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

8.4.1

BOARD OF EDUCATION ACTION ITEM

October 8, 2019

Topic:
Consideration/Annual Review of School Safety Plans.

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

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

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

Financial Impact:
None.

Resource:
Jessica Drake
Assistant Executive Director
Student Programs & Services

Fred Cogan
Director
Career Technical & Alternative Education Services

Recommendation:
Approval as submitted.

Madera County Superintendent of Schools
Comprehensive School Safety Plan Committee Members
2019- 2020

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

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

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

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

Career and Alternative Education Services Safe School Committee members include:
Hugo Sanchez
Jose Espinoza
Alan Macedo
Norma Orozco
Fred Cogan

Madera County Superintendent of Schools
2019 – 2020
Annual Notification of
Uniform Complaint Procedure (UCP)

For students, employees, parents or guardians of its students, school and district advisory committees, appropriate private school officials or representatives, and other interested parties

The Madera County Board of Education and the Madera County Superintendent of Schools (MCSOS) have the primary responsibility to ensure compliance with applicable state and federal laws and regulations and have established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs.

The Madera County Superintendent of Schools or designee shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by the MCOE Board of Education. Unlawful discrimination, harassment, intimidation, and bullying complaints may be based on actual or perceived sex, sexual orientation, gender expression, gender identity, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on a person's association with a person or group with one or more of these actual or perceived characteristics, or complaints involving implementation of the Local Control and Accountability Plan in any program or activity that receives or benefits from state financial assistance. The UCP shall also be used when addressing complaints alleging the requirement of students to pay fees, deposits, or other charges not specifically authorized by law for participation in an educational activity and/or failure to comply with state and/or federal laws in Adult Education, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Training Programs, Child Care and Developmental Programs, Child Nutrition Programs, Special Education Programs, and Safety Planning Requirements.

Complaints must be filed in writing with the following compliance officer:

Name and/or Title of Compliance Officer: Assistant Superintendent, Human Resources

Address: 1105 South Madera Avenue, Madera, CA 93637

Telephone Number: (559) 673-6051

Complaints alleging discrimination harassment, intimidation, and bullying must be filed within six (6) months from the date the alleged discrimination harassment, intimidation, and bullying occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written decision or report will be sent to the complainant as soon as possible, but no later than sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The Local Education Agency (LEA) person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the LEA's decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the LEA's decision. The appeal must include a copy of the complaint filed with LEA and a copy of the LEA's decision.

Civil law remedies may be available under state or federal discrimination laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the LEA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the Madera County Office of Education's UCP Policy and complaint procedures shall be available free of charge.

Oficina de Educación del Condado de Madera
2019-2020
Notificación Annual
Procedimientos Uniformes De La Queja (UCP)

Para los estudiantes, empleados, padres o guardianes de sus estudiantes, comités consultivos de la escuela y del distrito, funcionarios apropiados o representantes de la escuela privada, y otras partes interesadas.

La Mesa Directiva de Educación del Condado de Madera y el Superintendente de Escuelas del Condado de Madera (MCSOS) tiene la responsabilidad primaria de asegurar la conformidad con las leyes estatales y federales y han establecido procedimientos para dirigir alegaciones de la discriminación, acoso, intimidación, y el tiranizar ilegal y de las denuncias que alegaban la violación del estado o las leyes federales que gobernaban programas educativos.

El Superintendente del Condado de Madera de Escuelas o el designario investigará y las intentará resolver denuncias usando las polizas y los procedimientos conocidos como los Procedimientos de Denuncia Uniformes (UCP) adoptados por la Mesa Directiva de Educación de la Oficina de Educación del condado de Madera (MCOE). Las denuncias Ilegales de la discriminación, acoso, intimidación, y el tiranizar se pueden basar en sexo real o percibido, la orientación sexual, expersión del género, identidad del genero la identificación del grupo étnica, la raza, la ascendencia, el origen nacional, la religión, el color, o la incapacidad mental o física, o la edad, o en la asociación de una persona con una persona o un grupo con uno o más de estas características reales o percibidas, o denuncias que implican la puesta en práctica el Plan del Control Local y de la Responsabilidad en cualquier programa o actividad que reciba o se beneficie de ayuda económica del estado. El UCP también será utilizado al dirigir las denuncias que alegan el requisito del estudiantes de pagar las tarifas, los depósitos o otras cargas autorizados no específicamente por la ley para participación en una actividad educativa y/o fracaso para cumplir con el estado y/o las leyes federales en Enseñanza Para Adultos Programas de Ayuda Categóricos Consolidados, Programas de la Carrera, Técnicos y Técnicos de Educación y Formación, Cuidado De Niños y los Programas De Desarrollo, los Programas educativos Especiales y los requisitos del Planeamiento de la Seguridad.

