Susie Verduzco-Samanc	662-4837	706-0285
*School Nurse	Sylvia Garza	662-4843	706-0215
Transportation Manager	Alex Manriquez	662-4804	416-0761

### **Activation of the Crisis Team and MCSOS Support Staff**

In response to notification of an emergency or disaster, sudden death, suicide, school bus accident, etc., the site administrator immediately notifies the Superintendent, the immediate supervisor and assembles the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

- Requesting assistance from the Associate Superintendent, Human Resources to prepare a written statement and to direct other staff as to how to handle phone calls and requests for information about the emergency or disaster.
- Establishing a crisis center on campus where crisis team members will be available to meet with students/staff/parents.
- Promptly sharing factual information with staff, students, parents and community.
- Planning staff meetings or other communications as soon as possible to share information.
- Providing an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
- Providing a written statement which teachers may use to announce the event to students/parents.
- Requesting teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

### **Crisis Intervention Team Responsibilities**

#### **I. Initial Crisis Planning**

- A. Identify problem/event and determine degree of impact on school.
- B. Determine if additional support is needed and notify MCSOS offices for assistance.
- C. Review facts and determine what information is to be shared with:
  1. Faculty
  2. Students
  3. Parents/Community
  4. Media liaison
- D. Determine how the information is to be shared with staff/students/parents in order to control factual information.
  1. Provide referral processes, including procedures for self-referral.

# Gould Educational Center

## Phone Contact List

Gould Office: 674-0915			
Position Held	Staff Member	Site Number	Cell Number
Program Director	Tanya Hill	662-4803	908-1685
Nurse	Sylvia Garza	662-4843	706-0215
Transportation	Alex Manriquez	662-4804	416-0761

Madera County Office of Education: 673-6051		
Position Held	Staff Member	Site Number
Executive Director, Student Programs & Services	Cheryl Mohr	662-4669
Assistant Executive Director, Student Programs and Services	Jessica Drake	662-4687
Senior Administrative Assistant, Operations	Kim Linderholm	662-6295

\*\*\*Two Way radios are available in all classrooms. This is the most efficient way to contact all staff if emergency situation occurs.

Press to talk – release for response.

CAES PROGRAM SITES:  
PTC MADERA  
PTC CHOWCHILLA  
MCIA

## **INTRODUCTION**

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Career & Alternative Education Services school sites and addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

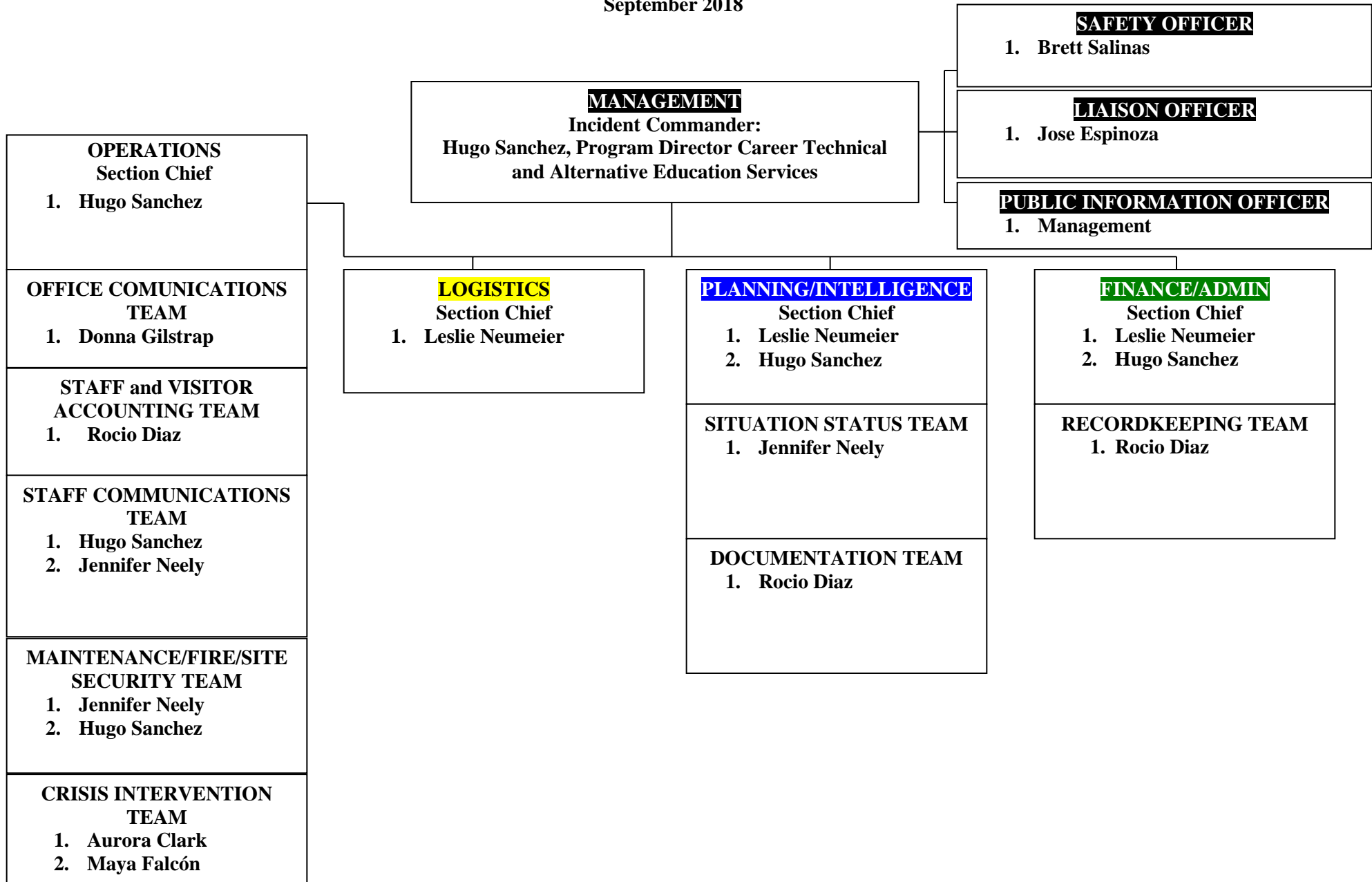
Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools Career & Alternative Education Services school sites.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

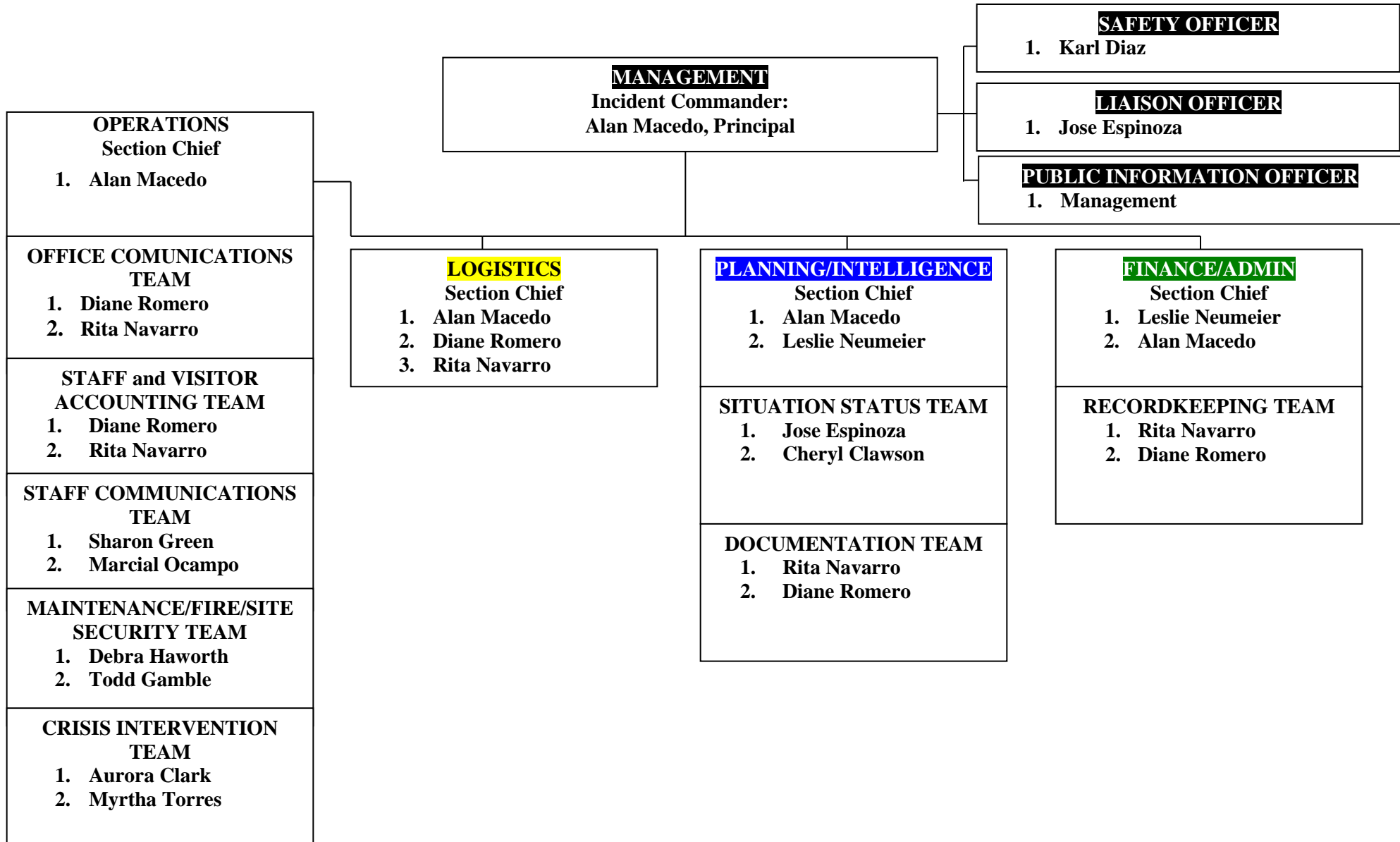
This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

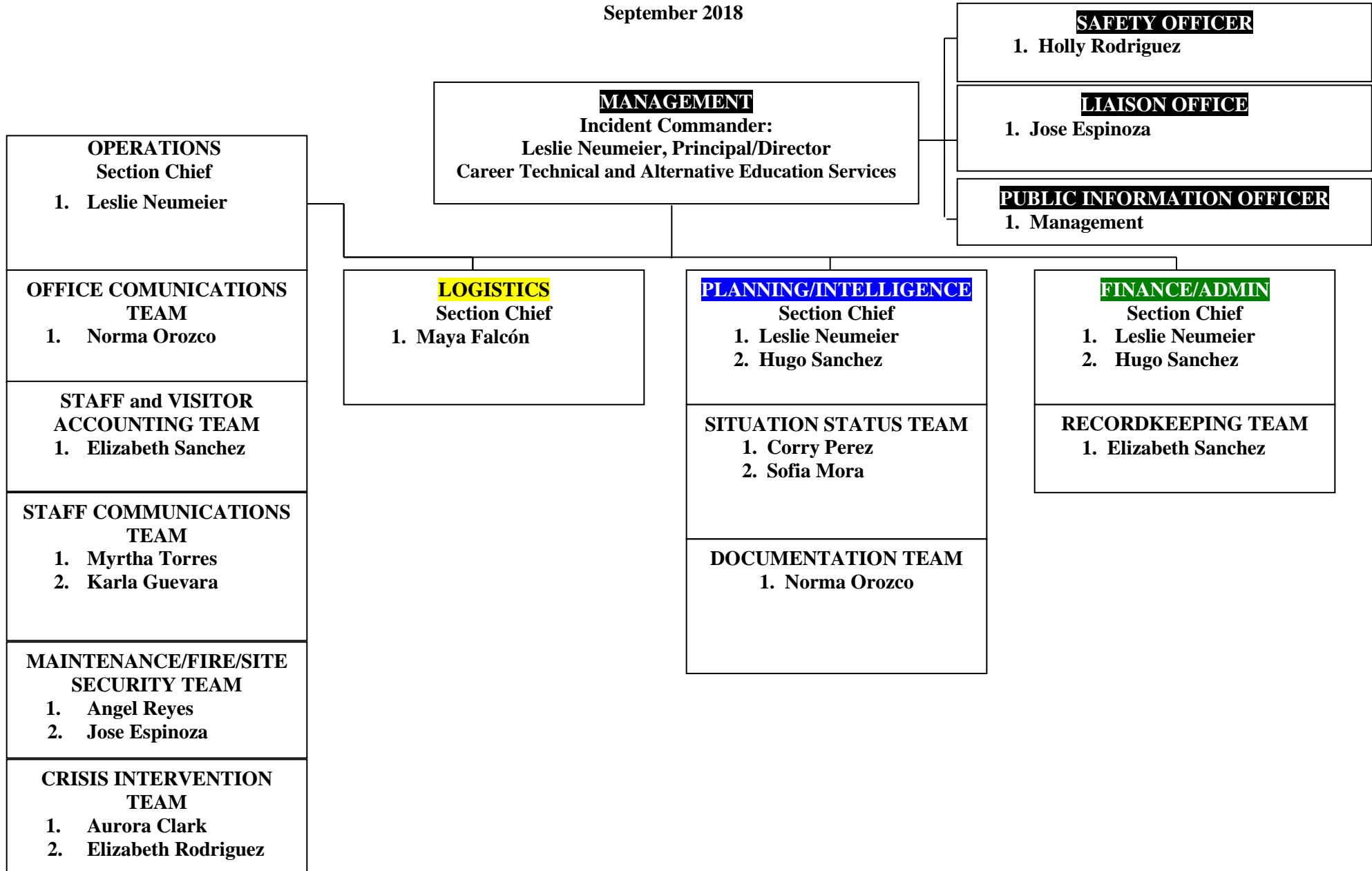
**Madera County Superintendent of Schools PIONEER TECHNICAL CENTER CHOWCHILLA**  
**INCIDENT COMMAND SYSTEM (ICS) Organization Chart**  
 September 2018



**Madera County Superintendent of Schools PIONEER TECHNICAL CENTER**  
**INCIDENT COMMAND SYSTEM (ICS) Organization Chart**  
 September 2018

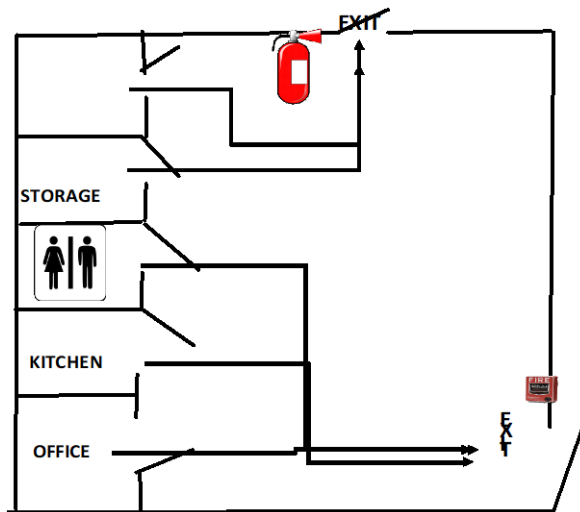
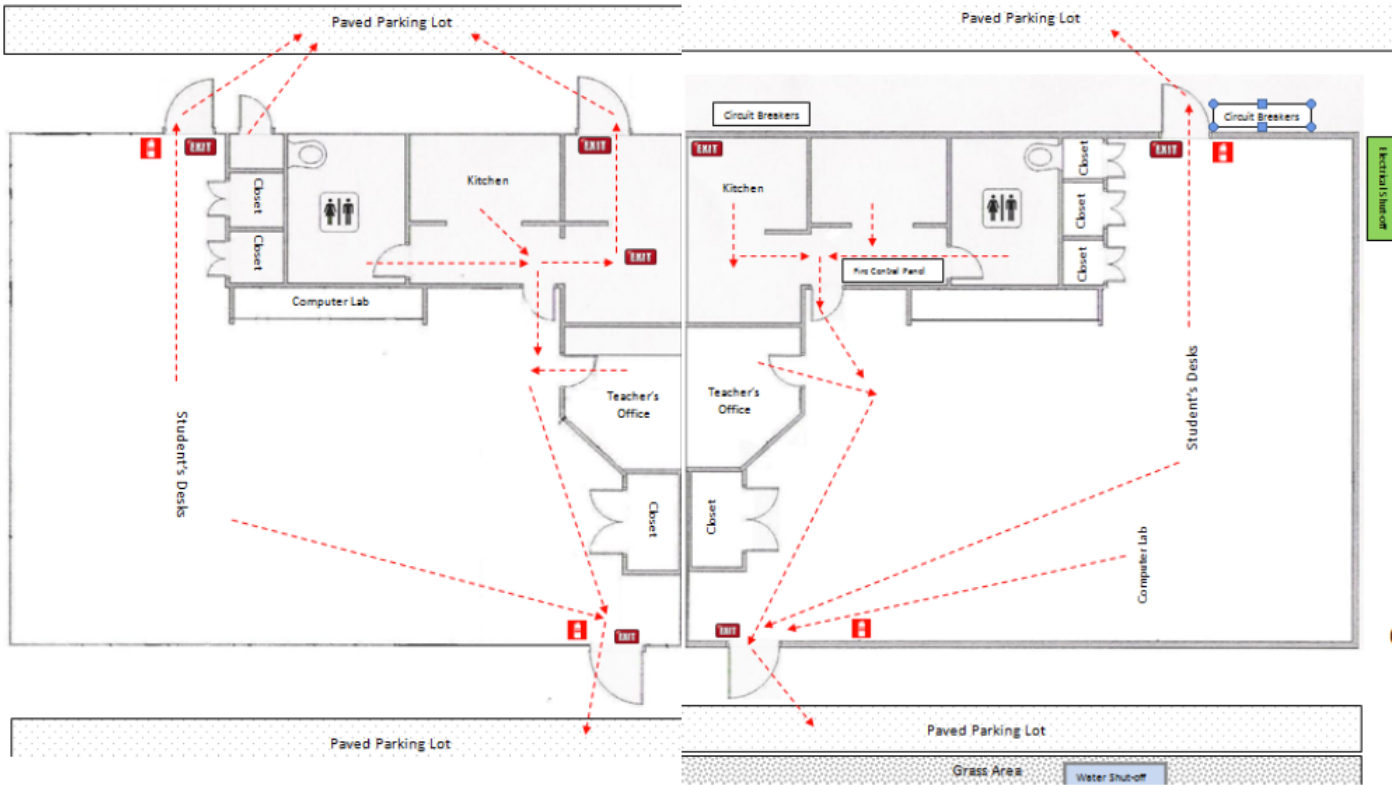