Las Denuncias se deben ser recibidos in forma escrita con el oficial siguiente de la conformidad:

Nombre y/o Título del Oficial de la Conformidad: Principal Oficial de los Recursos Humanos

Dirección: 1105 South Madera Avenue, Madera, CA 93637

Número de Teléfono: (559) 673-6051

Las Denuncias que alegan la discriminación, acoso, intimidación, y el tiranizar se deben archivar en el plazo de seis (6) meses a partir de la fecha que ocurrió la discriminación, acoso, intimidación, y el tiranizar alegada o la fecha el denunciante primero obtuvo el conocimiento de los hechos de la discriminación, acoso, intimidación, y el tiranizar alegada, a menos que la época para la limadura sea prolongada por el Superintendente o su designario.

Las Denuncias serán investigadas y una decisión escrita o un informe será enviada al denunciante dentro de sesenta cuanto antes, pero no más adelante que (60) días del recibo de la denuncia. Este sesenta (60) plazos del día se pueden prolongar por el acuerdo escrito del denunciante. La persona Local de la Agencia de la Educación (LEA) responsable de investigar la denuncia conducirá y terminará la investigación de acuerdo con secciones 4680-4687 y de acuerdo con los procedimientos locales adoptados bajo sección 4621.

El denunciante tiene una derecha de apelar la decisión de la Agencia Local de La Educación (LEA) al Departamento de Educación de California (CDE) archivando una súplica escrita en el plazo de 15 días de recibir la decisión del Agencia Local de La Educación. La súplica debe incluir una copia de la denuncia archivada con la Agencia Local de La Educación y una copia de la decisión del Agencia Local de La Educación.

Los remedios del Derecho civil pueden estar disponibles bajo estado o leyes federales de la discriminación, si procede. En casos apropiados, una súplica se puede archivar conforme a la Sección 262,3 del Código de la Educación. Un denunciante puede perseguir remedios disponibles del derecho civil fuera de los procedimientos de la denuncia del Agencia Local de La Educación . Los Denunciantes pueden buscar ayuda de centros de la mediación o de abogados públicos/privados del interés. Los remedios del derecho civil que se pueden imponer por una corte incluyen, pero no se limitan a, las prescripciones y los órdenes de detención.

Una copia de la Poliza de los Procedimientos Uniformes De La Queja UCP de la Oficina de Educación del Condado de Madera y de los procedimientos de denuncia estará disponible gratuitamente.

Ingress and Egress

General Procedures

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

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

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

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

Substitutes:
Substitutes are to check-in with site administrators. Information on substitutes is available through 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 Blended Independent Studies (BIS) Front office located on the North side of the administration building and exit through the front gate located between Room 9 and the BIS Front Office. When Full Independent Studies (FIS) Students enter Room #6 on the West Parking lot, parents and students may use the FIS / Room #6 office to sign in and sign out. Students may park in any of the designated parking lots in the North or West Parking Lots of the school.

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

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

Gould Educational Center

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

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

Other School Sites

Some MCSOS Special Education programs are provided on school district general education campuses. Students attending school on a district campus follow local school procedures. Students will be escorted and assisted by classroom staff to and from the bus drop off area. Those students who are not in need of assistance may walk unescorted to and from their classrooms. All visitors are to sign-in at the front office and will follow local school procedures.