**Madera County Superintendent of Schools MADERA COUNTY INDEPENDENT ACADEMY**  
**INCIDENT COMMAND SYSTEM (ICS) Organization Chart**  
 September 2018



PTC Chowchilla

345 South 11th Street—Chowchilla, CA 93610  
665-3204  
665-6856





**PIONEER TECHNICAL CENTER**  
 28261 AVE. 14, MADERA, CA 93638 • (559) 664-1600  
 OCTOBER 2018

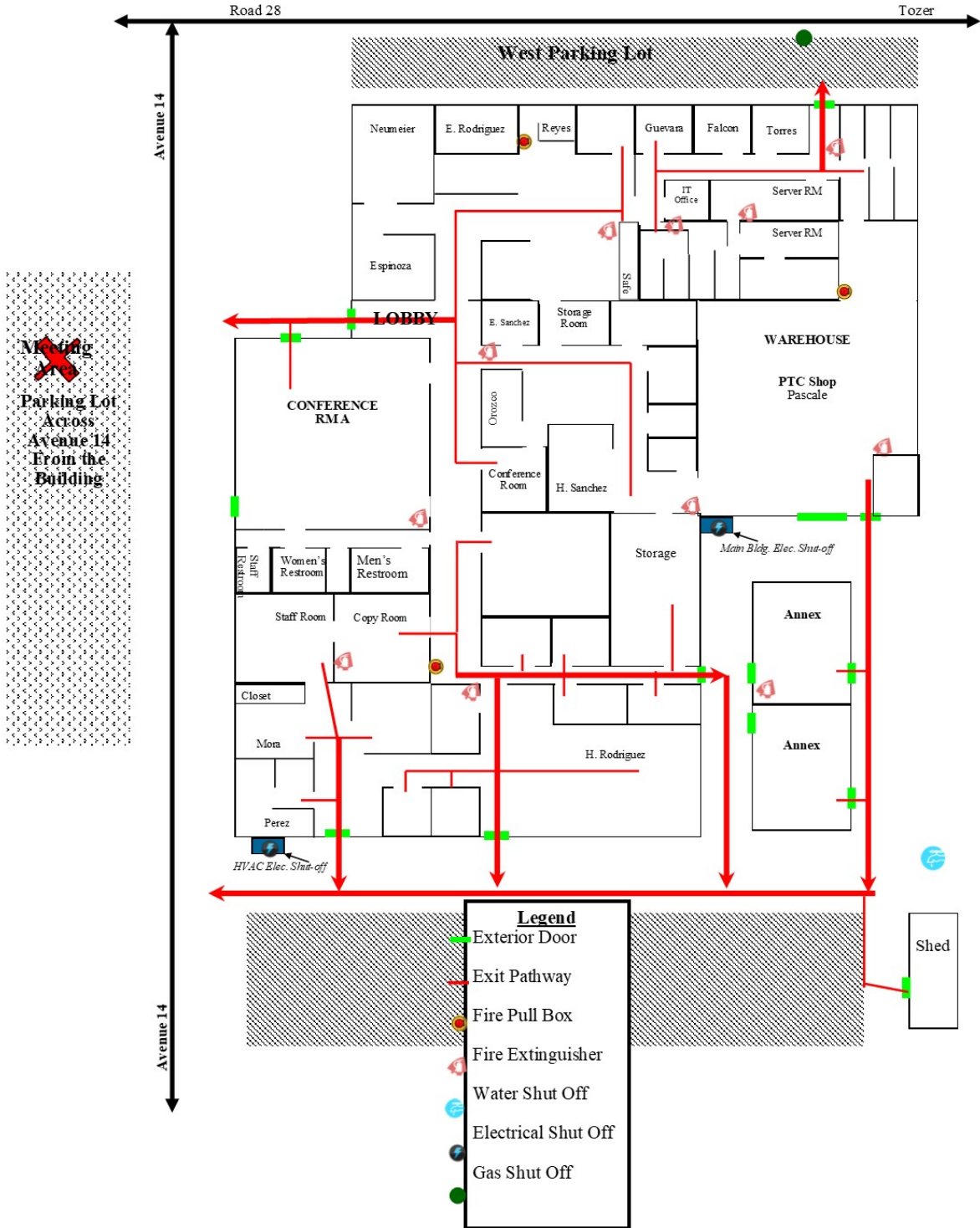


- Alarm Pull Box
- Fire Extinguisher
- Gas Shut Off
- Water Shut Off
- Fence
- Electrical Panel
- Transformer

# FIRE EVACUATION ROUTES

## Madera County Independent Academy

28123 Avenue 14 - Madera, CA 93638  
October 2018



**Legend**

- Exterior Door
- Exit Pathway
- Fire Pull Box
- ▲ Fire Extinguisher
- Water Shut Off
- Electrical Shut Off
- Gas Shut Off

MCSOS ADMINISTRATION  
BUILDING

## INTRODUCTION

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Administration Building and addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools Office of Education Administration Building.

All the material contained herein will be reviewed at least once annually and updated as legislation, legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

**MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
INCIDENT COMMAND SYSTEM (ICS) ORGANIZATION CHART  
For the MCSOS Administration Building—7/24/18**

**MANAGEMENT  
EOC Director/IC**  
  
1. Dr. Cecilia Massetti  
County Superintendent  
2. Steve Carney  
Deputy Superintendent, BAS

**Command Staff**  
PIO—Incident Commander  
Safety Officer—Trish Protzman  
Liaison Officers—  
Jennifer Pascale/Kim Linderholm

**Operations  
Section Chief**  
1. Dennis Lingo  
2. Cheryl Mohr

**Logistics  
Section Chief**  
1. Opie Riar  
2. Kim Linderholm

**Planning/Intelligence  
Section Chief**  
1. Fred Cogan  
2. Jim Sargent

**Finance/Administration  
Section Chief**  
1. Julie DeWall  
2. Marisol Verduzco

**Communications Team Leader**  
1. Larry Lara  
2. Hugh Levine  
3. Sam Pedersen

**Supplies Team Leader**  
1. Stephanie Draffon  
2. Eva De La Cerda  
3. Rhonda Harner

**Situation Status Team Leader**  
1. Dianna Marsh  
2. Jenn Girado  
3. Michelle Brewer

**Recordkeeping Team Leader**  
1. Rhonda Yohman  
2. Sandra Solis  
3. Leticia Gallegos

**Light Search & Rescue Team Leader**  
1. Kirk Delmas  
2. Scott Ellingson  
3. Dil Patel

**Staffing Team Leader**  
1. Kelly Kline  
2. Laura Rodriguez  
3. Chantal Garcia

**Documentation Team Leader**  
1. Sonia Ramos  
2. Yvette Torres  
3. Brenda Plauson

**First Aid Team Leader**  
1. Chris Lopez  
2. Kristen Andersen

**Staff & Visitor Accounting Team Leader**  
1. Valerie Avila  
2. Susan Horsley  
3. Jennifer Pascale

**Maintenance/Fire/Site  
Security Team Leader**  
1. John Woodley  
2. Jason Mercier  
3. Scott Sweazy

**Crisis Intervention Team Leader**  
1. Paige Sanders  
2. Rebecca Simko  
3. Jason Peterson

*Staff not assigned as a Section Chief or Team Leader  
will be given support assignments as necessary through  
Logistics Section Chief.*

## EARLY EDUCATION CENTER

## **INTRODUCTION**

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Early Education Center that addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools Early Education Center.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018





**TABLE OF CONTENTS**  
MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
**Building 2**  
1105 S. Madera Avenue, Madera, CA 93637

	<u>Page</u>
Introduction .....	3
MCSOS Building 2 (Early Start) Incident Command Chart.....	4
<b>Cancellation/School Closure During School Hours</b> .....	5
- When to Close the School During School Hours	
- Procedures	
- ICS Team(s) Activated	
<b>Cancellation of School Before the School Day Begins</b> .....	7
- When to Close the School Before the School Day Begins	
- Procedures	
- ICS Team(s) Activated	
<b>Shelter-In-Place</b> .....	8
- When to Shelter-In-Place	
- Procedures	
- ICS Team(s) Activated	
<b>Lockdown</b> .....	9
- When to Lockdown	
- Procedures	
- ICS Team(s) Activated	
- Run, Hide, Fight	
<b>Evacuation</b> .....	12
- When to Evacuate	
- Procedures	
o General	
o Chemical Accident	
o Fire	
o Flood	
o Gas Leak	
o Hostage Situation	
- ICS Team(s) Activated	
- Evacuation Routes Map	
- Network & Phone Map	
<b>Reverse Evacuation</b> .....	17
- When to Reverse Evacuate	
- Procedures	
- ICS Team(s) Activated	

<b>Drop, Cover and Hold</b> .....	18
- When to Drop, Cover and Hold	
- Procedures	
o Recommendations for persons in wheelchairs	
o Shooter/Intruder/Drive-By Procedures	
o Earthquake	
o Explosion/Threat of Explosion	
▪ Bomb Threat Checklist	
o Nuclear Emergencies	
- ICS Team(s) Activated	
<b>Death of Staff Member</b> .....	22
- Procedures	
<b>Suicide</b> .....	22
- Procedures	
<b>Emergency Medical Procedure and/or Emergency Procedure in Case of Injury</b> .....	22
- Procedures	
<b>Fallen Aircraft</b> .....	23
- Procedures	
<b>All Situations</b> .....	23
- Procedures	
- Classroom Emergency Folders	
- Pupil Release/Evacuation Procedures	
o Pupil Release Form	
<b>Crisis Intervention Team</b> .....	26
- Team Members	
- Duties When Activated	
- Responsibilities	
- Phone Contact List	

## **INTRODUCTION**

Although it is difficult to plan for every contingency in preparation for some natural disaster or unexpected calamity, it is nonetheless important that we prepare ourselves in every way possible to reduce the potential for harm or injury to students or staff. It is with this intent that this plan has been developed.

This plan deals specifically with the Madera County Superintendent of Schools Building 2 and addresses the procedures to be followed in the event of a variety of natural and man-induced disasters.

Appropriate drills will be conducted at designated intervals throughout the year and all appropriate and required notices will be posted in designated locations. Included in this material is the location of important items such as fire extinguishers, gas and water shutoff, gas and electric lines, and electrical power main shutoff switches as they apply to the Madera County Superintendent of Schools to Building 2.

All the material contained herein will be reviewed at least once annually and updated as legislation or legal requirements or local circumstances dictate.

This Emergency Plan has been prepared by the Madera County Superintendent of Schools in compliance with California Administrative Code Title 5, Section 560, and other applicable sections of Title 5 of the Education Code.

Madera County Board of Education  
Annual Review and Update: October 9, 2018

**MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
INCIDENT COMMAND SYSTEM (ICS) ORGANIZATION CHART  
For the MCSOS Administration Building—7/24/18**

**MANAGEMENT  
EOC Director/IC**  
  
1. Dr. Cecilia Massetti  
County Superintendent  
2. Steve Carney  
Deputy Superintendent, BAS

**Command Staff**  
PIO—Incident Commander  
Safety Officer—Trish Protzman  
Liaison Officers—  
Jennifer Pascale/Kim Linderholm

**Operations  
Section Chief**  
1. Dennis Lingo  
2. Cheryl Mohr

**Logistics  
Section Chief**  
1. Opie Riar  
2. Kim Linderholm

**Planning/Intelligence  
Section Chief**  
1. Fred Cogan  
2. Jim Sargent

**Finance/Administration  
Section Chief**  
1. Julie DeWall  
2. Marisol Verduzco

**Communications Team Leader**  
1. Larry Lara  
2. Hugh Levine  
3. Sam Pedersen

**Supplies Team Leader**  
1. Stephanie Draffon  
2. Eva De La Cerda  
3. Rhonda Harner

**Situation Status Team Leader**  
1. Dianna Marsh  
2. Jenn Girado  
3. Michelle Brewer

**Recordkeeping Team Leader**  
1. Rhonda Yohman  
2. Sandra Solis  
3. Leticia Gallegos

**Light Search & Rescue Team Leader**  
1. Kirk Delmas  
2. Scott Ellingson  
3. Dil Patel

**Staffing Team Leader**  
1. Kelly Kline  
2. Laura Rodriguez  
3. Chantal Garcia

**Documentation Team Leader**  
1. Sonia Ramos  
2. Yvette Torres  
3. Brenda Plauson

**First Aid Team Leader**  
1. Chris Lopez  
2. Kristen Andersen

**Staff & Visitor Accounting Team Leader**  
1. Valerie Avila  
2. Susan Horsley  
3. Jennifer Pascale

**Maintenance/Fire/Site  
Security Team Leader**  
1. John Woodley  
2. Jason Mercier  
3. Scott Sweazy

**Crisis Intervention Team Leader**  
1. Paige Sanders  
2. Rebecca Simko  
3. Jason Peterson

*Staff not assigned as a Section Chief or Team Leader  
will be given support assignments as necessary through  
Logistics Section Chief.*

## **Cancellation/School Closure During School Hours**

The MCSOS building 2 may be ordered closed when it is unsafe for staff, students, and visitors to be there due to road closures, power outages, severe weather, earthquakes, etc. The campus may also be closed as a wide scale public health measure such as social distancing in the event of a Pandemic Influenza or other disease outbreak.

### **When to Close the Site**

1. Civil Unrest
2. Dam Failure
3. Explosion
4. Flood
5. Hazardous Materials Incident/Chemical Accident

NOTE: When evacuating the building or grounds, move crosswind to avoid fumes. Never move up or downwind. Provide First Aid if necessary.

6. Landslide
7. Major Earthquake
8. National Security Emergency
9. Pandemic Influenza
10. Radiological Incident
11. Terrorism
12. Transportation Accident
13. Wildland/Urban Interface Fire
14. Severe Weather

NOTE: The National Weather Service has developed a system of “watches” and “warnings” that are issued when severe weather conditions may exist.

#### **IF WATCHES AND WARNINGS HAVE BEEN ISSUED:**

1. Remain Alert for additional weather advisories. If a watch is issued during working hours, you will be notified and will be kept up-to-date on the latest developments.
2. If a warning is issued during working hours, staff may be directed to leave building if there is sufficient time before the anticipated arrival of the storm, or may be directed to remain at work if it would be dangerous to leave.

#### **IF THERE IS NO ADVANCE WARNING:**

1. Take cover immediately in interior rooms or along an inside wall. Try to find a place away from large, heavy objects and windows.
  2. Open doors, if possible.
  3. Remain calm.
  4. Wait for instructions.
15. Extended Power Failure

NOTE: Due to the fact that some areas of the building become totally blacked out during a power failure and moving about can be hazardous, staff/students are to remain in place if the power failure is brief (up to 2 or 3 minutes). Should the failure last longer, those in internally totally darkened areas are to proceed toward a naturally lighted area.

The principal/designee(s) will contact the utility company to determine when power will be restored. Subsequent decisions will be made by the principal/designee(s) regarding maintaining the site in an “open for business” mode.

### **Procedures**

The closure of the site, depending upon the circumstances involved, will be authorized by one of the following: Madera County Public Health Officer, the State Superintendent of Schools, the Madera County Superintendent of Schools/designee, or the Governor.

1. Notify Staff & Students  
Make an announcement over the phone intercom system (to be used for emergency purposes only). From any office phone – Press “#” button, then dial 444 after the bell chime (speak clearly and slowly): “Your attention please. Your attention please. Due to the\_\_\_\_, it has been determined that our school must close. Please follow teachers’ instructions as you leave the buildings. Principal/Designee will initiate parent contact and keep staff informed as to steps taken to clear site. Staff will remain on site until all students have been safely sent home.
2. Notify parents/guardians by using the Blackboard Connect system.
3. Post “School Closed” signs at main entry points (provide information on how to get additional information such as emergency phone number, radio station, etc.).
4. Notify offsite programs that your site is closing along with the circumstances.

**Section(s) Activated Cancellation/School Closure During School Hours**

**Management**

**Operations**

## **Cancellation/School Closure Before the School Day Begins**

The MCSOS building 2 may be ordered closed if conditions warrant the closure of the site prior to the beginning of the workday, **every effort will be made to contact all staff members and students to notify them of the closure.**

### **When to Close the Site Before the School Day Begins**

1. Civil Unrest
2. Dam Failure
3. Explosion
4. Flood
5. Hazardous Materials Incident/Chemical Accident  
NOTE: When evacuating the building or grounds, move crosswind to avoid fumes. Never move up or downwind. Provide First Aid if necessary.

6. Landslide
7. Major Earthquake
8. National Security Emergency
9. Pandemic Influenza
10. Radiological Incident
11. Terrorism
12. Transportation Accident
13. Wildland/Urban Interface Fire
14. Severe Weather
15. Extended Power Failure

NOTE: The Site Administrator's designee(s) will contact the utility company to determine when power will be restored. Subsequent decisions will be made by the Site Administrator or designee(s) regarding maintaining the campus in an "open for business" mode.

### **Procedures**

Staff and students will be notified at the earliest possible opportunity in the event of a school closure. The Principal/designee will notify staff, students and parent/guardians by phone through Blackboard Connect system prior to the regularly scheduled school hours to the fullest extent possible. The Principal/designee(s) will assign an individual to go to the site (if safe to do so) to post a "School CLOSED" sign with information to direct anyone coming in to their site where to find additional information. Notify offsite programs that your site is closing along with the circumstances.