Golden Valley Unified School District

Liberty High School

Madera Unified School District

Berenda
Desmond
Howard

Madera High School
Madera South High
Millview
Nishimoto
Parkwood

Yosemite Unified School District
Coarsegold
Yosemite High School

Forms:

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

Madera-Mariposa
Special Education Local Plan Area
Policies & Procedures

Federal Requirement

116 - SUSPENSION/EXPULSION AND MANIFESTATION DETERMINATION

The Madera-Mariposa Special Education Local Plan Area (SELPA) and its member Local Education Agencies (LEAs) agree that data on suspension and expulsion rates will be provided in a manner prescribed by the California Department of Education (CDE).

When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the Individualized Education Programs (IEPs) will be revised.

The Madera/Mariposa SELPA member LEAs will follow manifestation determination requirements according to both Education Code and Title 20 regulations. All students have a right to a protected learning environment. With few exceptions, students with disabilities are subject to the same type of disciplinary procedures as their typical peers. However, it has been established that exclusion from school for more than 10 cumulative days amounts to a change in placement.

As a result, before a disciplinary action may be contemplated, a number of procedural safeguards are to be completed. A meeting to determine whether the behavior leading to disciplinary action was or was not a manifestation of the child's disability and to ensure the IEP was implemented. The meeting must be conducted at any time when removal of a student with a disability from an educational program beyond the 10th day is being considered or whenever commencing a removal that would constitute a change in placement.

Legal References:
EC 48915.5 20 USC § 1412 (a) (22) 20 USC § 1415 (k) 34 CFR § 300.530

APPROVED: 5/21/2008
REVISED: 1/16/2019

Safe Schools Plan
Apollo Campus
2019-2020

Introduction

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

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

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

Individual Counseling Services support Special Education Students throughout Madera County. The program has three Licensed Marriage and Family Therapists and three clinical interns. All clinicians are trained in several evidenced-based therapy modalities. They use Trauma Focused Therapies to address the mental health needs of students impacted by trauma. Students are seen at their school of attendance during their school day, or may be seen on site at the Apollo Campus. Current caseloads reflect that 90 students are being provided services.

Parent Child Interaction Therapy (PCIT) services are provided in the Counseling Center. Therapy is for students 2 through 7 years of age with either a IFSP or IEP. The program is housed in the Counseling Center. 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 teams of two clinicians each. Parent and child receive services in the Play room which is separated by a one-way mirror. Parent wears an ear bud which allows the parent to hear the directions from the therapist located in the observation room. PCIT is currently providing services to 3 students and their families with 2 referrals pending.

Support Services Program: Services are provided by a Board-Certified Behavior Analyst (BCBA) and a School Psychologist who are supported by three Registered Behavior Technicians (RBT) and 1 Behavior Technician. Services provided are Consultation, Environmental Analysis, Student and Classroom Observations, Data Collection, Classroom

Strategies and Mental Health Staff Trainings to the school districts within Madera County. Behavior Technicians also provide groups to the MCSOS Emotional Disturbance Program. Topics include positive social interactions, anger management and conflict resolution. This program currently providing services for 34 students.

Genesis Day Treatment Program consists of two classrooms providing services for students grades 5 through 8, and grades 9 through 12. Each classroom is co-facilitated by one Special Education Teacher and one Mental Health Clinician with the added support of two Instructional Aides. Each classroom is at capacity with 8 students. Special Education Students are eligible under a primary disability of Emotional Disturbance and are referred to this program by the IEP team and district administrator. The Day Treatment operates as a therapeutic milieu which is a structured group setting in which the group is a key force in the outcome of treatment. Using the combined elements of positive peer pressure, trust, safety and repetition, the therapeutic milieu provides an idealized setting for group members to work through the psychological issues. The program is currently supporting 15 students.