### **Section(s) Activated Cancellation/School Closure Before the School Day Begins Management**

## **SHELTER IN-PLACE**

Whenever an emergency situation presents itself such that it is safer for staff and students to remain inside the building, the Principal/designee(s) may issue an order to *Shelter-In-Place*. This action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the office. *Shelter-In-Place* may also be called for in response to terrorist activities.

### **When to Shelter-In-Place**

1. Civil Unrest
2. Explosion
3. Hazardous Materials Incident/Chemical Accident  
NOTE: When evacuating the building or grounds, move crosswind to avoid fumes. Never move up or downwind. Provide First Aid if necessary.
4. National Security Emergency
5. Radiological Incident
6. Terrorism
7. Transportation Accident
8. Biological Incident

### **Procedures**

1. Notify Staff, students, and visitors.
  - a. Make an announcement over the phone intercom system (to be used for emergency purposes only). From any school phone – Press “#” button, then dial 444 after the bell chime: “Your attention please. Your attention please. Due to the \_\_\_\_\_, all staff and students should immediately prepare to *shelter-in-place* and stand-by for further instructions.”
2. Site Administrator/Manager Maintenance & Grounds/Designee to shut down air circulation system if contaminant is in air.
3. Turn on AM/FM radio to KMJ (AM 580) Fresno and monitor updates.
4. Post signs on exterior windows, if there is time **and is safe to do so** “This campus is Sheltering-In-Place. Do not attempt to enter any door.”
5. Notify offsite programs that your site is sheltering in place along with the circumstances.
6. Shut doors and all windows (close blinds).
7. Turn off lights.
8. Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so.
9. Instruct staff, students, and visitors to stay away from windows.
10. Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows.
11. Take attendance of all staff, students, and visitors in building.
12. If outdoors, move inside the nearest building and follow procedures above.

### **Section(s) Activated Shelter-In Place**

**Management**

**Operations (if long duration)**

**Logistics (if long duration)**

**Planning/Intelligence (if long duration)**

**Finance/Administration (if long duration)**

NOTE: A request to *Shelter-In-Place* is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended *Shelter-In-Place*, there will be access to food and water in the emergency kits.



# LOCKDOWN

*Lockdown* is the response action initiated when MCSOS building 2 are faced with extremely violent behavior, armed intruders, an on-site hostage situation, snipers, or police activity in the vicinity that could threaten the safety of staff, students, and visitors. **Lockdowns are serious business.** When the Site Administrator/designee initiates a *Lockdown* it means that there is an immediate and possibly life-threatening situation on the premises.

*Lockdown*, like *Drop, Cover and Hold*, can be initiated by any staff member in response to violent behavior, shots fired, or any other activity that threatens the safety of staff, students, and visitors. When initiated by a staff member, it is their responsibility to get a message to **Management** about the nature of the incident, when it is safe to do so.

## When to Lockdown

1. Civil Unrest
2. National Security Emergency
3. Nearby Law Enforcement Action
4. Shooter or Intruder on site
5. Terrorism

## Procedures

1. Immediately notify Staff, Students, and Visitors
  - a. Make an announcement over the phone intercom system (to be used for emergency purposes only). From any school phone – Press “#” button, then dial 444 after the bell chime: “LOCKDOWN-LOCKDOWN!!! Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions.”
2. Designate an individual to **Call 9-1-1** and **stay on the phone** with the operator.
3. Shut and lock doors and windows (close blinds and blacken any doorway windows).
4. **DO NOT** open the door for anyone or peek out windows until “All Clear” signal is given.
5. Move away from windows and stay low (below window line).
6. Turn off lights.
7. Keep calm and quiet.
8. **Sit tight!** When law enforcement arrives on site they will give further instructions.
9. If outdoors, IMMEDIATELY move inside the nearest building and follow procedures above.
10. Notify offsite programs that your site is on *Lockdown* along with the circumstances.
11. **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders.

## Section(s) Activated Lockdown

### **Management**

**Operations (these teams will ONLY be activated when it is safe to do so)**

## Additional Lockdown Procedures

### Short-term/Long-term lockdown

Open emergency supply box/kit if needed

## After “All Clear” Signal is Given

1. The principal /designee will determine if it is necessary to close the building for the remainder of the day and release staff and students or to continue normal school activities.
  - a. If the decision is made to close the site, refer to the ACTION: *Cancellation/Closure of the School During School Hours.*
  - b. If the decision is made to continue normal business activities, return to work areas and provide staff with an opportunity to share their thoughts on the incident.
  - c. Initiate contact with **Crisis Intervention Team** for grief support, trauma recovery, etc. if necessary.

# HOW TO RESPOND

## WHEN A VIOLENT INTRUDER IS NEAR

Quickly determine the most reasonable way to protect your own life. Remember that visitors and clients are likely to follow the lead of employees during a violent situation.

### RUN

- Have an escape route and a plan in mind
- Leave your belongings behind
- Keep your hands visible
- Run away from intruder to one of the designated areas
- Be accounted for at the designated area
- Don't try to leave in your car
- Don't call home to alert them of what's happening

### HIDE

- Hide in an area out of the intruder's view and does not restrict your options
- Lock the door and blockade it
- Hide behind large items
- Silence cell phones
- Turn off lights
- Keep quiet
- Do not open the door for anyone
- Call 911 if/when it is safe to do so

### FIGHT

- As a last resort, only when your life is in imminent danger
- Act as aggressively as possible to incapacitate the intruder
- Yell or throw objects to distract and disrupt
- Commit to your actions
- RUN if you see an opportunity – Don't hesitate

## HOW TO RESPOND

### WHEN LAW ENFORCEMENT ARRIVES ON THE SCENE

- Remain calm and follow officer's instructions
- Immediately raise your hands and spread your fingers
- Keep your hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold onto them for safety
- Avoid pointing, screaming, and/or yelling at the officers
- Do not stop to ask officers for help or direction when evacuating; just proceed in the direction from which officers are entering the premises.

## **EVACUATION**

Evacuating the classrooms consists of the orderly movement of staff, students and visitors from inside buildings to an outside area of safety. This emergency response activity is initiated when it is determined that it is not safe to remain in the buildings or to stay on site. In this situation, staff, students and visitors are moved to a safer location either on or off site. The command to *Evacuate* will be given by sounding the fire alarm or notification through the telephone paging system ("Feature 6-1" followed by "0").

### **When to Evacuate**

1. Civil Unrest
2. Dam Failure
3. Explosion
4. Fire on site
5. Flood
6. Gas Leak
7. Hazardous Materials Incident/Chemical Accident

NOTE: When evacuating the building or grounds, move crosswind to avoid fumes. Never move up or downwind. Provide First Aid if necessary.

8. Landslide
9. Major Earthquake
10. National Security Emergency
11. Terrorism
12. Transportation Accident
13. Wildland/Urban Interface Fire
14. Severe Weather

NOTE: The National Weather Service has developed a system of "watches" and "warnings" that are issued when severe weather conditions may exist.

#### **IF WATCHES AND WARNINGS HAVE BEEN ISSUED:**

1. Remain Alert for additional weather advisories. If a watch is issued during working hours, you will be notified and will be kept up-to-date on the latest developments.
2. If a warning is issued during working hours, staff may be directed to leave building if there is sufficient time before the anticipated arrival of the storm, or may be directed to remain at work if it would be dangerous to leave.

#### **IF THERE IS NO ADVANCE WARNING:**

1. Take cover immediately in interior rooms or along an inside wall. Try to find a place away from large, heavy objects and windows.
2. Open doors, if possible.
3. Remain calm.
4. Wait for instructions.

15. Bomb Threat
16. Post Earthquake
17. Other similar occurrences which makes the building uninhabitable

### **Procedures:**

#### **GENERAL Evacuation Procedures**

1. The command to *Evacuate* will be provided through the Principal/designee(s) by sounding the fire alarm or notification through the telephone paging system.
  - a. Make an announcement over the phone intercom system (to be used for emergency purposes only). From any office phone – Press "#" button, then dial 444 after the bell chime: "Your attention please. Your attention please. Due to the \_\_\_\_\_, staff/students and visitors are to *Evacuate* the building immediately. You should proceed immediately to the

primary evacuation site and remember to take your personal belongings with you.”

2. Notify appropriate agency by calling 9-1-1 if applicable.
3. Upon instruction to vacate the campus, staff and students should exit via the posted evacuation route or the nearest safe route then proceed to the front parking lot.  
Employees located away from their assigned workstation at the time of the alarm should NOT attempt to return to the station to collect personal items, but should exit the office immediately by the nearest safe route.
4. Public visitors should exit the nearest safe exit and remove themselves to a safe location. Employee guests and official visitors shall be escorted out of the office by the employee(s) hosting/conducting the event/meeting.
5. Do not return to the building or surrounding area until emergency officials declare the area safe.

*In the event evacuation becomes necessary due to an internal or external emergency, and sufficient time is available to do so, steps should be taken:*

1. Principal, Maintenance and Grounds, or Custodian to turn off gas main and outside water and electricity if necessary. If maintenance/custodial staff is not available. If these persons are not available, the School Administrative Assistant will do so.
2. School Administrative Assistants/Secretaries/designee to ensure that:
  - Lights and equipment, such as copiers, are turned off throughout the entire of the building.
  - Verify exterior front doors are secured and locked
6. Principal/Assigned Staff will:
  1. Verify all persons have evacuated.
  2. Verify that lights and equipment, such as copiers, are turned off throughout the east end of the building.
  3. Verify exterior doors are secured and locked.
7. Vice Principal/ Administrative Assistants/Secretaries/designee will take attendance in the parking lot once evacuation has occurred.
8. Senior Executive Assistant will attempt to take the emergency radio for further communication with other sites. NOTE: In case of evacuation for internal fire, lights are left on, machines turned off ONLY if sufficient time is available to do so.

### **CHEMICAL ACCIDENT Evacuation Procedures**

Warning of a chemical accident, such as caused by a tank truck accident involving large quantities of toxic gases, usually comes by telephone, radio, or public address system. If such an accident may endanger personnel and visitors, the following additional actions should be taken:

- a. Implement command *Evacuate*, if the situation so requires.
- b. When evacuating the building or grounds, move crosswind to avoid fumes. Never move up or down wind.
- c. Stay at a safe distance.
- d. Provide first aid, as necessary.
- e. Take other action as directed by the Principal/designee(s).

NOTE: Due to the variety of locations involved and the relatively countless options for this type of disaster to occur with regard to location, staff are to follow Emergency Services directives and procedures.

### **FIRE Evacuation Procedures**

Warning of a fire within the facility will come via the FIRE ALARM. Warning of a fire near the facility will be through visual sighting, messenger, or telephone call. The following additional actions should be taken depending upon whether the fire is within or near the building:

- A. Fire Within Building
  1. Sound the fire alarm to implement the command *Evacuate*. (Become familiar with fire alarm pull boxes, fire extinguishers, and building exits.)
  2. Assemble personnel and students at a safe distance from the fire. A minimum distance

- of 100 feet from the fire and firefighting equipment should be maintained.
- 3. Provide first aid as necessary.
- 4. Keep access roads open for emergency vehicles.
- 5. Fight incidental/local fires without endangering life.
- 6. The Principal or designee(s) will notify utility companies of a break or suspected break in lines which might present an additional hazard.
- 7. Wait for further notification from the principal/designee(s) regarding the implementation of *Cancellation/School Closure During School Hours*, or other action.

#### B. Fire Near Facility

The Principal/designee(s) shall take the following actions:

- 1. Determine if command *Evacuate* should be implemented, taking into consideration whether the fire poses an immediate threat to students, personnel, and/or the building.
- 2. Determine whether students and staff should leave the grounds or leave the area, if the situation warrants.
- 3. Keep students and staff at a safe distance from the fire.

### **FLOOD Evacuation Procedures**

Warning of a flood may be received by intercom, telephone, radio, or message from emergency services officials. The extent of the flood and the amount of time before the flood is expected will dictate the appropriate actions to take:

- 1. Determine if command *Evacuate* should be implemented, taking into consideration whether the flood poses an immediate threat to students, personnel, and/or the building.
- 2. Determine whether students and staff should leave the grounds or leave the area, if the situation warrants.
- 3. Keep students and visitors at a safe distance from the flood.
- 4. Keep access roads and driveways open for emergency vehicles.
- 5. Provide first aid, as necessary.
- 6. Use the telephone **ONLY** for emergency needs or to report dangerous conditions.
- 7. Tune to local radio or television stations for emergency information and instructions from local authorities.
- 8. Wait for further notification from the Principal/designee(s) regarding implementation of *Cancellation/School Closure During School Hours*, or other action.

### **GAS LEAK Evacuation Procedures**

- 1. Internal – The first evidence is generally a characteristic odor.
  - a. Implement action *Evacuate*.
  - b. Leave doors open to insure ventilation and to preclude buildup.
  - c. Insure no one enters the campus other than the Fire Department and utility company during emergency.
  - d. Principal/designee(s) will determine further course of action.
- 2. External – Warning may come by phone, public address or personal notification from responsible public agency.
  - a. Implement action *Evacuate*.
  - b. Principal/designee(s) will determine appropriate further course of action.

### **HOSTAGE SITUATION Evacuation Procedures**

If an intruder(s) enters the campus and threatens to shoot or injure persons, these guidelines should be followed:

- 1. Remain calm. Talk with the individual(s) in a low-key, nonthreatening manner. Do not argue with or antagonize the individual(s) in any way.
- 2. If possible, call appropriate law enforcement agency.
- 3. Keep your distance. Give the intruder(s) ample personal space.
- 4. Do not attempt to deceive or threaten the intruder(s).

5. Do not “buy into” the delusions of the intruder(s).
  - a. If possible, *Evacuate*. If not possible, *Drop, Cover and Hold* in such a manner to enable students and staff to protect themselves. If able, *Drop, Cover and Hold* under a desk, table, or other sturdy shelter.
6. Administer first aid as needed.
7. Follow instructions of law enforcement officials who will take over when they arrive. Let officials handle all negotiations.

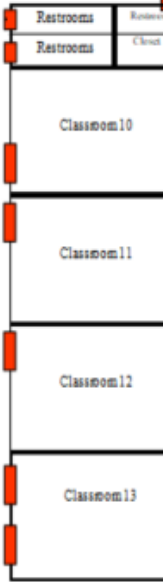
**Section(s) Activated in Evacuation**

**Management**

**Operations**

**Logistics**

MCSOS 2  
 1025 S. Madera Avenue  
 Madera, CA 93637  
 \*NOT TO SCALE  
 EMERGENCY EVACUATION MAP  
 10/2/2018



## **RETURN TO CLASSROOM/REVERSE EVACUATION**

This emergency response action is designed to immediately bring people **indoors** from outside. *Return to Classroom/Reverse Evacuation* is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students, staff or visitors.

### **When to Initiate Return to Classroom/Reverse Evacuation**

1. Civil Unrest
2. Dam Failure
3. Explosion
4. Flood
5. Hazardous Materials Incident
6. National Security Emergency
7. Terrorism
8. Transportation Accident

NOTE: Due to the variety of locations involved and the relatively countless options for this type of disaster to occur with regard to location, staff are to follow Emergency Services directives and procedures.

9. Wildland/Urban Interface Fire
10. Severe Weather
11. Intruder/Shooter on site

### **Procedures**

1. Immediately notify Staff and Students.
2. Notify offsite programs of the circumstances.
3. Once threat passes, issue "All Clear" to resume regular activities.

### **Section(s) Activated in Reverse Evacuation**

**Management**

**Operations**



## **DROP, COVER AND HOLD**

*Drop, Cover and Hold* is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter-on-site.

### **When to Initiate Drop, Cover and Hold**

1. Civil Unrest
2. Explosion
3. Major Earthquake
4. National Security Emergency
5. Shooter/Intruder on Site
6. Terrorism
7. Transportation Accident
8. Severe Weather

### **Procedures for Persons in Wheelchairs**

The California Governor's Office of Emergency Services has given the following tips for people with functional needs during a disaster:

- During an earthquake or explosion, if you are in bed or out of a wheelchair, stay where you are and cover your head and neck.
- If you are in a wheelchair during an earthquake or explosion, stay in it and go into a doorway that doesn't have a door. Cover your head and neck with your hands. If possible, stay away from windows that may shatter. (MCSOS recommends locking wheelchairs in place, and moving to the center of the room away from swinging doors, falling debris, and windows.)

### **Shooter/Intruder/Drive-by Procedures**

*Drop, Cover and Hold* under a desk, table, or other sturdy shelter. Remain away from windows. Follow procedures for students with significant disabilities, wheel chairs, etc.

1. In open areas, move to safer areas as quickly as possible. Initiate *Drop, Cover and Hold* only if it is not possible to safely reach enclosed areas.
2. Immediately notify appropriate law enforcement agency by calling 9-1-1.
3. Secure the building.
4. Work in coordination with, and at the direction of, law enforcement officials.
5. Monitor interaction with media.
6. Without putting themselves at risk, staff members who witness such incidents should attempt to get as precise a description of the vehicle as possible.
7. Once threat passes, issue "All Clear".

### **Earthquake Procedures**

#### **A. Inside Building**

1. Drop to the floor; cover the back of neck, and hold on to the closest piece of furniture while avoiding areas of glass, such as windows, and objects that may fall from ceilings and walls, such as light fixtures.
2. After the tremor has stopped, give the command to Evacuate. In addition to the Evacuate procedures:
3. Never run when leaving the building and pay attention to heavy architectural features that may fall from buildings.
4. Assemble in the parking lot at the west side of the complex and take attendance.
5. Post guards at a safe distance to prevent anyone from reentering the building until authorities have declared the building safe. Guards will be selected by the Principal/designee(s).
6. Provide first aid, as necessary.
7. Through appropriate channels, request assistance from the County Office of Emergency Services (OES).

8. Maintain distance from electrical wires that may have fallen, and handle utilities as follows:
  - Turn off main gas supply valve to building.
  - Turn off main electrical feed breakers.
  - Notify utility companies in the event of any breaks or suspected breaks.

NOTE: Do not light matches, candles or other fires after the quake, since this could cause a gas or electrical fire.