Section I
Safe Schools Planning Team

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

- Dani Little, Program Coordinator
- Jessica Drake, Executive Director, Student Programs and Services
- Gabriella Murillo, School Psychologist
- Kelly Hukill, Senior Secretary
- Keisha Harbin, Health Aide
- Nancy Merkle, Special Education Teacher
- Kathi Henderson, Mental Health Clinician
- Kassandra Boehm, Parent
- Carmina Montez, Classified Staff
- Jason Peterson, Program Director

Section II
Mission/Vision

Mission

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

Vision

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

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

Mental Health Services Programs Mission

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

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

Section III Data

To determine areas of strength and to identify areas of needed improvement to ensure school safety, the committee reviewed various sources of data including, but not limited to, results of a survey distributed to all staff members at the Apollo Campus, analysis of suspension rates, analysis of Incident and Accident Reports, information from the school accountability system, maintenance/operations personnel, support staff, and the Madera County Superintendent of Schools Safety Committee was discussed and reviewed. Data from the Safe School Survey indicates that 67% of staff members feel that the school is well protected from potential crime; 93% feel there are clear procedures to deal with emergencies; 100% of staff feel that school rules and expectations are realistic, practical, fair and relevant to staff and students; feel that administration and staff show respect, consideration, and sensitivity to students and parents;

that every effort is made to encourage cooperation among students in the classroom; and that everyone at the school can be successful. This data also identified that more outreach to law enforcement is needed to involve officers in non-enforcement roles.

Suspension rates at the Day Treatment have steadily decreased with 8 suspensions in the first year of service to 4 in 2018-19. This can be attributed to better screening for appropriate students for the program, and the use of in-school suspension as an alternative to out of school suspension.

Section IV
Component 1
People and Programs/ School Climate

Areas of pride and strength:

All staff members are committed to seeing the Mental Health Services programs grow in positive ways. All staff works together to ensure that Madera County Special Education Students have access to Mental Health Services.

Mental Health Services has shown steady growth since inception in 2010-2011 school year. In our inception year the programs served 22 students county wide. At the end of 2018-19 school year, the Mental Health Services Programs has served more than 900 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 2018-19 the Apollo Campus has increased to 28 staff members. All staff is committed to our students, work well as a team, and support each other daily.

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

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

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

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

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

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

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

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

Areas needing Improvement:

- Due to increased need in the Districts, the Day Treatment Program needs to expand to provide support to younger students.

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

Goal 1:

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

Related Activities:

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

Component 2
Physical Environment

Areas of pride and strength:

An area of strength for the Apollo Campus is that it is a small, segregated campus, that is surrounded by fencing. This provides our Day Treatment students a safe environment to work on coping skills to manage their psychological traumas without the pressures that a larger, comprehensive campus would present. The campus also houses all of our mental health programs, providing easy access for all Day Treatment students.

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

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

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

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

Areas needing improvement:

- Privacy slats in the fencing to ensure the privacy of Day Treatment students.

Safe Schools Plan
Career and Alternative Education Services
2019 - 2020

Introduction

Alternative Education Schools

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

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

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

Pioneer Technical Center – Charter School

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

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

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

Madera County Independent Academy

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

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

Section I
Safe Schools Planning Team

The Safe Schools Planning Team includes the following:

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

Section II
Mission/Vision

Alternative Education Programs

Mission

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

Vision

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

Pioneer Technical Center

Mission

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

Vision

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

Madera County Independent Academy

Mission

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

Vision

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

Section III
Data

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

On a 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 our schools grow in positive ways. The expectations for student achievement are well known and high. All staff members genuinely care for the students that are served, and demonstrate positive attitudes. Working as a team, the staff is motivated and creative in planning instruction and activities that meet the needs of students. Staff supports one another when immediate attention is needed in response to a crisis with a student such as medical concerns or behavioral outburst.

2. **Areas needing improvement:**

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

3. **Outcomes of 2018-2019 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
   - Continuance of work toward LCAP goals

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

5. **Evaluation:**

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

Component 2
Physical Environment

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

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

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

The parking lots have adequate lighting and parking.

Section V
Disaster Response

See Tab

Policies/Procedures

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

Section VI
Dissemination Process

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

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

Section VII
Progress and Revision

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

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

Safe Schools Plan
Early Education Center
2019-2020

Introduction

Preschool and Child Care Services is a Madera County Superintendent of Schools program funded by the Department of Education located at 220 East Almond Ave in Madera CA 93637 and the Building 2 location at 1025 S Madera Ave. Madera CA 93637. We are expected to open at our new location in January located at 1105 S Madera Ave. The program was developed to provide School Readiness/Preschool and childcare services to children 18 months to five years old.