#### B. Outdoors

1. Implement the command *Drop, Cover and Hold*.
2. Move away from buildings, trees, and exposed fires. Stay in the open until the tremor has ceased. An open field is one of the best places to be during an earthquake.
3. Follow actions 4 through 7 described under "Inside Building."

#### C. In Vehicle

1. Pull off to the side of the road away from buildings, freeway overpasses, and power lines, if possible.

NOTE: On a mountain road, the side of the road may not be the safest place to pull over. The driver must quickly determine the safest place based on the terrain.
2. Set brakes.
3. Turn off the ignition.
4. Wait until the earthquake is over.
5. Follow actions 4 through 7 described under "Inside Building."

### **Explosion Procedures**

The warning for an explosion may be the explosion itself, or may be detection of a condition which indicates an impending explosion, such as leaking gas.

1. Follow with the command *Drop, Cover and Hold*.
2. Implement *Evacuate*. In addition to the *Evacuate* procedures:

If the explosion occurred within the building or threatens the building:

  - a) Sound the fire alarm
  - b) Move to an area of safety
3. Provide first aid, as necessary.
4. Keep access roads and driveways open for emergency vehicles.
6. Fight incidental/local fires without endangering life.
7. Notify utility companies of breaks or suspected breaks.
8. Wait for further instruction from the Principal/designee(s).

### **Threat of Explosion (Including Bomb Threat) Procedures**

If you receive a phone threat:

1. Learn as much as you can, while on the phone, about the bomb's appearance, its location, the time of detonation, and, why it was placed at or sent to the campus. Also, if possible, try to determine the profile of the person making the threat (e.g., gender, possible age, vocal characteristics, etc.).
2. Report the threat immediately to your supervisor and call 9-1-1.
3. Report suspicious items immediately to your supervisor. **Do not touch or attempt to remove them.**
4. Complete the Bomb Threat Checklist while talking with the person, or immediately thereafter. Provide the Checklist to authorities during the subsequent investigation.

If you receive a mail threat:

1. Do not shake or empty the envelope.
2. Isolate the specific area of the workplace so that no one disturbs the item.
3. Contact the appropriate management to evaluate the item.
4. Wash hands with warm water and soap for one minute.
5. Call 911 to report a suspicious piece of mail if deemed necessary.

6. The local fire department will respond to the call and will provide further instructions on what to do.
7. A list of employee phone numbers should be available for the county health department only if the item tests positive.
8. Follow actions 2 through 8 under "Explosion Procedures".

### **Nuclear Emergencies Procedures**

Emergencies of this type can be placed into three categories based on how much preparation time is available.

1. Strategic Warning of Nuclear Accident

If the government becomes aware that enemy-initiated hostilities may be imminent, and this information is disseminated by the news media, the office has some time to prepare.

Responsibilities:

Superintendent: Upon notification from the County/City, notify and give direction.

2. Attack Warning

If the federal government becomes aware of the possibility of hostile forces initiating a nuclear attack against the United States, government officials will notify the various county offices of emergency services throughout the county. The Office of Emergency Services will contact the Superintendent's Office, giving them as many details and particulars of the impending attack as they have available.

Action(s) taken by the office will be determined by the amount of time available prior to the onset of the expected attack.

Responsibilities:

1. Turn on battery-operated radio to KMJ (AM 580) Fresno and await further instructions.
2. Apprise the staff of the situation as soon as possible.
3. Initiate other actions as necessary based on the information received.
4. Staff and students will remain as is and await further instructions.

3. Nuclear Explosion

The warning for the explosion of a nuclear device is the actual detonation of the weapon, which is accompanied by intense light and followed by heat and shock waves.

Responsibilities:

1. Turn on battery-operated radio to KMJ (AM 580) Fresno and await further instructions.
2. Direct staff and students to remain inside and wait for further instructions.
3. Initiate *Drop, Cover and Hold* in such a manner to enable staff to protect themselves. If able *Drop, Cover and Hold* under a desk, table, or other sturdy shelter.
4. Render first aid as necessary.

### **Section(s) Activated in Drop, Cover and Hold**

**Management**

**Operations (as needed)**

**Logistics (as needed)**

**Planning/Intelligence (as needed)**

**MADERA COUNTY SUPERINTENDENT OF SCHOOLS  
BOMB THREAT CHECKLIST**

(To be completed by person receiving bomb threat phone call)

Name of Staff Member Taking Call \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

*Listen carefully. Do not interrupt the caller except to ask:*

*WHEN will it go off?* \_\_\_\_\_

*WHERE is it located?* \_\_\_\_\_

*WHAT does it look like?* \_\_\_\_\_

*To be completed after phone call:*

1. Notify your site administrator. Talk to no one unless instructed to do so.
2. Write the message in its entirety: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Does the caller appear familiar with the building? Yes \_\_\_\_\_ No \_\_\_\_\_

Caller's Identity: Sex \_\_\_\_\_ Estimated Age \_\_\_\_\_

Vocal Characteristics				Speech			
Loud		Soft		Fast		Slow	
High-pitched		Deep		Distinct		Distorted	
Raspy		Pleasant		Stutter		Nasal	
Intoxicated		Other		Slurred		Other	

Language		Accent		Demeanor			
Educated		Local		Calm		Coherent	
Fair		Foreign		Rational		Incoherent	
Poor		Regional		Deliberate		Irrational	
Foul		Race		Angry		Emotional	
Use of certain Words/phrases		Other		Righteous		Laughing	

Background Noises							
Office Machines		Noisy		Street Traffic		Voices	
Factory Machines		Quiet		Train(s)		Music	
Animals		Mixed		Airplane(s)		Party atmosphere	
Intoxicated		Other		Slurred		Other	

## **DEATH OF STAFF MEMBER**

Death of a staff member places an emotional strain on everyone. Without a prepared plan, additional problems related to the crisis/reaction are almost a certainty.

1. Notify Superintendent.
2. Notify staff. If incident occurs during non-business hours, notify staff members who have a specific need to know via telephone. Conduct a staff meeting at the start of the next work day. If incident occurs during school hours, the Principal/designee(s) will meet to give instructions in notifying staff and students.
3. Identify staff and students in need of counseling.
4. Schedule a debriefing for all staff and students as determined necessary in order to provide updated information regarding the incident and events.

## **SUICIDE**

1. Take threats of suicide seriously.
2. Do not leave the individual unsupervised or allow the individual to leave the building.
3. If the individual is imminently suicidal, call 9-1-1.

## **EMERGENCY MEDICAL PROCEDURE AND/OR EMERGENCY PROCEDURE IN CASE OF INJURY**

1. Call the Human Resources Office at 662-6219.
2. Give the following information:
  - WHO is involved
  - WHAT is the emergency condition
  - WHAT HELP is needed
3. The Supervisor will stay with the employee/student, administer FIRST AID, and have another staff member call the paramedics, if necessary. It should be determined if the person requiring assistance has Medic Alert Tags. Such information should be given to those persons responding to the emergency. (If necessary, have other students/ staff member(s) clear the room).
4. Human Resources to review the employee's Emergency Procedure Form in their Personnel File and respond accordingly.
5. Principal to review the student's Emergency Procedure Card
6. The Supervisor is to fill out a SUPERVISOR'S REPORT and forward to Human Resources, when a staff person is injured. If student injury, parents/guardians will be contacted immediately and appropriate forms must be completed.
7. Madera County Superintendent of Schools Board policies will be adhered to in case of seizure activity; illness, etc.

## **FALLEN AIRCRAFT**

Warning of a fallen aircraft may be the accident itself, or may be received through a messenger or phone call. In the event of such an accident, take the following actions:

- a. Take the action directed by the Principal/designee(s). When necessary, Administrators may take immediate action to protect the safety of students and staff without instruction from the Principal/designee(s).
- b. Keep students and staff at a safe distance from the accident, taking into consideration the possibility of explosion of fuel tanks. A distance of at least 300 feet should be maintained.  
NOTE: The Principal/designee(s) shall attempt to determine the type of aircraft - military, commercial or private plane.
- c. Notify the Fire Department by calling 9-1-1.
- d. Keep access roads open for emergency vehicles.
- e. Take further action as directed by the principal/designee(s).

## **All Situations**

It should be noted that regardless of local site plans, it is the responsibility of the principal to order or decide to evacuate Madera County Superintendent of Schools students. This must be communicated to the Madera County Superintendent of Schools (Superintendent or Associate Superintendent, Student Programs and Services) as soon as possible or feasible so that this office may assist or direct as appropriate to insure safety and well-being of students and staff who are part of the Madera County Superintendent of Schools programs.

### **Classroom Emergency Folders**

The Principal will ensure that each classroom have a Classroom Emergency Folder, appropriately labeled and located in a prominent place near the door.

*Purpose* -- To provide emergency information and materials for the regular classroom teacher, substitutes, and other MCSOS staff to ensure the identification and safety of students, and to facilitate appropriate pupil release procedures.