The Early Education Center at the Building 2 site houses four classrooms (Room 10, 11, 12, and 13). There are two preschool restrooms with a total of five preschool size toilets and sinks approved by Community Care Licensing. Each classroom is equipped with a sink and drinking fountain and room 13 has an office and kitchen space in the classrooms. This campus has a large outdoor play area that includes grass and cement and is equipped with preschool appropriate outdoor toys. The campus has a secure chain link fence around the perimeter of the school to ensure student safety. At the Almond site houses one large building that houses two pre-kindergarten classes separated by a partition wall, an office space, self-contained kitchen space, adult and preschool restrooms. The campus features a large shade structure over a Licensing approved play structure designed for preschool children and a secure chain link fence around the perimeter of the campus to ensure student safety.

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

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

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

Goals for Child Growth:

Social/Emotional Development

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

Cognitive Development

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

Physical Development

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

Creative Development

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

Health and Safety

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

Section I
Safe Schools Planning Team

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

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

Section II
Mission/Vision

Mission

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

Vision

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

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

Section IV
Component 1
People and Programs/ School Climate

Areas of pride and strength:

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

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

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

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

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

Areas needing Improvement:

Goal 1:
Work with Administration to hire staff for an additional classroom to ensure adequate adult to child ratio and comply with licensing requirements.

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

Component 2
Physical Environment

Areas of pride and strength:

The Madera County Superintendent of Schools saw a need for full day preschool and child care services for the parents in our community. At the inception of our program MCSOS provided child care and high quality school readiness education to approximately 100 children and family support services to their parents/guardians. To continue this worthwhile investment, MCSOS has dedicated to expand services to more members in our community by building a new Full Day CSPP campus which will serve approximately 150 children and their families. This campus will consist of six classrooms and one office building that will include a parent resource room. The plans also include a meeting room for speech and other individualized services for students housed on this campus. Additionally, this campus will have two age appropriate playground structures and outdoor play space for all children to access. Accommodations have been made to these structures to ensure students with disabilities are able to use the equipment with the goal of full inclusion.

Areas needing improvement:

- Two portables were transferred to the new campus from the Almond campus. These portables are in need of remodeling the floors, walls, and other fixtures.

- In an effort to better identify staff on campus, all ECE personnel will wear a preschool appropriate apron. These aprons will be the product of a team building activity that will occur on October 7, 2019 at the ECE all staff in-service training.

Safe Schools Plan
Gould Education Center
2019-2020

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

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

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

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

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

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

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

Classified personnel include:

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

Licensed personnel include:

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

Administration personnel include:

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

Section I
Safe Schools Planning Team

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

- Tanya Hill, Program Director
- Jessica Drake, Executive Director, Student Programs & Services
- Susan Valenzuela, 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
- Joseph Casarez, Administrator, Human Resources

Section II
Mission/Vision

Mission

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

Vision

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

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

Gould Mission

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

Section III
Data

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

Review of the goals from 2018-2019 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.

- A Speech and Language Pathologist- Assistive Technology Specialist provided coaching and support within the classroom to provide quality classroom support.
- Diagnostic Center continues to provide on-going training and support to new staff.

Section IV
Component 1
People and Programs/School Climate

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

2. **Areas needing improvement:**
   - Knowledge of Procedures and Decision Making: As of August 2019 approximately 50% of the classroom staff are within their first two years of teaching. Four new teachers have been added to the Gould staff since the spring of 2019.

   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 teacher meetings.
   - Information will be shared with classroom support staff during weekly classroom meetings.
   - Written documentation of Procedures and Decisions is to be placed in teacher binder for future reference if needed.
   - Monthly all staff meetings will provide information for review and discussion.
   - Activities will be presented during monthly all staff meetings to review prior information to ensure retention by staff.

Evaluation:
Successful achievement of these goals will be measured by:

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

Component 2
Physical Environment

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

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

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

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

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

2. **Areas needing improvement:**
    - Continued school improvement in the areas of maintenance and safety to ensure students and staff a safe educational environment.
    - Develop the small-gated area immediately outside of the double door entry to the school yard. This is currently scheduled for development by the Madera Rotary Club in November 2019.

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:

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

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.