*Contents to include* –

1. Fire evacuation route map
2. School map/floor plan
3. Designated large-group assembly areas
4. Emergency action signals, and procedures to follow for each
5. Pupil Release forms
6. **RED** and **GREEN** door signs to be posted on outside of door: **RED** – Needs help! Students and/or staff are injured. **GREEN** – Okay! No additional help needed.
7. Attendance registers

### **Pupil Release/Evacuation Procedures**

Certain actions may involve releasing students from school or relocating them from one school site to another at a time when parents expect their children to be in school. **The Superintendent will authorize such actions only in extreme emergency, and all possible attempts to notify parents as to the situation will be made as soon as possible.** In any case, pupils shall be released by Madera County Superintendent of Schools staff only. Daily attendance is a critical component in preparing for any emergency or disaster.

The Principal/designee(s) will assess the situation in any given emergency and, based on the safety of students and the condition of the school and neighborhood, will make recommendations to the Superintendent.

Alternatives include:

1. Students remain in classrooms with their teachers until they are released to their parents or are transported home via regular bus routes and times.
2. Students are moved with their teachers to designated large-group areas on the school site.
3. Students will be evacuated to an alternate site. If an emergency occurs and it becomes necessary to send students home early, relocate them, or ask parents/guardians to pick them up, then these procedures will be followed insofar as possible:
  1. **Notification of parents.** After receiving authorization to relocate students or send them home early, the school will initiate phone trees to notify parents of the situation, using all available phones. Information will include:
    - name of caller
    - type of emergency
    - action to be taken
    - where parent may pick up child
    - any other pertinent information (be brief)
  2. **Notification of staff.** Teachers and other staff members should be notified of the plan as soon as possible.

### **Guidelines for Pupil Release in Classroom**

Students must remain in their classrooms under their teacher's supervision.

#### ***Classroom Release Procedures***

1. Teacher at door, controlling traffic in and out.
2. Parents line up outside door.
3. Teacher identifies immediate family members using the Emergency Pupil Release Form found in the Emergency Binder.
4. Teacher refers all other persons to the School Office to obtain Clearance Cards.
5. Child leaves with parent. Parents should not enter classroom unless necessary.

#### ***Identification Instructions***

1. Use Emergency Pupil Release Form located in the Emergency Folder. *Fill in all sections*, including signatures.
2. Make sure it is an immediate family member.
  - Immediate family may include mother, father, stepmother, stepfather, grandparent(s), aunt, uncle, sister, brother, or legal guardian.
  - Identification questions may include:
    - Who are you?
    - What is your relationship to this child?
    - Do you have a photo ID?
  - If able, ask the student who this person is.
3. Refer all persons other than immediate family members -- or any person about whom the teacher has doubts -- to the office to obtain clearance cards.
4. Keep all clearance cards and attach them to Pupil Release Forms.

*PUPIL RELEASE FORM*

SCHOOL ID:

TEACHER:

GRADE:

ROOM:

DATE:

*STUDENT  
NAME*

*RELEASED  
TO:*

*RELATION  
TO CHILD*

*CLEARANCE/  
I.D.*

*GUARDIAN  
SIGNATURE*

*TIME*

*DESTINATION*

<i>STUDENT NAME</i>	<i>RELEASED TO:</i>	<i>RELATION TO CHILD</i>	<i>CLEARANCE/ I.D.</i>	<i>GUARDIAN SIGNATURE</i>	<i>TIME</i>	<i>DESTINATION</i>



## **The Crisis Intervention Team**

The School Site Crisis Intervention Team is comprised of designated staff members and MCSOS support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide, bus accident, drive-by, shooting, etc.

### *MCSOS Building 2 Early Start Intervention Team Members:*

	Name	Work Phone	Cell Phone
Program Director	Camille Edmunds	662-4827	240-4535
*School Psychologist	Angela Tollison	662-4806	474-9560
*School Psychologist	Susie Verduzco-Samanc	662-4837	706-0285
*School Nurse	Dalene Roth	662-4841	760-2279
*School Nurse	Dolly West	662-4842	417-7701

## **Activation of the Crisis Team and MCSOS Support Staff**

In response to notification of an emergency or disaster, sudden death, suicide, school bus accident, etc., the site administrator immediately notifies the Superintendent, the immediate supervisor and assembles the Crisis Intervention Team to help plan the response and prepare for the following day. Plans should include:

- Requesting assistance from the Associate Superintendent, Human Resources to prepare a written statement and to direct other staff as to how to handle phone calls and requests for information about the emergency or disaster.
- Establishing a crisis center on campus where crisis team members will be available to meet with students/staff/parents.
- Promptly sharing factual information with staff, students, parents and community.
- Planning staff meetings or other communications as soon as possible to share information.
- Providing an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to facilitate classroom discussion and to respond to students' questions and needs.
- Providing a written statement which teachers may use to announce the event to students/parents.
- Requesting teachers to refer students who seem especially upset to the school's crisis center for individual counseling.

## **Crisis Intervention Team Responsibilities**

### **I. Initial Crisis Planning**

- A. Identify problem/event and determine degree of impact on school.
- B. Determine if additional support is needed and notify MCSOS offices for assistance.
- C. Review facts and determine what information is to be shared with:
  1. Faculty
  2. Students
  3. Parents/Community
  4. Media liaison
- D. Determine how the information is to be shared with staff/students/parents in order to control factual information.
  1. Provide referral processes, including procedures for self-referral.
  2. Maintain student's referral list. Designate where list will be maintained and by whom.

E. Identify high-risk students/staff. Initiate contacts and appropriate interventions which may include:

1. Individual interviews
2. Group counseling
3. Classroom activities, presentations
4. Assemblies
5. Parents meeting
6. Staff meetings
7. Referrals to community agencies

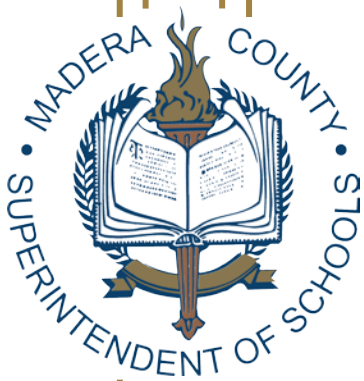
**II. Debriefing**

- A. Provide an opportunity for all staff to meet on a daily basis.
- B. Provide updated information/facts that relate to this event. Plan follow-up actions.
- C. Provide information and activities to assist teachers with classroom discussions, concerns, if appropriate.
- D. Provide support to team members.
- E. Provide written daily summary of the debriefings to staff with copies written to Superintendent as a means to keep everyone updated with current information.

**Madera County Superintendent of Schools Building 2**  
**Phone Contact List**

<b>Early Start Office: 662-4860</b>			
<b>Position Held</b>	<b>Staff Member</b>	<b>Site Number</b>	<b>Cell Number</b>
Program Director	Camille Edmunds	662-4827	240-4535
Nurse	Dalene Roth	662-4841	760-2279
Nurse	Dolly West	662-4842	917-7701

<b>Madera County Superintendent of Schools: 673-6051</b>		
<b>Position Held</b>	<b>Staff Member</b>	<b>Site Number</b>
Executive Director, Student Programs & Services	Cheryl Mohr	662-4669
Assistant Executive Director, Student Programs and Services	Jessica Drake	662-4687
Senior Administrative Assistant, Operations	Kim Linderholm	662-6295



**Board of Education Action Item**  
**October 9, 2018**

**Topic:**

Waiver Request - School Site Council (SSCs) Combine and Composition

**Background:**

School Site Councils (SSC), as required by Title I and the California Department of Education (CDE), are prescribed by California Education Code (Ed Code 52852). In short, the Code requires every school receiving Title I funds to establish a School Site Council. The same Education Code establishes the composition of School Site Councils to include a principal, teachers, other staff, parents, and students (at the high school level). The Education Code calls for parity between school and parent/community representatives and outlines requirements for numbers of each group.

California Department of Education provides a waiver process for schools that cannot meet the Education Code requirements. Specifically, a Local Education Agency (LEA) may request a waiver of Ed Code 52852-- a SSC at each school receiving Title I and the composition of SSCs. A Waiver Request is prepared by the LEA, and approval of the request is sought from the School Site Council (or other advisory committee), the Local Board of Education, and the Superintendent. The bargaining unit is informed of the waiver request for a SSC.

The Waiver Request is sent to CDE, which reviews the request and submits the request to the State Board of Education. At a regularly scheduled State Board meeting, such waiver requests are reviewed and either approved, approved with conditions, or denied.

The Madera County Superintendent of Schools' (MCSOS) Career and Alternative Education Services Division (CAES) requests two SSC waivers at this time. The first waiver is requesting one SSC would serve both charter schools: Madera County Independent Academy (MCIA) and Pioneer Technical Center (PTC).

Historically it has been very difficult to establish and maintain SSCs at the charter schools. Thus, we request a waiver to combine the two charter schools into one SSC due to the similarities in student needs, programs, administration, funding, and the small staffs at the individual school sites.

The second waiver is requested for a change in composition of the SSC for Endeavor and Voyager. This SSC would be composed of a principal, one teacher, one other staff and three community members/parents. Typically, a SSC is comprised of a principal, three teachers, one other staff, three parents and three students.

**Fiscal Impact:**

None

**Resource:**

Leslie Neumeier

Director, Career Technical and Alternative Education Services

**Recommendation:**

Approve submission of waiver allowing CAES charter schools to combine SSCs and Endeavor/Voyager to change the composition of the representatives.